

Critical Attributes of Criterion 1a

1a: Selecting Instructional Goals	<p>Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in component 1.</p> <p>Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will <i>like</i> to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.</p> <p>Elements:</p> <ul style="list-style-type: none">• <i>Value, sequence, and alignment</i>• <i>Clarity</i>• <i>Balance</i>• <i>Suitability for diverse learners</i> <p>Indicators include:</p> <ul style="list-style-type: none">• <i>Outcomes of a challenging cognitive level</i>• <i>Statements of student learning, not student activity</i>• <i>Outcomes central to the discipline and related to those in other disciplines</i>• <i>Outcomes permitting assessment of student attainment</i>• <i>Outcomes differentiated for students of varied ability</i>
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	Ineffective	Needs Improvement	Effective	Highly Effective
Delaware Rubrics	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high-level learning relating to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students and permit viable methods of assessment.
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> • The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

Possible Examples	<ul style="list-style-type: none"> • A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others... 	<ul style="list-style-type: none"> • Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. • And others... 	<ul style="list-style-type: none"> • One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. • And others... 	<ul style="list-style-type: none"> • The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. • Students will develop a concept map that links previous learning goals to those they are currently working on. • Some students identify additional learning. • The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. • One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. • And others...
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