

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"> Materials are ready prior to instruction and effectively organized to facilitate all instructional activities Materials are accessible and available to extend learning for all students Facilitates activities that allow the integration of school and community resources Uses resources to introduce students to future learning objectives 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"> Materials are ready prior to instruction Materials are accessible for all learners Provides resources from the school and community to enhance learning Uses resources that are appropriate and connected to lesson objectives Uses progress monitoring data for all identified students to drive and modify their instruction appropriately 	Observable Evidence <ol style="list-style-type: none"> Some materials are ready prior to instruction Some materials are accessible for some learners Uses some resources from school and community to enhance learning Uses resources with limited suitability or connection to lesson objectives Uses progress monitoring data sometimes for some identified students to drive and modify their instruction 	Observable Evidence <ol style="list-style-type: none"> Materials are not ready prior to instruction Materials are not accessible for learners Does not use resources from school and community to enhance learning Resources are inappropriate for the lesson objectives Seldom uses progress monitoring data for identified students to drive and modify their instruction