### Instructional Redesign
#### Portfolio Criteria
**DRAFT 4/4/19**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations</th>
</tr>
</thead>
</table>
| Clearly articulates the teaching problem   | • Provides context to why/how the original problem was identified.  
• Describes the rationale for why this teaching problem necessitated a significant instructional redesign.  
• Articulates the desired impact of the redesign.  
• If the teaching problem was changed since submitting the Getting Started application, provides an adequate rationale for the change.                                                                                                                                                                                                                                                                                      |
| Connects the chosen pathway with the support received | • Describes what pathway they chose and outlines the specific kinds of experiences they participated in that pathway (including if they chose to do it independently).  
• Explains how the pathway helped them (or not) learn about their teaching problem, identify ways to address that problem, and assess the impact of instructional changes.  
• Identifies any additional ways they pursued support for their IR project.                                                                                                                                                                                                                                                                                                                                                     |
| Thoroughly explains the implementation steps taken | • The intervention (instructional changes) is described in a clear and detailed way so that the reader can follow the progression taken by the writer.  
• It is clear what changes were made, including explanations on what changed for students.  
• Describes the alignment between the intervention chosen and the teaching problem identified.  
• The alignment was clearly informed by the literature or pathway.                                                                                                                                                                                                                                                                                                                                                     |
| Implemented an intervention of appropriate scope | • The amount of change necessitated by the redesign was significant and could potentially have an impact on student learning in the course.  
• Intervention went beyond one activity in one class session.  
• The length of time introducing the intervention was adequate for a change in student experience and learning to occur.  
• Adequate changes to the redesign intervention were made to along the way to allow for the best learning experience for students.                                                                                                                                                                                                                                                                                                |
| Clearly describes the assessment plan       | • Describes the assessment plan followed with enough detail that reader can follow the steps taken (replicate it).                                                                                                                                                                                                                                                                                                                                                           |
| Carried out a sufficiently rigorous assessment plan | Provided appropriate time between intervention and assessment.  
Used valid assessment tools (or data collection methods).  
Justifies the statistical analysis used. |
| Provides a clear summary of the assessment data collected | Provides data.  
Summarizes the key take-aways from the data analysis undertaken.  
Demonstrates how the data collected indicates an increase or decrease in the teaching problem originally investigated.  
Concisely explains the relationship between intervention and the change in teaching problem utilizing the data collected.  
Identifies next steps, including anticipated changes in teaching for the future. |
| Reflects on the IR process in a meaningful way | Articulates the value of the IR experience.  
Critiques own values, beliefs, biases, or insight that the IR process elicited.  
Describes what was learned about teaching and self as a teacher from engaging in the IR process.  
Identifies aspects of the IR process that assist with future teaching problems.  
Articulates the most and least useful parts of the process to their development as a teacher.  
Identifies and justifies at least one specific teaching support service they may use in the future. |