

# Updates to TADS Instructional Practice Rubric (IPR)

## FOR THE 2015-16 SCHOOL YEAR

Over the past several months, Academics has engaged in the process of updating the Teacher Appraisal and Development System (“TADS”) rubric to reflect the language of HISD’s current best practices related to career and college readiness, literacy, global and technology education. As part of this process, Academics engaged various HISD staff members with expertise on the TADS rubric, teachers, school leaders, and the District Advisory Committee to elicit their recommendations on potential updates to the rubric.<sup>1</sup> This document summarizes larger revisions to criteria indicators.<sup>2</sup>

### Why Make Updates? Because We Appraise What We Value

- TADS and the Instructional Practice Rubric (IPR) created 5 years ago – updates reflect current district priorities and best practices
- Honors the work teachers are already doing
- Shift in focus to Development

### Major Themes of IPR Updates and the Sample Indicators

#### OPPORTUNITIES FOR STUDENT COLLABORATION AND PROJECT BASED LEARNING

Possible sources of evidence for multiple criteria include individual *and group* student work products  
**PL-2 Notes** (p. 3) Assessments can include portfolios, performance tasks, student interest surveys and other artifacts

**I-1; Level 3** (p. 8) Students have opportunities to independently *or collaboratively* practice and demonstrate skills and knowledge

**I-4 Notes** (p. 13) Examples of instructional tasks requiring higher-level thinking skills may include but are not limited to... project-based learning with the incorporation of technology

**I-4; Level 4** (p. 14) Students skillfully communicate their thinking and reasoning processes, and encourage their peers to do the same, when appropriate.

**I-5; Level 3 & 4** (p. 16) Students, individually or collectively...

<sup>1</sup> Over the course of April and May 2015, Academics conducted 12 focus group sessions with 108 teachers and 40 school leaders; Academics also presented proposed revisions to the District Advisory Committee at the meeting on April 30, 2015.

<sup>2</sup> Note that semantic revisions and smaller revisions to the notes section are not included in this summary document. Please see the updated TADS rubric to review.

## CREATING AN HISD GLOBAL GRADUATE, ENSURING STUDENTS ARE COLLEGE AND CAREER READY WITH OPPORTUNITIES FOR REAL WORLD APPLICATION OF LEARNING

**PL-1; Level 3** (p. 2) Teacher communicates precise and timely feedback to students on progress toward learning goals

**PL-1; Level 4** (p. 2) Students understand that mastery of annual learning goals will lead them toward college and career readiness

**PL-3; Level 3** (p. 6) Teacher identifies or develops lessons that allow students to apply knowledge through real-world and/or hands-on experience

**I-2; Level 3** (p. 10) Teacher provides students with opportunities to apply knowledge after misunderstood content has been clarified.

**I-3; Level 4** (p. 12) Students collaborate with the teacher to design interest-based *interdisciplinary* learning experiences or performance tasks that demonstrate mastery of the lesson or unit objectives.

**I-3 Notes** (p. 11) An example of being responsive to students needs may include utilizing instructional tools to address and affirm students' various learning styles, including student gender and linguistic and cultural differences

**I- 4; Level 4** (p. 14) Students skillfully communicate their thinking and reasoning processes, and encourage their peers to do the same, when appropriate.

**I-7; Level 3** (p. 20) Students complete complex tasks and persevere when facing learning challenges

**I-10; Level 3** (p. 26) Students articulate that they are members of a global society and demonstrate flexibility and cross-cultural skills when interacting with peers

**I-10; Level 4** (p. 26) Students embrace new ideas and motivate their peers to be open to change.

**PR-2; Level 3** (p. 30) Teacher interacts respectfully and professionally with colleagues and or supervisors to contribute *to a caring, inclusive culture*.

**PR-5; Level 4** (p. 36) Teacher seeks and accepts opportunities with business and/or community partners to support authentic, work-based, college-ready instruction.

**PR-9; Level 1-4** (p. 43)...identify professional development opportunities... *for reaching diverse learners*.

## TEACHERS COLLABORATING AND SUPPORTING THEIR PEERS

**PR-5; Notes** (p. 35) Examples... data action planning, and Professional Learning Communities (PLCs).

**PR-8;** (p. 41) Teacher initiates and solicits feedback from... *teacher leaders*,

**PR-9; Notes** (p. 43) Professional learning experiences may include... participation in Professional Learning Communities (PLCs).

## INCORPORATING MEANINGFUL INSTRUCTIONAL TECHNOLOGY

**PL-3; Level 3** (p. 6) Teacher identifies or develops lessons in which students regularly use technology in activities to support annual learning goals.

**I-4; Level 3** (p. 14) Students use online resources and/or instructional tools to research, gather, synthesize and create information.

**I-4 Notes** (p. 13) Examples of instructional tasks requiring higher-level thinking skills may include but are not limited to... project-based learning with the incorporation of technology. For example, a student may use the internet to conduct a search for information on an issue that has multiple perspectives. The student then evaluates each perspective to establish a well-informed opinion on the issue.

**I-5 Notes** (p. 15) "High impact" instructional strategies... may also incorporate the use of technology. For example... using the HUB to post classroom logistics

**I-7; Level 3** (p. 20)Teacher creates a learning environment in which students regularly use technology tools in activities that may have been impossible to engage in without technology