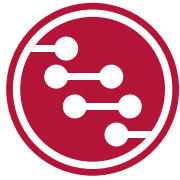


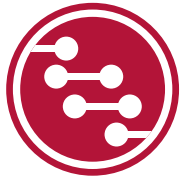
Planning and Preparation Knowledge of Content and Pedagogy

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher makes content errors in instructional plans and displays little or no understanding of the range of pedagogical approaches suitable to student learning.	Teacher is familiar with important concepts but lacks awareness of the connection between concepts. Teacher's instructional plans reflect some inaccurate or incomplete knowledge and a limited range of pedagogical approaches.	Teacher displays knowledge of the most important concepts. Teacher's instructional plans reflect a good grasp of how students learn and a familiarity with a range of effective pedagogical approaches.	Teacher's instructional planning displays a deep knowledge of the subject matter and a deep understanding of how students learn the content.
Teacher plans lesson by lesson and does not link learning to deeper connections within and across content.	Teacher's instructional plans sometimes explicitly draw connections across and within content.	Teacher's instructional plans consistently facilitate processes for students to make connections to prior learning.	Teacher plans explicit connections to prior learning and facilitates connections to related content.
Teacher is unaware of resources that would assist student learning beyond the materials directly provided by the LEA.	Teacher displays some awareness of resources that assist student learning but does not regularly make use of these resources.	Teacher displays an awareness of the range of resources, seeks out the resources and incorporates them into instructional plans.	Teacher designs instruction that uses highly engaging resources tailored to meet the needs of the unique group of learners in the class.



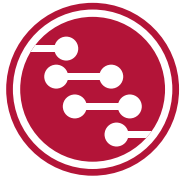
Planning and Preparation Knowledge of Students

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher displays minimal knowledge of how students learn content, targeting instruction to the class as a whole and not consistently considering the most effective strategies to meet the needs of the unique learners in his / her class(es).	Teacher displays generally accurate knowledge of how students typically learn and might apply this knowledge to class as a whole but does not individualize instruction to the unique needs of the learners in his / her class(es).	Teacher attains information about development for groups of students and seeks to acquire knowledge about his or her students' varied approaches to learning.	Teacher has a good grasp of child development and a deep understanding of how students learn, consistently employing developmentally appropriate, highly effective instructional strategies to meet the needs of the unique learners in his or her class(es).
Teacher has little knowledge of the different approaches to teaching and learning in the content, and has limited knowledge of how to plan instruction to meet the needs of students with special needs and / or English Language Learners.	Teacher maintains generally accurate knowledge of his or her students' needs and their varied approaches to learning but does not consistently individualize instruction to meet the unique needs of all students.	Teacher purposefully acquires knowledge about students with unique needs and seeks to learn about the approaches to teaching and learning that would be most effective for the range of learners in his / her class(es).	Teacher consistently considers the needs of the various learners in the classroom in the planning, explicitly planning and preparing to meet the needs of all learners, including students with special needs and English Language Learners.



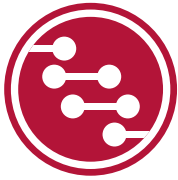
Planning and Preparation Long-Term Instructional Planning

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not develop long term plans and has little familiarity with standards and with external assessments.	Teacher develops some long term plans that do not stretch across the complete length of the course and / or are not aligned to standards, external assessments and / or the big ideas of the content.	Teacher develops long terms plans for the year so that students are prepared for external assessments and have a grasp on the content's big ideas.	Teacher develops long term plans that are aligned to standards and external assessments, and that reflect the big ideas of the content.
The teacher does not set long term instructional goals and students do not have clarity about what they can expect to learn. The learning outcomes represent low expectations and a lack of rigor. The planning is suitable for only some students.	Teacher sets some instructional goals and students have a vague sense of these goals. The learning outcomes represent moderately high expectations and rigor and are suitable for most students in the class.	Teacher sets long term goals and clarifies these goals for students. The learning outcomes represent rigorous and important learning that is differentiated for different groups of students.	Teacher sets long term instructional goals that are clear, rigorous and standards-aligned. The learning outcomes are differentiated and represent a high level of learning for the discipline.



Planning and Preparation Daily Instructional Planning

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher plans lessons with activities that are poorly connected to each other and are not aligned with instructional outcomes.	Teacher designs lessons with some consideration of long term goals, the activities and materials are somewhat connected and aligned with the instructional outcomes.	Teacher designs daily lessons that are aligned with bigger goals and most learning activities are aligned with measurable, instructional outcomes.	Teacher designs daily instructional plans with activities that are driven by clear, achievable, rigorous, and measurable instructional outcomes and aligned with standards.
Teacher plans lessons with no differentiation and / or opportunities for students to construct meaning together.	Teacher plans lessons that will engage some students and represent some thought about grouping students to differentiate and facilitate peer interaction.	Teacher designs highly engaging daily instructional plans that effectively group students and facilitate peer interaction for maximized learning experiences for almost all students.	Teacher designs daily instructional plans that are relevant, motivating, likely to engage all students and are targeted to a range of learning styles and interests, and designed to maximize learning experiences and peer interaction.
Teacher does not plan to check for understanding or plans to use ineffective methods to check for understanding (rhetorical questions) and does not plan to account for mid-course adjustments during lesson.	Teacher plans to use imprecise methods to check for understanding (i.e. thumbs up, call and response) and inconsistently plans to account for mid-course adjustments during lessons.	Teacher plans to frequently check for understanding, and plans time within the lesson to clarify and make adjustments.	Teacher plans for the consistent use of varied strategies for checking for understanding, anticipates student misconceptions, and plans time within the lesson to clarify and make adjustments.



Planning and Preparation Student Assessment

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher does not design informal assessments regularly and / or does not provide criteria for assessing student performance.	Teacher designs informal assessments that are not clearly aligned with standards and learning outcomes and/or criteria for student performance are unclear.	Teacher designs high quality, informal assessments, aligned with standards and learning outcomes, and clear criteria for student performance.	Teacher designs high quality, informal assessments that are aligned with standards and learning outcomes, and provide criteria for student performance. Assessment mechanisms provide immediate feedback to students about performance, facilitating student accountability.
Teacher plans do not include assessments of student learning or assessments are not aligned to learning outcomes.	Teacher plans include basic assessments that provide limited information about student learning or are only tangentially aligned to student learning outcomes.	Teacher plans include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning.	Teacher plans provide evidence of backwards planning and include a range of standards-aligned formal and informal assessments that provide meaningful information for use in collecting formative and summative data about student learning.
Teacher records student assessment data and does not modify instructional plans.	Teacher records student assessment data and notices some patterns. Teacher sometimes modifies instructional plans in response to achievement data.	Teacher analyzes assessment data, consistently draws meaningful conclusions and modifies instructional plans in response to achievement data.	Teacher analyzes assessment data, consistently draws meaningful conclusions, and modifies and differentiates instructional plans in response to achievement data.