

Domain 1.1

Purposeful Planning:

Plans for a student program of instruction in accordance with adopted curriculum

Descriptors:

- Lessons and unit plans reflect high expectations, evidence of backwards planning, rigor, and important concepts and skills in the adopted curriculum
- Lesson and unit plans accommodate and differentiate for a range of academic & English language proficiencies
- Lesson and unit plans use standards, district pacing guides and district and/or IB framework
- Lesson and unit plans have clear structure
- Lesson and unit plans display instructional strategies to meet student needs
- Lesson and unit plans incorporate instructional strategies as outlined in school improvement plan
- Lesson and unit plans display interdisciplinary connections

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning.</i>	<i>Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.</i>	<i>Some evidence that the teacher plans quality lessons of instruction.</i>	<i>Little or no evidence that the teacher plans quality lessons for instruction.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Detailed and comprehensive description of instructional objectives and outcomes, activities, resources or methods to check for understanding "High priority" standards are represented throughout the lesson Interdisciplinary connections are fully integrated and seamless Lesson plans in Atlas are continually updated with supporting artifacts Developmental notebooks, Marzano notebooks are fully integrated into planning Clear connections between previous instruction and current instruction 	Documented Evidence <ol style="list-style-type: none"> Detailed description of instructional objectives, activities, resources or methods to check for understanding Acknowledgement of "high priority" standards Interdisciplinary connections when appropriate Units in Atlas are updated with supporting artifacts Developmental notebooks, Marzano notebooks are integrated into curriculum Acknowledgement of previous instruction 	Documented Evidence <ol style="list-style-type: none"> Some description of instructional objectives, activities, resources or methods to check for understanding Standards are covered without emphasis of "high priority" Interdisciplinary connections are mentioned but not explored Units in Atlas are incomplete or not up to date Developmental notebooks, Marzano notebooks are used but not appropriately Some acknowledgement of previous instruction 	Documented Evidence <ol style="list-style-type: none"> No description of instructional objectives, activities, resources or methods to check for understanding Standards are not addressed in planning Opportunities for interdisciplinary connections are missed No units in Atlas Developmental notebooks, Marzano notebooks are not used No acknowledgement of previous instruction

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning.</i>	<i>Some evidence that the teacher plans quality lessons of instruction.</i>	<i>Some evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning.</i>	<i>Little or no evidence that the teacher plans quality lessons for instruction.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> 1. All materials for class are organized to maximize instructional time 2. Agenda is posted, outlines the instructional activities and includes clear objectives 3. Learning objectives are followed and reflects enhanced scope and sequence 4. Plans/teaching demonstrate a clear balance of time management 5. Displays extensive knowledge of students prior knowledge and experience 6. Wide range of instructional activities to meet student needs 	Observable Evidence <ol style="list-style-type: none"> 1. Materials are prepared and organized 2. Agenda is posted and outlines the instructional activities 3. Learning objectives are followed and reflects scope and sequence 4. Plans/teaching demonstrate time management 5. Displays knowledge of students prior knowledge/experience 6. Wide range of instructional activities to meet student needs 7. Pacing is appropriate for students 8. Incorporates supplemental materials from multiple sources 	Observable Evidence <ol style="list-style-type: none"> 1. Materials are prepared but not organized 2. Agenda is posted but does not outline the instructional activities 3. Learning objectives are not followed 4. Plans/teaching do not reflect realistic time management 5. Displays limited evidence of students prior knowledge/experience 6. Limited differentiation strategies to meet student needs 7. Pacing is problematic for some students 8. Little incorporation of supplemental materials 	Observable Evidence <ol style="list-style-type: none"> 1. Materials are not prepared and/or organized 2. Agenda is not posted 3. Learning objectives are not followed 4. Plans/teaching do not reflect a consideration for time management 5. Displays no evidence of students prior knowledge/experiences 6. Instructional strategies are not differentiated for student needs 7. Pacing does not reflect diverse learning needs of students 8. Supplemental materials are not used

	<p>7. Pacing is appropriate and provides opportunities for students to extend their learning</p> <p>8. Incorporates supplemental materials, when appropriate from multiple and varied sources</p>			
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