

Rubric – Degree of Focus on Student Learning of Teaching Strategies

Task 1b - Working alone, determine the key differences between the levels 1, 2 + 3. Comparing the 2 teaching practices may be helpful.

TEACHING PRACTICE	SUPPORTING KNOWLEDGE TRANSFER AND APPLICATION	INTEGRATING ASSESSMENT IN LEARNING TASKS
LEVEL 1	The instructor’s focus is on the acquisition of new knowledge in a single context. Connections between the current context and new knowledge are made by the instructor.	The instructor provides guidance about the nature and format of summative assessment, without reference to what students say or do in class. The instructor may highlight the important points to remember.
LEVEL 2	The instructor asks one or more students to use the new knowledge in a slightly different or more complex situation, and to make connections to different contexts.	The instructor implements formative assessment strategies that provide timely feedback for students on the areas they need to improve, but without providing strategies for students to regulate and deepen their learning.
LEVEL 3	The instructor asks students to apply the knowledge in new and / or more complex situations requiring the contextualization, decontextualization or recontextualization. Students may also need to generalize and / or specialize in order to accomplish these tasks.	The instructor implements formative assessment strategies as part of an ongoing process that provides regular feedback and offers specific strategies for students to deepen or promote self-regulation of their learning.

Worksheet – Degree of Focus on Student Learning of Teaching Strategies

1	Action/activity from lesson plan that contributes to this aspect	level (0-3)	Improved activity (or why a modification, inclusion is not relevant)	new level
CONNECTING TO STUDENTS' EXISTING KNOWLEDGE				
2				
PROMOTING AND HARNESSING STUDENT-STUDENT INTERACTIONS				
3				
ENABLING THE STRUCTURING OF KNOWLEDGE				
4				
ENGAGING STUDENTS IN COGNITIVE EFFORT				

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5	Action/activity from lesson plan that contributes to this aspect	level (0-3)	Improved activity (or why a modification, inclusion is not relevant)	new level
SUPPORTING KNOWLEDGE TRANSFER AND APPLICATION				
6				
INTEGRATING ASSESSMENT IN LEARNING TASKS				
7				
DEVELOPING STUDENTS' REFLECTIVE PRACTICE				