

## Domain 1.4

### **Purposeful Planning: Plans and prepares for the needs of all students**

#### **Descriptors:**

- Plans and prepares for scaffolding within lessons and uses a combination of fundamental, linguistic, & visual instructional supports to facilitate independent learning.
- Lessons are continually refined on the basis of student assessment results.
- Planning provides adequate amounts of subject area content, concepts and topics.
- Planning includes whole class instruction combined with “chunking” academic & language objectives with guided practice and formative assessment.
- Optimizes personnel and instructional resources to address the needs of all students.
- Lessons contain evidence of differentiated instruction to accommodate for a range of academic & English language proficiencies.
- Effectively manages and uses instructional support staff to support effective instruction for special populations.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<i>Lessons are exemplary in exhibiting plans to address unique learning and enrichment needs of all students.</i>	<i>Clear evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Some evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>	<i>Little or no evidence that the teacher prepares lessons differentiated to the learning needs of the students.</i>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have evidence that student needs are being met and incorporate high level thinking and inquiry that acknowledges more complex learning objectives.</li> <li>Plans have strong evidence of consistent, high quality differentiation</li> <li>Plans have consistent evidence that instruction is based on current research and new strategies/techniques that effectively introduces students to the next level of skill and content</li> <li>Co-planning with support personnel is evident, when appropriate</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have evidence that student needs are being addressed</li> <li>Plans have consistent evidence that instruction is based on differentiation</li> <li>Plans have consistent evidence that instruction is based on current research and new strategies/techniques</li> <li>Plans reflect input and resources from support personnel</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans have some evidence of addressing student needs</li> <li>Plans have some evidence of differentiation</li> <li>Plans have evidence that some instruction is based on current research and new strategies/techniques</li> <li>Plans demonstrate limited involvement of support personnel in the planning process</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Plans do not reflect acknowledgement of student needs and interests</li> <li>Plans do not reflect differentiation</li> <li>Plans do not reflect current research or new strategies/techniques</li> <li>Plans do not reflect any involvement from support personnel</li> </ol>

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<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observation Evidence</b> <ol style="list-style-type: none"> <li>1. Awareness of current and future learning objectives</li> <li>2. Differentiated lessons build on student strengths and needs through scaffolding to introduce students for more complex learning and instructional activities</li> <li>3. Consistent use of varied instructional strategies to differentiate instruction that promote higher order thinking, student choice and student ownership of learning</li> <li>4. Resources are used consistently and well to create an inclusive learning environment</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Consistent understanding of learning objectives</li> <li>2. Lesson is organized to maximize learning and addresses student strengths and student needs through differentiation and modifications/ accommodations</li> <li>3. Consistent use of varied instructional strategies to differentiate instruction</li> <li>4. Resources are used consistently and well to support special populations</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. There is inconsistent understanding of learning objectives</li> <li>2. Some evidence that the lesson addresses student strengths and student needs</li> <li>3. Uses some varied instructional strategies to differentiate instruction</li> <li>4. Resources for special populations are not utilized consistently</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Students are unclear of learning objectives</li> <li>2. No evidence that the lesson addresses students strengths or student needs</li> <li>3. Does not use varied instructional strategies to differentiate instruction</li> <li>4. Resources for special populations are not utilized</li> </ol>