# 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 |
|---|---|---|---|---|
| | *Evidence the teacher's planning maximizes all available resources to plan for learning.* | *Clear evidence that the teacher is utilizing district and school resources to plan for learning.* | *Some evidence that the teacher is utilizing district and school resources to plan for learning.* | *Little or no evidence that the teacher is utilizing district and school resources to plan for learning.* |
| **Examples of Documented Evidence**:<br><br>Artifacts produced by students and teachers | **Documented Evidence**<br><br>1. Lesson plans include extensive evidence of varied resources<br><br>2. Lesson plans include extensive materials and resources for the academic readiness of all students<br><br>3. Resources in plans extensively address stated lesson objectives<br><br>4. 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**<br><br>1. Lesson plans include adequate evidence of varied resources<br><br>2. Lesson plans include adequate materials and resources appropriate for the academic readiness of most students<br><br>3. Resources in plans adequately address stated lesson objectives<br><br>4. 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**<br><br>1. Lessons plans include limited evidence of varied resources<br><br>2. Lesson plans include limited materials and resources appropriate for the academic readiness of some students<br><br>3. Some resources noted in plans address stated lesson objectives<br><br>4. Progress monitoring data is available for some identified students and reviewed with teachers and support staff who provide them instruction | **Documented Evidence**<br><br>1. Lesson plans include no evidence of varied resources<br><br>2. Lessons plans do not include materials or resources that are appropriate for the academic readiness of a few students<br><br>3. Resources in planning do not address stated lesson objectives<br><br>4. Progress monitoring data for identified students is incomplete or unavailable |

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| **Examples of Observable Evidence:**<br><br>What the evaluator sees the students and teacher say and do | **Observation Evidence**<br><br>1. Materials are ready prior to instruction and effectively organized to facilitate all instructional activities<br><br>2. Materials are accessible and available to extend learning for all students<br><br>3. Facilitates activities that allow the integration of school and community resources<br><br>4. Uses resources to introduce students to future learning objectives<br><br>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**<br><br>1. Materials are ready prior to instruction<br><br>2. Materials are accessible for all learners<br><br>3. Provides resources from the school and community to enhance learning<br><br>4. Uses resources that are appropriate and connected to lesson objectives<br><br>5. Uses progress monitoring data for all identified students to drive and modify their instruction appropriately | **Observable Evidence**<br><br>1. Some materials are ready prior to instruction<br><br>2. Some materials are accessible for some learners<br><br>3. Uses some resources from school and community to enhance learning<br><br>4. Uses resources with limited suitability or connection to lesson objectives<br><br>5. Uses progress monitoring data sometimes for some identified students to drive and modify their instruction | **Observable Evidence**<br><br>1. Materials are not ready prior to instruction<br><br>2. Materials are not accessible for learners<br><br>3. Does not use resources from school and community to enhance learning<br><br>4. Resources are inappropriate for the lesson objectives<br><br>5. Seldom uses progress monitoring data for identified students to drive and modify their instruction |