

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>			
--	---	--	--	--

Domain 1.2

Purposeful Planning:

Demonstrates an understanding of how students develop and learn in the planning for student learning

Descriptors:

- Lessons and unit plans reflect knowledge of child and/or adolescent development and learning processes.
- Lessons and unit plans reflect understanding of cultural competency and special populations.
- Lessons and unit plans allow for student choice and facilitate high levels of student engagement.
- Lessons and unit plans reflect MSDWT best practices and content specific pedagogical practices.
- Lessons and unit plans account for students' prior knowledge and individual experiences and use strategies to address the diverse needs of students.
- Lesson and unit plans show evidence that the allocation of time per unit is flexible.
- Lesson and unit plans reflect high expectations for each student.
- Lesson and unit plans reflect flexibility in use of time, materials, and instructional activities.
- The appropriate level of difficulty is evident in the instructional objectives.
- Lesson plans incorporate inquiry-based strategies.
- Appropriate Individual Education Plans (IEPs) address the needs of students with identified disabilities.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.</i>	<i>Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence 1. Lesson plans consistently includes student choice to facilitate learning beyond the stated objectives 2. Plans are designed to consistently address gaps in background knowledge 3. Plans introduce the instructional activities that move students toward the next developmental stage 4. Plans reflect a deeper exploration of concepts that build upon each other to facilitate future learning 5. IEPs for identified students always contain the required components and reflect a thorough review of the levels of performance based on current progress monitoring data	Documented Evidence 1. Lesson plans consistently include student choice 2. Plans address gaps in background knowledge 3. Plans are developmentally appropriate 4. Plans effectively build on previous concepts 5. IEPs for identified students consistently contain the required components and reflect a review of the levels of performance based on current progress monitoring data	Documented Evidence 1. Lesson plans inconsistently includes student choice 2. Plans attempt to address gaps in background knowledge 3. Some aspects of the plan are developmentally appropriate 4. Plans attempt to build on previous concepts 5. IEPs developed for identified students inconsistently contain the required components and reflect some review of the levels of performance based on progress monitoring data	Documented Evidence 1. Lesson plans show no evidence of student choice 2. Plans do not address gaps in background knowledge 3. Plans are not developmentally appropriate 4. Plans do not build upon previous concepts 5. IEPs developed for identified students seldom contain the required components and do not reflect any review of the levels of performance based on current progress monitoring data

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning.</i>	<i>Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>	<i>Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observation Evidence 1. Teacher displays the understanding and use of student's background, cultures, skills, language proficiency, interests and special needs for individual students 2. Consistently communicates high expectations and the importance of student success for future learning 3. Teaching and instructional activities that acknowledge the next stage of development 4. Teaching addresses gaps of knowledge, and builds on background knowledge 5. Teaching reflects a deeper exploration of concepts that build on each other 6. Students are on task, take ownership for their own learning and lead classroom discussions/projects	Observable Evidence 1. Teacher displays the understanding and use of student's background, cultures, skills, language proficiency, interests and special needs for groups of students 2. Consistently communicates high expectations 3. Consistent use of developmentally appropriate teaching and instructional activities 4. Teaching addresses gaps in background knowledge 5. Teaching builds on previous concepts 6. Students are on task and take ownership of their learning 7. Instructional activities result in students achieving instructional objectives	Observable Evidence 1. Teacher displays some understanding of student's background, cultures, skills, language proficiency, interests and special needs 2. Inconsistently communicates high expectations to students 3. Inconsistent use of developmentally appropriate teaching and instructional activities 4. Teaching attempts to address gaps in background knowledge 5. Teaching attempts to build upon previous concepts 6. Some students are off task and do not participate in the learning 7. Instructional activities result in some students achieving instructional objectives	Observable Evidence 1. Teacher displays no knowledge of student's background, cultures, skills, language proficiency, interests and special needs 2. Does not communicate high expectations to students 3. Teaching and instructional activities are not developmentally appropriate 4. Teaching does not address gaps in background knowledge 5. Teaching does not build upon previous concepts 6. Students are off task and do not participate in the learning 7. Instructional activities do not achieve instructional objectives

