

Instructional **R**edesign Rubric

Criteria	Meets Expectations
Instructional Context and Pedagogical Approach	<ul style="list-style-type: none"> • Provides detailed description of the course and its delivery up to IR. • Clearly explains the teaching problem or challenge to be addressed by Instructional Redesign. • Articulates the desired impact of the redesign.
Development and Planning	<ul style="list-style-type: none"> • Describes the pathway and professional learning associated with the pathway. • Explains how the pathway helped them learn more about their teaching problem and/or identify specific instructional strategies to address their teaching problem.
Implementation	<ul style="list-style-type: none"> • Focuses on evidence-based methods of instruction as opposed to course content. • Evidences significant instructional change well beyond a single activity in one class session. • Describes in a clear and detailed manner the intervention (instructional change or changes) from teacher and learner perspectives.
Assessment	<ul style="list-style-type: none"> • Clearly explains why the assessment tools or methods were chosen. • Describes the assessment with enough detail to allow for replication. • Includes assessment data (qualitative or quantitative). • Explains how data collected reflects effectiveness of the instructional redesign. (Data analysis is appropriate.) • Summarizes the findings or key take-aways from the data analysis undertaken.
Reflection	<ul style="list-style-type: none"> • Substantively describes what the instructor has learned about their identify as a teacher (including critiquing values, beliefs, or biases). • Articulates the value of the IR experience in addressing future teaching problems. • Identifies next steps, including future changes in teaching approach.