## Instructional Redesign Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations</th>
</tr>
</thead>
</table>
| Articulation of Teaching Problem        | • Clearly explains how the original problem was identified.  
• Describes the rationale for instructional redesign.  
• Articulates the desired impact of the redesign.  

*(If the teaching problem was changed since submitting the IR Interest Form/application, provides an adequate rationale for the change.)* |
| Instructional Redesign Pathway          | • Describes the pathway and professional learning associated with the pathway.  
• Explains how the pathway helped them learn about their teaching problem and identify ways to address the problem and assess the impact of instructional changes. |
| IR Implementation                       | • Describes in a clear and detailed manner the intervention (instructional change or changes) from teacher and learner perspectives.  
• Evidences significant instructional change well beyond a single activity in one class session  
• Focuses on the methods of instruction as opposed to course content |
| Assessment                              | • Describes assessment of instructional redesign with detail that allows for replication.  
• Explains why the assessment tool or method was chosen.  
• Uses valid assessment tools or data collection methods  
• Demonstrates alignment of assessment method and intervention.  
• Allows for appropriate time between intervention and assessment. |
| Data Analysis                           | • Includes assessment data (qualitative or quantitative).  
• Employs appropriate data analysis.  
• Explains how the data collected indicates an increase or decrease in the teaching problem originally investigated.  
• Summarizes the findings or key take-aways from the data analysis undertaken. |
| IR Reflection                           | • Identifies next steps, including future changes in teaching approach.  
• Articulates the value of the IR experience.  
• Describes what was learned about teaching and self as teacher from engaging in the IR process.  
• Critiques values, beliefs, biases, or insight that the IR process elicited.  
• Identifies aspects of the IR process that will assist in addressing future teaching problems. |