

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success.

Planning and Preparing for Lessons and Units

42. Effective Scaffolding of Information within Lessons
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Content is organized to build upon previous information <input type="checkbox"/> Presentation of content is logical and progresses from simple to complex <input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units <input type="checkbox"/> The plan anticipates potential confusions that students may experience
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized <input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction <input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content <input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Effective Scaffolding of Information within Lessons	The teacher is recognized leader in helping others with this activity	Within lessons the teacher organizes content in such a way that each new piece of information clearly builds on the previous piece	The teacher scaffolds the information but the relationship between the content is not clear	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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43. Lessons within Units
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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44. Attention to Established Content Standards
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope) <input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district <input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Attention to Established Content Standards	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Planning and Preparing for Use of Resources and Technology

45. Use of Available Traditional Resources
<p>The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the school that will be used enhance students' understanding of the content <input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content <input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of Available Traditional Resources	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available traditional resources that can enhance student understanding and the manner in which they will be used	The teacher identifies the available traditional resources that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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46. Use of Available Technology
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion Boards <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>
<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for the Needs of English Language Learners

47. Needs of English Language Learners
<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson <input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson <input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of English Language Learners	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of English Language Learners and the adaptations that will be made to meet these needs	The teacher identifies the needs of English Language Learners but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Receiving Special Education

48. Needs of Students Receiving Special Education
<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson <input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson <input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of Students Receiving Special Education	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Who Lack Support for Schooling

49. Needs of Students Who Lack Support for Schooling
<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>
<p>Planning Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling <input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources <input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed <input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework <input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Needs of Students Who Lack Support for Schooling	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students who lack support for schooling and the adaptations that will be made to meet these needs	The teacher identifies the needs of students who lack support for schooling but does not articulate the adaptations that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity