

## 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.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<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>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b>  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	<b>Documented Evidence</b>  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	<b>Documented Evidence</b>  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	<b>Documented Evidence</b>  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

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<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>
<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. Teacher displays the understanding and use of student's background, cultures, skills, language proficiency, interests and special needs for individual students</li> <li>2. Consistently communicates high expectations and the importance of student success for future learning</li> <li>3. Teaching and instructional activities that acknowledge the next stage of development</li> <li>4. Teaching addresses gaps of knowledge, and builds on background knowledge</li> <li>5. Teaching reflects a deeper exploration of concepts that build on each other</li> <li>6. Students are on task, take ownership for their own learning and lead classroom discussions/projects</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher displays the understanding and use of student's background, cultures, skills, language proficiency, interests and special needs for groups of students</li> <li>2. Consistently communicates high expectations</li> <li>3. Consistent use of developmentally appropriate teaching and instructional activities</li> <li>4. Teaching addresses gaps in background knowledge</li> <li>5. Teaching builds on previous concepts</li> <li>6. Students are on task and take ownership of their learning</li> <li>7. Instructional activities result in students achieving instructional objectives</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher displays some understanding of student's background, cultures, skills, language proficiency, interests and special needs</li> <li>2. Inconsistently communicates high expectations to students</li> <li>3. Inconsistent use of developmentally appropriate teaching and instructional activities</li> <li>4. Teaching attempts to address gaps in background knowledge</li> <li>5. Teaching attempts to build upon previous concepts</li> <li>6. Some students are off task and do not participate in the learning</li> <li>7. Instructional activities result in some students achieving instructional objectives</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Teacher displays no knowledge of student's background, cultures, skills, language proficiency, interests and special needs</li> <li>2. Does not communicate high expectations to students</li> <li>3. Teaching and instructional activities are not developmentally appropriate</li> <li>4. Teaching does not address gaps in background knowledge</li> <li>5. Teaching does not build upon previous concepts</li> <li>6. Students are off task and do not participate in the learning</li> <li>7. Instructional activities do not achieve instructional objectives</li> </ol>

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