According to Fullan & Langworthy (2014), “the foundation of [instructor] quality is [an instructor’s] pedagogical capacity—their repertoire of teaching strategies and their ability to form partnerships with students in mastering the process of learning” (p.3).

The Pedagogical Implementation Model LDP addresses the aspects of learning sciences researched implementation practices that are within an instructor’s purview. The model provides examples of how product teams may utilize these implementation practices to bolster their product implementation. The LDP presents research that addresses four components of implementation; delivery, communication, assessment, and specific areas of focus.

- **Cognitive Tools**: Synchronous social learning: text based
- **Cognitive Tools**: Peer review
- **Management**: Group formation
- **Robust Technology**: Just-in-time instructor implementation tips
- **Simple Technology**: Elaboration of instructor-learner communication methods
- **Content Support**: Learning science based areas of focus
<table>
<thead>
<tr>
<th>Principle Criteria</th>
<th>Integration (4-5 points)</th>
<th>Exploration (2-3 points)</th>
<th>Consideration (1 point)</th>
<th>Not Applicable (0 Points)</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Strong leverage of a repertoire of teaching strategies</td>
<td>Some leverage of a repertoire of teaching strategies</td>
<td>Poor leverage of a repertoire of teaching strategies</td>
<td>Does NOT use effectively or is not a related activity</td>
<td>= _____</td>
</tr>
<tr>
<td></td>
<td>Strong support for instructor to form partnerships with students in mastering the learning process</td>
<td>Some support for instructor to form partnerships with students in mastering the learning process</td>
<td>Poor support for instructor to form partnerships with students in mastering the learning process</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td><strong>Model</strong></td>
<td>Strong application of the pedagogical implementation model</td>
<td>Some application of the pedagogical implementation model</td>
<td>Poor application of the pedagogical implementation model</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus</td>
<td>Some application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus</td>
<td>Poor application within the levels of the pedagogical implementation model • Delivery methods • Instructor-learner communication • Assessment strategy • Area of focus</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Strong contextual consideration for different delivery methods, such as online, face to face, and hybrid</td>
<td>Some contextual consideration for different delivery methods, such as online, face to face, and hybrid</td>
<td>Poor contextual consideration for different delivery methods, such as online, face to face, and hybrid</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong use of communication-oriented activities to support student performance</td>
<td>Some use of communication-oriented activities to support student performance</td>
<td>Poor use of communication-oriented activities to support student performance</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong balance between instructor’s managerial, social, instructive, and technical roles</td>
<td>Some balance between instructor’s managerial, social, instructive, and technical roles</td>
<td>Poor balance between instructor’s managerial, social, instructive, and technical roles</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Strong emphasis on feedback as the purpose of assessment</td>
<td>Some emphasis on feedback as the purpose of assessment</td>
<td>Poor emphasis on feedback as the purpose of assessment</td>
<td>Does NOT use effectively or is not a related activity</td>
<td>= _____</td>
</tr>
<tr>
<td></td>
<td>Strong use of assessment at multiple points throughout the learning process</td>
<td>Some use of assessment at multiple points throughout the learning process</td>
<td>Poor use of assessment at multiple points throughout the learning process</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong application of formative and summative assessment</td>
<td>Some application of formative and summative assessment</td>
<td>Poor application of formative and summative assessment</td>
<td>= _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</td>
<td>Some use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</td>
<td>Poor use of multiple measures, peer evaluation, rubrics, and exemplars, where appropriate</td>
<td>= _____</td>
<td></td>
</tr>
</tbody>
</table>

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