	7. Instructional activities result in students achieving the instructional objectives and prepare students for future learning			
--	--	--	--	--

Domain 1.3

Purposeful Planning: Uses a variety of planning resources

Descriptors:

- Planning resources align with learning objectives, academic standards, English language development standards, and acceptable evidence of student learning.
- Planning resources show evidence from teacher's professional development and knowledge.
- Planning resources are content and age appropriate.
- Planning resources include the use of technology.
- Use of resources to facilitate instructional activities that include multiple modalities, instructional groupings and settings.
- Uses school and community resources to enhance students understanding of content.
- Resource and materials are appropriate for academic readiness of students and reflect rigor of state standards.
- Resources and materials are prepared and ready for instruction.
- Use of a variety of resources in planning of Individual Education Plan (IEP) supports and services for students with identified disabilities.
- Includes thorough progress monitoring data and present levels of information in IEPs for students with identified disabilities.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence the teacher's planning maximizes all available resources to plan for learning.</i>	<i>Clear evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Some evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Little or no evidence that the teacher is utilizing district and school resources to plan for learning.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Lesson plans include extensive evidence of varied resources Lesson plans include extensive materials and resources for the academic readiness of all students Resources in plans extensively address stated lesson objectives Thorough progress monitoring data is current and available for all identified students and carefully reviewed routinely with all teachers and support staff who provide them instruction 	Documented Evidence <ol style="list-style-type: none"> Lesson plans include adequate evidence of varied resources Lesson plans include adequate materials and resources appropriate for the academic readiness of most students Resources in plans adequately address stated lesson objectives Progress monitoring data is current and available for all identified students and reviewed routinely with all teachers and support staff who provide them instruction 	Documented Evidence <ol style="list-style-type: none"> Lessons plans include limited evidence of varied resources Lesson plans include limited materials and resources appropriate for the academic readiness of some students Some resources noted in plans address stated lesson objectives Progress monitoring data is available for some identified students and reviewed with teachers and support staff who provide them instruction 	Documented Evidence <ol style="list-style-type: none"> Lesson plans include no evidence of varied resources Lessons plans do not include materials or resources that are appropriate for the academic readiness of a few students Resources in planning do not address stated lesson objectives Progress monitoring data for identified students is incomplete or unavailable

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence the teacher's planning maximizes all available resources to plan for learning.</i>	<i>Clear evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Some evidence that the teacher is utilizing district and school resources to plan for learning.</i>	<i>Little or no evidence that the teacher is utilizing district and school resources to plan for learning.</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. Materials are ready prior to instruction and effectively organized to facilitate all instructional activities 2. Materials are accessible and available to extend learning for all students 3. Facilitates activities that allow the integration of school and community resources 4. Uses resources to introduce students to future learning objectives 5. Uses progress monitoring data for all identified students to drive and modify their instruction appropriately. Students, as appropriate, share the status of their progress 	Observable Evidence <ol style="list-style-type: none"> 1. Materials are ready prior to instruction 2. Materials are accessible for all learners 3. Provides resources from the school and community to enhance learning 4. Uses resources that are appropriate and connected to lesson objectives 5. Uses progress monitoring data for all identified students to drive and modify their instruction appropriately 	Observable Evidence <ol style="list-style-type: none"> 1. Some materials are ready prior to instruction 2. Some materials are accessible for some learners 3. Uses some resources from school and community to enhance learning 4. Uses resources with limited suitability or connection to lesson objectives 5. Uses progress monitoring data sometimes for some identified students to drive and modify their instruction 	Observable Evidence <ol style="list-style-type: none"> 1. Materials are not ready prior to instruction 2. Materials are not accessible for learners 3. Does not use resources from school and community to enhance learning 4. Resources are inappropriate for the lesson objectives 5. Seldom uses progress monitoring data for identified students to drive and modify their instruction

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