

Domain 2 – Planning and Preparation - Understanding and Organizing Subject Matter for Student Learning – Setting the Purpose

1. Aligns Instruction with state-adopted standards at the appropriate level of rigor
2. Sequences lessons and concepts to ensure coherence and required prior knowledge.
3. Designs instruction for students to achieve mastery
4. Selects appropriate formative assessments to monitor learning
5. Uses diagnostic student data to plan lessons
6. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

Standard Element	Source of Evidence	Evidence that might demonstrate the standard
<p>2A The educator uses appropriate curriculum materials in planning for instruction.</p> <p>Organizing curriculum to facilitate student understanding of the subject matter</p>	<p>Lesson Plan or Guiding Questions</p>	<ul style="list-style-type: none"> • The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. It is measureable with clear criteria for success. • The teacher organizes content in such a way that each new piece of information clearly builds on the previous piece, and students move from understanding to applying the content through authentic tasks • The curriculum is well sequenced and builds on previous instructions. Teacher incorporates the relationships between and among disciplines when planning curriculum; Teacher is aware of other subject matter that is presented at the grade level and strives to make cross-curricular connections <p>How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students’ assessed needs as learners (re: language, culture, academic background)?</p> <ul style="list-style-type: none"> • How do the standard and learning target relate to the ongoing work of this classroom? To their intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? • What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?

		<ul style="list-style-type: none"> • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Classroom Observation	<ul style="list-style-type: none"> • Has a learning target/goal posted so that all students can see it • Ensures that the learning target/goal is a clear statement of knowledge or skill as opposed to an activity or assignment. • Makes reference to the learning target/goal throughout the lesson • Has a scale or rubric that relates to the learning goal posted so that all students can see it • Previously taught concepts are reviewed and incorporated into current instruction in order to scaffold new content. • Students can explain the learning target for that day's lesson and how their current activities relate to the target. • Students can explain how they will achieve the learning target/goal.
<p><i>The teacher plans and prepares for the use of available materials, including technology.</i></p> <p>Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p>	Lesson Plan	<ul style="list-style-type: none"> • The teacher identifies the available materials that can enhance student understanding and the manner in which they will be used. • Has plan that outlines and/or can describe resources within the classroom, school and community that will be used to enhance students' understanding of the content. • Teacher is aware of which pages of the textbook support the current lesson and those are strategically incorporated into the instruction • Materials and activities are identified and used to support the standards-based curriculum; the textbook does not drive the curriculum • Teacher plans ways to extend and deepen the learning of students who demonstrate they understand the concept • Teacher provides graphic organizers to help students access and understand textbook passages
	Reflective Conversation (Content Area Focus)	<ul style="list-style-type: none"> • Teacher is familiar with the curriculum, teacher support materials and supplemental resources that are available at the school site • Teacher talks about the current technology that is available and expresses a desire to increase technology resources for student use
	Classroom Observation	<ul style="list-style-type: none"> • Instructional materials have clear academic value in enhancing the students' understanding of the content • Teacher is knowledgeable about ways that technology can support and enhance students' learning including the use of computers, calculators, internet, video...
2B-The educator plans and prepares for the	Reflective Conversation	<ul style="list-style-type: none"> • Teacher discusses the implications of data (proficiency levels) for instructional planning • Teacher identifies specific activities that will extend and deepen content knowledge of advanced students

<p><i>needs of diverse learner</i></p> <p>Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p>		<ul style="list-style-type: none"> • Teacher explains the rationale for how student groupings will enhance specific student academic and social needs • Teacher uses available tools, such as the ELL standards to identify the appropriate expectations for reading, writing, speaking and listening for each level of language acquisition
	<p>Classroom Observation</p>	<ul style="list-style-type: none"> • Teacher has a wide repertoire of strategies that are utilized to teach diverse learners • Teacher provides language stems for students to use which ensure complete sentence responses • Student seating in the classroom is strategic to meet the special needs of the learners • Students are given multiple opportunities to interact in productive student groups (pairs, trios, small groups) • Teacher integrates ELL and academic language components into the lesson • Reading, writing, speaking and listening components are included in the lesson • Implements a variety of classroom interventions, accommodations and adaptations.
	<p>Lesson Plan</p>	<ul style="list-style-type: none"> • Content is organized to build upon previous information. Presentation of content is logical and progresses from simple to complex • Uses data to plan for flexible grouping. • Teacher incorporates academic vocabulary instruction into content instruction; ELD strategies are planned to support English proficiency • Accommodations for special needs students are incorporated into the instructional plan • Culturally responsive pedagogy is demonstrated within the lesson plan and the choice of materials that support the lesson • Materials and activities are structured in a way that makes the content accessible, given the students' current level of language proficiency • Teacher routinely includes ELL and academic language components into lesson plans • Teacher allows English Learners and other special needs students to demonstrate their level of learning using varied appropriate methods • Equitable opportunities for demonstration of mastery of knowledge and all students feel like a valued contributing member of the class
<p><i>C- The educator sets goals and makes instructional decisions based on data gathered from multiple sources.</i></p>	<p>Reflective Conversations</p>	<ul style="list-style-type: none"> • Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s). • Goals are specific, measurable and time bound and are Based on multiple sources of available data that reveal prior student learning • Goals aligned to content standards • Identifies formative and summative measures aligned to learning targets to monitor progress towards goals

		<ul style="list-style-type: none"> Using data from formal and informal measures to select instructional strategies, materials and opportunities for review and practice <i>Uses pre-assessment to see what students already know about content</i>
<i>D- The educator applies knowledge of developmentally appropriate practices when planning instruction.</i>	Classroom Observation	<ul style="list-style-type: none"> Teacher uses instructional strategies that enable students to effectively engage with the subject matter Appropriately uses content language Connects assessment and content to the standards Strategies that are selected and used are appropriate to both the subject matter and the developmental level of the students Teacher is able to engage students in content in a way that allows for student choice Teacher emphasizes depth of knowledge more than breadth Students are actively participating in the instructional activities; strategies are included that allow the teacher to routinely check for understanding
	Reflective Conversations	<ul style="list-style-type: none"> Track progress toward meeting standards
	Lesson Plans	<ul style="list-style-type: none"> Shows evidence of knowledge of standards through the syllabus
<i>E- The educator collaborates with colleagues in planning instruction, effectively using resources, and providing support for improved student learning.</i>	Team Minutes	<ul style="list-style-type: none"> Participating in professional learning community practices (e.g., grade level, departmental, IEP, and 504). Collaborating and exchanging student information with professional colleagues <i>The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring other teachers through the sharing of ideas and strategies.</i> Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high quality measures, and to monitor growth and achievement during the year. Team goal(s) demonstrate significant impact on student learning of content (transferable skills) Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning Teacher engages in databased reflection with team and adjusts practice accordingly Teacher implements team decisions regarding instruction and assessment