

KB\_MidYear\_Fall 2015-2016 - Word

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1c. Setting instructional outcomes

☐ Ineffective ☒ Minimally Effective ☐ Effective ☐ Highly Effective

Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
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*Ken has determined some instructional outcomes but is still working to get to know his curriculum and determine which standards are the most important. He has high expectations for students and includes the foundational knowledge in his classroom instruction to support their work in the lab. He is still discovering ways to assess students and opportunities for assessment, activity coordination, and will likely determine changes for the future after he reflects on the year as a whole.*

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*Ken has determined some instructional outcomes and continues to work on his curriculum and determine which standards are the most important. He has high expectations for students and includes the foundational knowledge in his classroom instruction to support their work in the lab. He is still discovering ways to assess students and opportunities for assessment, activity coordination, and will likely determine changes for the future after he reflects on the year as a whole; however, he has already made many positive changes in the second semester from reflection on the first semester.*

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Teacher attended John Vail training and CHAMPS.