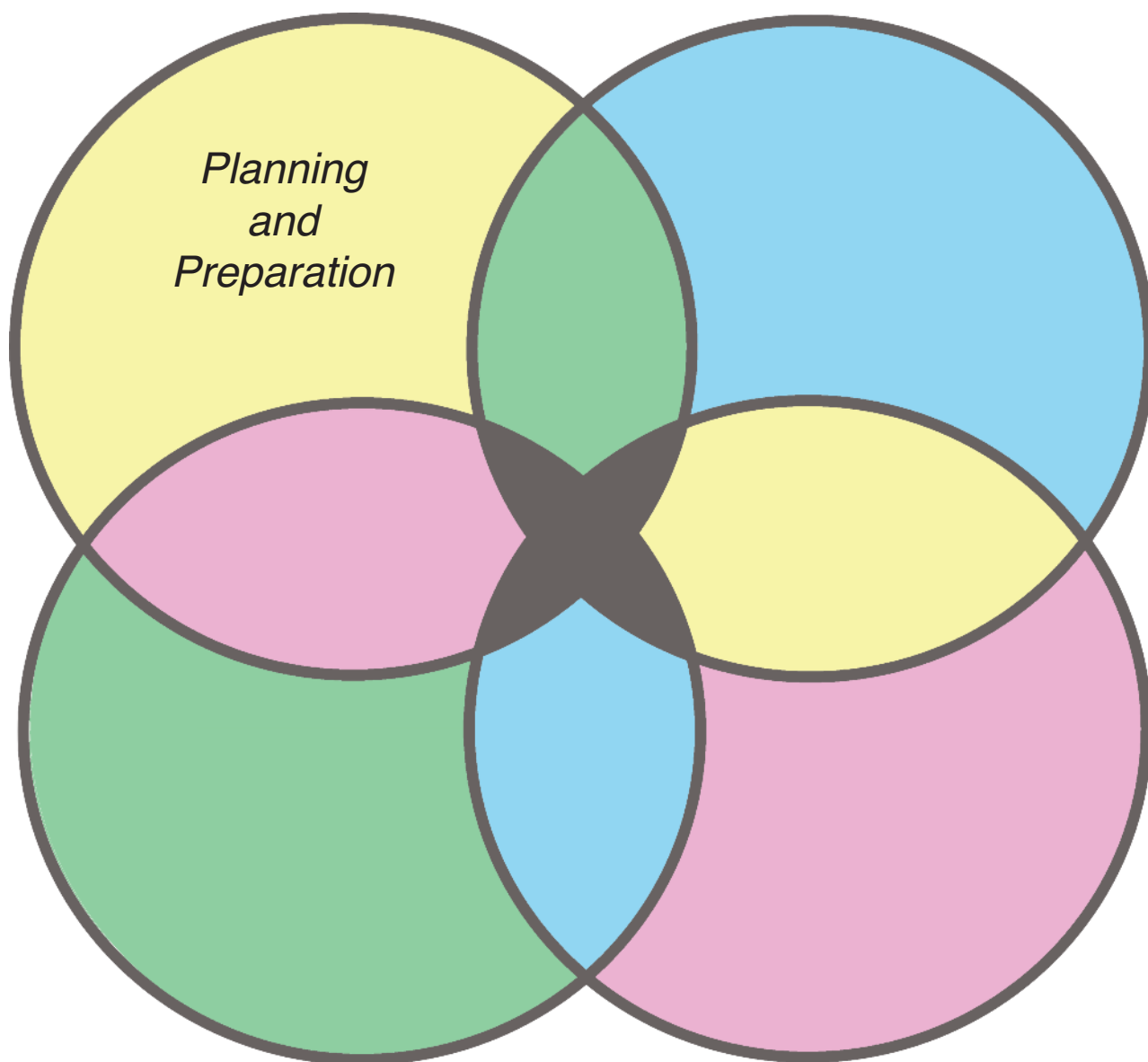


The Framework for Teaching Evaluation Instrument

DOMAIN 1

Planning and Preparation



1a Knowledge of Content and Pedagogy

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline. Elements of component 1a:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and have been found to be most effective in teaching.

Indicators:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

1a Knowledge of Content and Pedagogy—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher says, “The official language of Brazil is Spanish, just like other South American countries.”</p> <p>The teacher says, “I don’t understand why the math book has decimals in the same unit as fractions.”</p> <p>The teacher has students copy dictionary definitions each week to help his students learn to spell difficult words.</p>	<p>The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.</p> <p>The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.</p> <p>The teacher always plans the same routine to study spelling: pretest on Monday, copy the words 5 times each on Tuesday and Wednesday, test on Friday.</p>	<p>The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</p> <p>The teacher realized her students are not sure how to use a compass, so she plans to practice that before introducing the activity on angle measurement.</p> <p>The teacher plans to expand a unit on civics by having students simulate a court trial.</p>	<p>In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.</p> <p>Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.</p>

UNSATISFACTORY	BASIC
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>

Critical Attributes

<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher’s plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</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>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
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1b Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their subject content and its related pedagogy but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when planning lessons and identifying resources that will ensure their understanding. Elements of component 1b:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

Children's lives beyond school influence their learning.

