

Instructional Redesign Rubric

Criteria	Meets Expectations
Articulation of Teaching Problem	<ul style="list-style-type: none"> • Clearly explains how the original problem was identified. • Describes the rationale for instructional redesign. • Articulates the desired impact of the redesign. <p><i>(If the teaching problem was changed since submitting the IR Interest Form/application, provides an adequate rationale for the change.)</i></p>
Instructional Redesign Pathway	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Includes assessment data (qualitative or quantitative). • Employs appropriate data analysis. • Explains how the data collected indicate an increase or decrease in the teaching problem originally investigated. • Summarizes the findings or key take-aways from the data analysis undertaken.
IR Reflection	<ul style="list-style-type: none"> • 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.