

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.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<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>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Plans have evidence that student needs are being met and incorporate high level thinking and inquiry that acknowledges more complex learning objectives. Plans have strong evidence of consistent, high quality differentiation 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 Co-planning with support personnel is evident, when appropriate 	Documented Evidence <ol style="list-style-type: none"> Plans have evidence that student needs are being addressed Plans have consistent evidence that instruction is based on differentiation Plans have consistent evidence that instruction is based on current research and new strategies/techniques Plans reflect input and resources from support personnel 	Documented Evidence <ol style="list-style-type: none"> Plans have some evidence of addressing student needs Plans have some evidence of differentiation Plans have evidence that some instruction is based on current research and new strategies/techniques Plans demonstrate limited involvement of support personnel in the planning process 	Documented Evidence <ol style="list-style-type: none"> Plans do not reflect acknowledgement of student needs and interests Plans do not reflect differentiation Plans do not reflect current research or new strategies/techniques Plans do not reflect any involvement from support personnel

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