

Standards and Indicators

DOMAIN 1: Planning and Preparation

Effective educators organize instruction into a sequence of activities and exercises necessary to make learning accessible for all students. Components of Domain 1 include:

- **Demonstrating Knowledge of Content and Pedagogy**
 - Knowledge of Content and the Structure of the Discipline
 - Knowledge of Prerequisite Relationships
 - Knowledge of Content-Related Pedagogy
- **Demonstrating Knowledge of Students**
 - Knowledge of Child and Adolescent Development
 - Knowledge of the Learning Process
 - Knowledge of Students' Skills, Knowledge, and Language Proficiency
 - Knowledge of Students' Interests and Cultural Heritage
 - Knowledge of Students' Special Needs
- **Selecting Instructional Outcomes**

- Value, Sequence, and Alignment
- Clarity
- Balance
- Suitability for Diverse Learners
- **Demonstrating Knowledge of Resources**
 - Resources for Classroom Use
 - Resources to Extend Content Knowledge and Pedagogy
 - Resources for Students
- **Designing Coherent Instruction**
 - Learning Activities
 - Instructional Materials and Resources
 - Instructional Groups
 - Lesson and Unit Structure
- **Designing Student Assessment**
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Design of Formative Assessments
 - Use in Future Planning

| | | | | |
|---|--|---|--|---|
| <p style="text-align: center;">• DOMAIN 1: PLANNING AND PREPARATION</p> <p style="text-align: center;">• Component 1a Demonstrating Knowledge of Content and Pedagogy</p> | <p>Teacher displays extensive knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate both to one another and to other disciplines.</p> | <p>Teacher displays solid knowledge of the important concepts and pre-requisite relationships in the discipline and how these relate to one another.</p> | <p>Teacher is familiar with the important concepts and some pre-requisite relationships in the discipline but may display lack of awareness of how these concepts relate to one another.</p> | <p>In planning and practice, teacher makes content errors, displays little understanding of pre-requisite relationships or does not correct errors made by students.</p> |
| | <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> | <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> | <p>Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.</p> | <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> |
| | <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.</p> | <p>The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</p> | <p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</p> | <p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p> |
| | | | | |

| Component | LEVEL OF PERFORMANCE | | | |
|--|---|--|--|--|
| | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING/NEEDS IMPROVEMENT | UNSATISFACTORY |
| <p style="text-align: center;">DOMAIN 1: PLANNING AND PREPARATION</p> <p style="text-align: center;">Component 1b: Demonstrating Knowledge of Students</p> | <p>The teacher displays understanding of individual students, recognizes the value of understanding their cultural heritage, collects information from a variety of sources and possesses information about</p> | <p>The teacher recognizes the value of understanding students including their cultural heritage as displayed for groups of students and shows awareness of their special</p> | <p>The teacher recognizes the value of understanding students including the importance of knowing students' special learning or medical needs but displays that knowledge for the class as a whole or in an incomplete or inaccurate manner.</p> | <p>The teacher displays little or no knowledge of students including information related to their cultural heritage or understanding of special learning or medical needs.</p> |

| | | | | |
|--|--|---|---|---|
| | <p>each student's learning and medical needs.</p> <p>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.</p> <p>Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.</p> | <p>learning and medical needs.</p> <p>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>Instructional groups are varied as appropriate to the students and the different instructional outcomes.</p> | <p>Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.</p> <p>Instructional groups partially support the instructional outcomes, with an effort at providing some variety.</p> | <p>Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p> |
|--|--|---|---|---|

| Component | LEVEL OF PERFORMANCE | | | |
|--|---|--|--|---|
| | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING/NEEDS IMPROVEMENT | UNSATISFACTORY |
| DOMAIN 1: PLANNING AND PREPARATION Component 1c: Assessments and Outcomes | <p>Proposed approach to assessment is fully aligned with instructional outcomes which represent high expectations and rigor in both content and process and are connected to a sequence of learning within the discipline and related disciplines. Assessment methodologies have been adapted for individual students, as needed.</p> | <p>All the instructional outcomes are assessed through the approach to assessment; however, most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning. Assessment methodologies may have been adapted for groups of students.</p> | <p>Some of the instructional outcomes are assessed through the proposed approach, and represent moderately high expectations and rigor reflecting important learning in the discipline and at least some connection to a sequence of learning.</p> | <p>Assessment procedures are not congruent with instructional outcomes, represent low expectations for students, lack of rigor and do not reflect important learning in the discipline or a connection to a sequence of learning.</p> |
| | <p>All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</p> | <p>All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.</p> | <p>Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.</p> | <p>Outcomes are either not clear or are stated as activities not as student learning. Outcomes do not permit viable methods of assessment.</p> |
| | <p>Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.</p> | <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> | <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> | <p>Outcomes reflect only one type of learning and only one discipline or strand.</p> |
| | <p>Outcomes are based on a comprehensive assessment of student learning</p> | <p>Most of the outcomes are suitable for all students in the class and are</p> | <p>Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p> | <p>Outcomes are not suitable for the class or are not based on any assessment of student needs.</p> |

| | | | | |
|--|--|--|--|---|
| | <p>and take into account the varying needs of individual students or groups.</p> <p>Assessment criteria and standards are clear, assessed through formative assessments designed with evidence of student participation and results are used to plan for future instruction for individual students.</p> | <p>based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.</p> <p>Assessment criteria and standards are clear, assessed through formative assessments and results are used by the teacher to plan for future instruction for groups of students.</p> | <p>Assessment criteria and standards are unclear, assessed through rudimentary formative assessments and teacher uses results to plan for future instruction for the class as a whole.</p> | <p>Proposed approach contains no criteria or standards. The teacher has no plan to incorporate formative assessment or to use assessment results in designing future instruction.</p> |
|--|--|--|--|---|

| Component | LEVEL OF PERFORMANCE | | | |
|--|---|---|--|---|
| | HIGHLY EFFECTIVE | EFFECTIVE | DEVELOPING/NEEDS IMPROVEMENT | UNSATISFACTORY |
| DOMAIN 1: PLANNING AND PREPARATION Component 1d: Use and Understanding of Resources | <p>Teacher’s knowledge of resources for classroom use as well as to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.</p> | <p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge through the school or district and some familiarity with resources external to the school and on the Internet.</p> <p>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</p> | <p>Teacher displays awareness of resources available for classroom use as well as to enhance content and pedagogical knowledge and for students through the school or district but displays no knowledge of resources available more broadly.</p> <p>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</p> | <p>Teacher is unaware of resources for classroom use as well as to enhance content and pedagogical knowledge and for students available through the school or district.</p> <p>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.</p> |