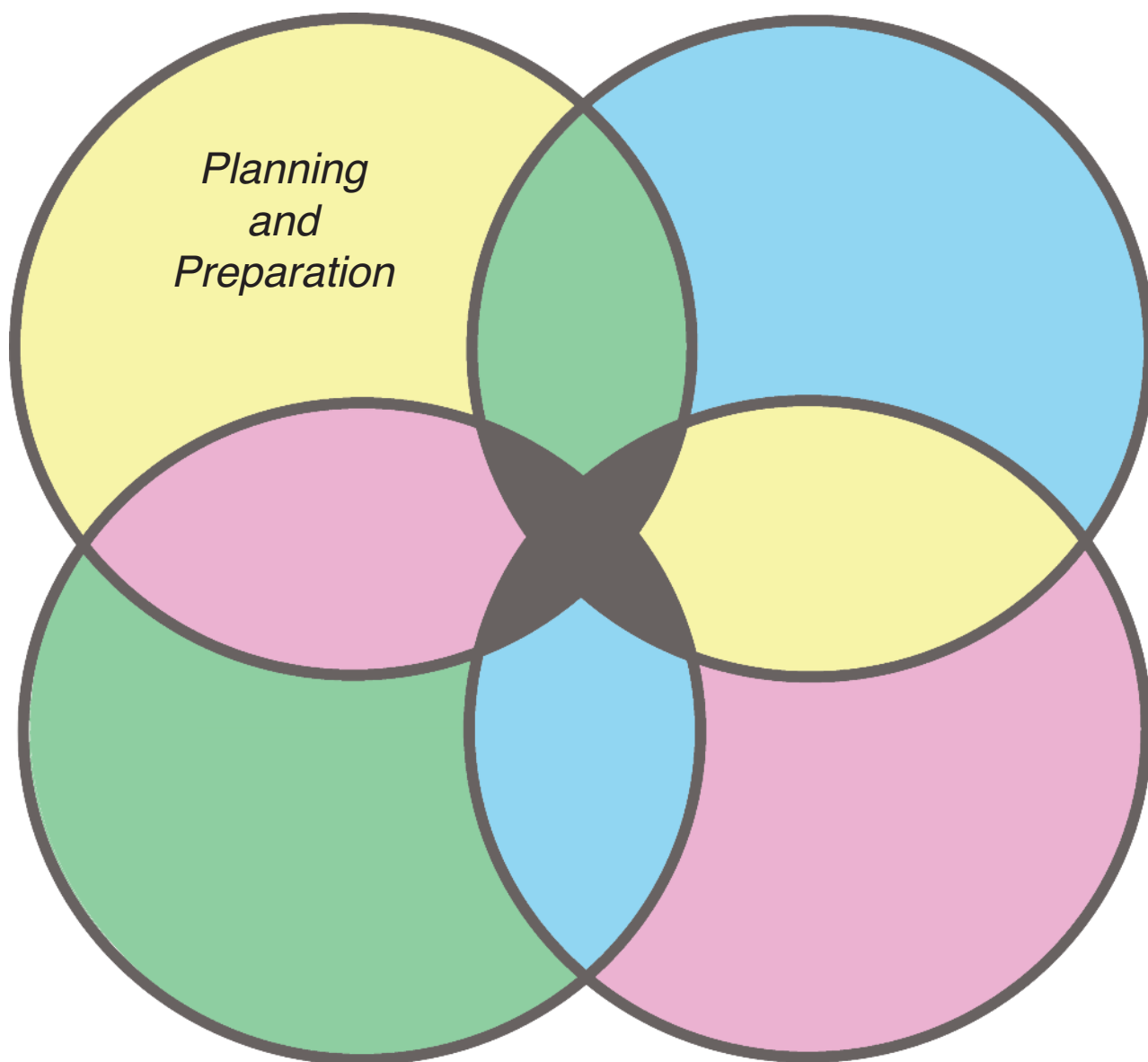


# The Framework for Teaching Evaluation Instrument

## DOMAIN 1

### Planning and Preparation



**1d Demonstrating Knowledge of Resources**

Student learning is enhanced by a teacher's skillful use of resources; some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, those for teachers to further their own professional knowledge and skill, and those that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, choosing those that align directly with the learning outcomes and that will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to guarantee all students access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives. Elements of component 1d:

**Resources for classroom use**

Materials align with learning outcomes.

**Resources to extend content knowledge and pedagogy**

Materials are available to further teachers' professional knowledge.

**Resources for students**

Materials are appropriately challenging.

Indicators:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources

## 1d Demonstrating Knowledge of Resources—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>For their unit on China, the students acquired all of their information from the district-supplied textbook.</p> <p>Mr. J is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.</p> <p>A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."</p>	<p>For a unit on ocean life, the teacher really needs more books, but the school library has only has three for him to borrow.</p> <p>The teacher knows she should learn more about teaching literacy, but the school offered only one professional development day last year.</p> <p>The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.</p>	<p>The teacher provides her 5th graders a range of nonfiction texts about the American Revolution; no matter their reading level, all students can participate in the discussion of important concepts.</p> <p>The teacher took an online course on literature to expand her knowledge of great American writers.</p> <p>The teacher distributes a list of summer reading materials that would help prepare his 8th graders' transition to high school.</p>	<p>The teacher is not happy with the out-of-date textbook; his students will critique it and write their own text for social studies.</p> <p>The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.</p> <p>The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.</p>

**1d DEMONSTRATING KNOWLEDGE OF RESOURCES**

<b>UNSATISFACTORY</b>	<b>BASIC</b>
<p>Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.</p>	<p>Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.</p>

**Critical Attributes**

<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>
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<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<p>Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.</p>	<p>Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.</p>

<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>
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