Knowledge of students' interest and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

1b Demonstrating Knowledge of Students—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</p> <p>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</p> <p>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</p>	<p>The teacher’s lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students.</p> <p>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</p> <p>Lesson plans make only peripheral reference to students’ interests.</p> <p>The teacher knows that some of her students have IEPs, but they’re so long that she hasn’t read them yet.</p>	<p>The teacher creates an assessment of students’ levels of cognitive development.</p> <p>The teacher examines previous year’s cumulative folders to ascertain the proficiency levels of groups of students in the class.</p> <p>The teacher administers a student interest survey at the beginning of the school year.</p> <p>The teacher plans activities based on student-interest.</p> <p>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</p> <p>The teacher realizes that not all of his students are Christian and so he plans to read a Hanukkah story in December.</p> <p>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</p>	<p>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</p> <p>The teacher plans to provide multiple project options; students will self-select the project that best meets their individual approach to learning.</p> <p>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging, but not too difficult.</p> <p>The teacher attends the local Mexican heritage day, meeting several of his students’ extended families.</p> <p>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</p>

UNSATISFACTORY	BASIC
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>

Critical Attributes

<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>

<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultural groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
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1c Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.

Learning outcomes are of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; not only is it important for students to learn to read, but educators also hope that they will like to read. In addition, experienced teachers are able to link their learning outcomes with others both within their discipline and in other disciplines. Elements of component 1c:

Value, sequence, and alignment

Students must be able to build their understanding of important ideas from concept to concept.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability

1c Setting Instructional Outcomes—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A learning outcome for a fourth-grade class is to make a poster illustrating a poem.</p> <p>All the outcomes for a ninth-grade history class are factual knowledge.</p> <p>The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.</p> <p>Though there are a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.</p>	<p>Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.</p> <p>The outcomes are written with the needs of the “middle” group in mind; however, the advanced students are bored, and some lower-level are students struggling.</p>	<p>One of the learning outcomes is for students to appreciate the aesthetics of 18th-century English poetry.</p> <p>The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the events leading to the Revolutionary War.</p> <p>The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.</p>	<p>The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive for higher expectations.</p> <p>Students will develop a concept map that links previous learning goals to those they are currently working on.</p> <p>Some students identify additional learning.</p>

UNSATISFACTORY	BASIC
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>

Critical Attributes

<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>
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PROFICIENT	DISTINGUISHED
<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>

<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the “big ideas” of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
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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

UNSATISFACTORY	BASIC
<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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PROFICIENT	DISTINGUISHED
<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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1e Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan for implementation is then manifested in Domain 3. Elements of component 1e:

Learning activities

Instruction is designed to engage students and advance their learning through the content.

Instructional materials and resources

Materials and resources are appropriate to the learning needs of the students.

Instructional groups

Groups are intentionally organized to support student learning.

Lesson and unit structure

Organization is clear and sequenced to advance students’ learning.

Indicators:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- The use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

1e Designing Coherent Instruction—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher plans to have his 9th graders color in the worksheet after memorizing the parts of the microscope.</p> <p>Despite having a textbook that is 15 years old, the teacher plans to use that as the sole resource for his communism unit.</p> <p>The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four selected on the basis of where they are sitting.</p> <p>The teacher's lesson plans are written on sticky notes in his grade book; they indicate lecture, activity, or test.</p>	<p>After the minilesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.</p> <p>The teacher has found an atlas to use as a supplemental resource during the geography unit.</p> <p>The teacher always lets students select their own working groups because they behave better when they can choose whom they want to sit with.</p> <p>The teacher's lesson plans are nicely formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.</p>	<p>The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.</p> <p>The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.</p> <p>The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style.</p> <p>The teacher reviews lesson plans with her principal; they are well structured with pacing times and activities clearly indicated.</p>	<p>The teacher's unit on ecosystems lists a variety of high level activities in a menu; students choose those that suit their approach to learning.</p> <p>While completing their projects, the teacher's students will have access to a wide variety of resources that she has coded by reading level so they can make the best selections.</p> <p>After the cooperative group lesson, students will reflect on their participation and make suggestions for new group arrangements in the future.</p> <p>The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson's outcomes to those they previously learned.</p>

UNSATISFACTORY	BASIC
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations.</p> <p>Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>

Critical Attributes

<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
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1f Designing Student Assessments

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, to assess reasoning skills and factual knowledge, different methods are needed. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes. Elements of component 1f:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

1f Designing Student Assessments—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher marks papers on the foundation of the U.S. constitution on the basis of grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.</p> <p>After the students present their research on globalization, the teacher tells them their letter grade. When students ask how he has arrived at the grade, he responds, “After all these years in education, I just know what grade to give.”</p> <p>The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”</p> <p>The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”</p>	<p>The district goal for the Europe unit is for students to understand geopolitical relationships. The teacher plans to have the students memorize all the country capitals and rivers.</p> <p>The teacher’s students receive their tests back; each one is simply marked with a letter grade at the top.</p> <p>The plan indicates that the teacher will pause to “check for understanding” but without a clear indication of how that is to be done.</p> <p>A student says, “If half the class passed the test, why are we all reviewing the material again?”</p>	<p>Mr. K knows that his students will write a persuasive essay on the state assessment; he plans to have them write a variety of persuasive essays as preparation.</p> <p>Ms. M has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation are clearly defined.</p> <p>Mr. C creates a short questionnaire to distribute to his students at the end of class; on the basis of their responses, he will organize them into different groups during the next lesson’s activities.</p> <p>Based on the previous morning’s formative assessment, Ms. D plans to have 5 students to work on a more challenging project while she works with 6 other students to reinforce the concept.</p>	<p>To teach persuasive writing, Ms. H plans to have her class research and write to the principal on an issue that is important to the students: the use of cell phones in class.</p> <p>Mr. J’s students will write a rubric for their final project on the benefits of solar energy; Mr. J has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.</p> <p>After the lesson Mr. L asks students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.</p> <p>Mrs. T has developed a routine for her class: students know that if they are struggling with a math concept, they will sit in a small group with her during workshop time.</p>

UNSATISFACTORY	BASIC
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>

Critical Attributes

<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
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