

## Standard #2: Knowledge of how to plan lessons (preparation)

(Measure of goal attainment: Options include: Lesson plans and teacher observations)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
2.1 Develop daily, weekly and course lesson plans which take into account					Samples of lesson plans that show evidence of tiered lessons, a logical progression, a variety of resources used, on a lesson planning format.
State standards and school district curriculum	Extends state standards and school district curriculum effectively. Differentiation occurs through content of lesson, process used to teach the lesson and product in which students demonstrate what they've learned.	Plans directly relate to state standards and school district curriculum. Differentiation occurs through content of lesson, process used to teach the lesson and product in which students demonstrate what they've learned.	Plans relate minimally to state standards and school district curriculum.	Fails to relate plans to school district curriculum.	
Subject matter requirements	Reflects interdisciplinary planning.	Lesson/unit structure is clear and progresses in a logical sequence.	Structure is somewhat clear. Usually progresses in a logical sequence.	Unclear structure and no logical sequence.	
Available resources	A variety of materials and resources consistently support the instructional goals and engage students in a meaningful way.	Frequently uses a variety of materials and resources to support instructional goals and engage students in a meaningful way.	Sometimes uses materials and resources to support instructional goals and engage students in a meaningful way.	Fails to use appropriate materials and resources do not support instructional goals or engage students in a meaningful way.	
Classroom composition	Plans consistently reflect different instructional pathways based on students' readiness, interest and learning profile.	Plans frequently reflect different pathways based on students' readiness, interest and student profile.	Plans rarely reflect different pathways based on students' readiness, interest and student profile.	Plans do not reflect different pathways based on students' readiness, interest and student profile.	
Lesson planning format	Plans are consistently written in a comprehensive manner using one of the suggested lesson planning formats as required by the district.	Plans are consistently written using one of the suggested lesson planning formats as required by the district.	Plans are rarely written using one of the suggested lesson planning formats as required by the district.	Plans do not follow any of the suggested lesson planning formats as required by the district.	

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2.2 Designing plans in accordance with acceptable models of teaching that reflect standard(s), objectives/essential questions, strategies/techniques and assessments	States clearly defined student objectives or essential questions which include rationale. Ties to standards.	States clearly defined student objectives/essential questions. Ties to standards.	States unclear student objectives; vague essential questions.	States no student objectives or essential questions.	Samples of lesson plans that show evidence of lessons that obtain objectives/e.q.s', clearly stated procedures, activities, and assessments.
	One or more of the following is evident in a comprehensive manner: - detailed procedures or - activities for concrete learners, activities for grade level learners, activities for advanced learners or - cognitive teaching strategies.	One or more of the following is clearly stated: - detailed procedures or - activities for concrete learners, activities for grade level learners, activities for advanced learners or - cognitive teaching strategies.	There is minimal evidence of one or more of the following detailed procedures or - detailed procedures or - activities for concrete learners, activities for grade level learners, activities for advanced learners or - cognitive teaching strategies.	No evidence of one or more of the following: - detailed procedures or - activities for concrete learners, activities for grade level learners, activities for advanced learners or - cognitive teaching strategies.	
	Utilizes a variety of curriculum based assessment techniques consistently.	Utilizes appropriate assessment techniques.	Shows limited use of assessment techniques.	Does not indicate use of assessments.	
2.3 Demonstrating ability to modify and adapt plans as needed	Plans include adaptations/modifications from support teachers (i.e. learning support teacher). Plans show how objectives/activities have been adapted/modified to meet varying levels according to content, process and product. Plans reflect differentiated instruction for students based on readiness, interest or learning profile stated.	Plans show differentiated instruction based on student readiness, interests or learning profile. If objectives vary, they are noted. Plans shown for whole group, skill/flexible groups, and individuals with specific needs according to content and product. Notations demonstrate reflective thinking.	Difficult to determine whether differentiation was replanned.	No differentiation shown.	Evidence of reflective notes in lesson plans.