

**COMPETENCY 3: Planning****(EDUCATOR ACCOMPLISHED PRACTICE 3: *Planning*)**

<b>INDICATOR</b>	<b>OUTSTANDING</b>	<b>HIGH PERFORMING</b>	<b>SATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>UNSATISFACTORY</b>
<i>Develops plans based on student performance outcomes</i>	<ul style="list-style-type: none"> <li>◆ Detailed lesson plans with SSS, benchmark, materials needed, and expected outcomes</li> <li>◆ Lesson objectives are listed by subject and posted in the classroom for student reference</li> </ul>	<ul style="list-style-type: none"> <li>◆ Long range or unit objectives are included in plans</li> <li>◆ Student achievement data used in planning</li> <li>◆ Using appropriate student performance data to plan instruction</li> <li>◆ Determines prior knowledge before planning instruction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson plans for upcoming week are completed and accessible and in accordance with contract</li> <li>◆ Plans contain benchmark objective, how it is going to be taught and how mastery will be assessed</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson Plans indicate page numbers and assignment only</li> <li>◆ Lesson plans are difficult for others to follow or incomplete</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson plans are incomplete or not evident</li> </ul>
<i>Plans activities that focus on higher order thinking skills</i>	<ul style="list-style-type: none"> <li>◆ Plans provide for Analysis, Synthesis and Application of content being presented</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans contain use of some questions from Bloom’s taxonomy beyond basic drill and practice</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans indicate that drill and practice will be used as a follow up to instruction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans reflect emphasis on content presented in the basic text with little amplification of content or use of supplemental materials</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans use basic text only</li> </ul>
<i>Plans for a variety of learning environments and delivery strategies</i>	<ul style="list-style-type: none"> <li>◆ Plans indicate the use of community resources in classroom activities, guest speakers, additional materials etc</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans include use of Power Points, web sites etc. to extend the basic text presentation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Some type of student activity after teacher presents initial material</li> <li>◆ Plans indicate differentiating instruction or small group instruction to meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher is primary deliverer of instruction through lecture-note taking format</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson plans indicate worksheet completion with limited student engagement</li> </ul>
<i>Plans for development of cross-curricular learning skills</i>	<ul style="list-style-type: none"> <li>◆ Plans evidence lessons that are fully integrated and interdisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans include extension of lessons into real life application in the form of projects and presentations</li> <li>◆ Cooperative Team planning with other teachers from other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans match the district Academic Plan and are aligned with district and individual school goals</li> <li>◆ Grade level or Department planning</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans are by subject area with little evidence of interdisciplinary instruction</li> </ul>	<ul style="list-style-type: none"> <li>◆ Plans do not show alignment with district and school goals</li> </ul>