

STANDARD 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

1.		<input type="checkbox"/> Knowledge of the structure of the discipline, Common Core State Standards and other content standards		
	<p>INEFFECTIVE</p> <p>In planning and practice, teacher makes content errors and/or does not correct errors made by students. Teacher demonstrates lack of standard and/or content knowledge.</p>	<p>MINIMALLY EFFECTIVE</p> <p>Teacher demonstrates limited knowledge of the important concepts in the standard(s) and may demonstrate lack of awareness of how these concepts and skills relate to one another.</p>	<p>EFFECTIVE</p> <p>Teacher demonstrates solid knowledge of the important concepts and skills in the standard(s) and how these relate to one another.</p>	<p>HIGHLY EFFECTIVE</p> <p>Teacher demonstrates extensive knowledge of the important concepts and skills in the standard(s) and how these relate both to one another and to other disciplines.</p>
2.		<input type="checkbox"/> Knowledge of prerequisite relationships		
	<p>INEFFECTIVE</p> <p>Teacher's plans and practice demonstrates little understanding of prerequisite relationships important to student learning of the content.</p>	<p>MINIMALLY EFFECTIVE</p> <p>Teacher's plans and practice indicate limited awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p>	<p>EFFECTIVE</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p>	<p>HIGHLY EFFECTIVE</p> <p>Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.</p>
3.		<input type="checkbox"/> Knowledge of content-related pedagogy		
	<p>INEFFECTIVE</p> <p>Teacher demonstrates little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>MINIMALLY EFFECTIVE</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>EFFECTIVE</p> <p>Teacher's plans and practice reflect an accurate understanding of a wide range of effective pedagogical approaches in the discipline.</p>	<p>HIGHLY EFFECTIVE</p> <p>Teacher's plans and practice reflect an accurate understanding of a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
4.	Comments:			

Component 1b: Demonstrating Knowledge of Students

5.		<input type="checkbox"/> Knowledge of child and adolescent development		
	<p>INEFFECTIVE</p> <p>Teacher demonstrates little or no knowledge of the developmental characteristics of the age group.</p>	<p>MINIMALLY EFFECTIVE</p> <p>Teacher demonstrates partial knowledge of the developmental characteristics of the age group.</p>	<p>EFFECTIVE</p> <p>Teacher demonstrates accurate knowledge of the developmental characteristics of the age group, as well as exceptions to the general patterns.</p>	<p>HIGHLY EFFECTIVE</p> <p>In addition to accurate knowledge of developmental characteristics of the age group and exceptions to the general patterns, teacher demonstrates knowledge of the extent to which individual students follow the general patterns.</p>
6.		<input type="checkbox"/> Knowledge of the learning process		
	<p>INEFFECTIVE</p> <p>Teacher sees no value in understanding how students learn and does not seek such information.</p>	<p>MINIMALLY EFFECTIVE</p> <p>Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.</p>	<p>EFFECTIVE</p> <p>Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.</p>	<p>HIGHLY EFFECTIVE</p> <p>Teacher demonstrates extensive and subtle understanding of how students learn and applies this knowledge to individual students.</p>
7.		<input type="checkbox"/> Knowledge of students' skills, knowledge, and language proficiency		
	<p>INEFFECTIVE</p> <p>Teacher demonstrates little or no knowledge of students'</p>	<p>MINIMALLY EFFECTIVE</p> <p>Teacher recognizes the value of understanding students' skills,</p>	<p>EFFECTIVE</p> <p>Teacher recognizes the value of understanding students' skills,</p>	<p>HIGHLY EFFECTIVE</p> <p>Teacher demonstrates understanding of individual</p>

	skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	knowledge, and language proficiency but demonstrates this knowledge only for the class as a whole.	knowledge, and language proficiency and demonstrates this knowledge for groups of students.	students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
8.	<input type="checkbox"/> Knowledge of students' interests and cultural heritage			
	INEFFECTIVE Teacher demonstrates a lack of understanding of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	MINIMALLY EFFECTIVE Teacher recognizes the value of understanding students' interests and cultural heritage but demonstrates this knowledge only for the class as a whole.	EFFECTIVE Teacher recognizes the value of understanding students' interests and cultural heritage and demonstrates this knowledge for groups of students.	HIGHLY EFFECTIVE Teacher recognizes the value of understanding students' individual interests and cultural heritage and demonstrates this knowledge for individual students.
9.	<input type="checkbox"/> Knowledge of students' special needs			
	INEFFECTIVE Teacher lacks an understanding of students' special learning or medical needs and/or why such knowledge is important.	MINIMALLY EFFECTIVE Teacher demonstrates awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	EFFECTIVE Teacher demonstrates awareness of students' learning or medical needs, collecting information from a variety of sources and applies the information in his/her planning.	HIGHLY EFFECTIVE Teacher possesses information about each student's learning or medical needs, collecting such information from a variety of sources, and continually seeks additional information about students' special needs, and continually applies this information in his/her planning and instruction.
10.	Comments:			

Component 1c: Setting Instructional Outcomes

11.	<input type="checkbox"/> Align outcomes with Current Standards			
	INEFFECTIVE Outcomes do not demonstrate alignment with Common Core State Standards, or other existing content standards.	MINIMALLY EFFECTIVE Few outcomes demonstrate alignment with Common Core State Standards, or other existing content standards.	EFFECTIVE Most outcomes demonstrate alignment with Common Core State Standards, or other existing content standards.	HIGHLY EFFECTIVE All outcomes demonstrate alignment with Common Core State Standards, or other existing content standards.
12.	<input type="checkbox"/> Value, sequence, and alignment			
	INEFFECTIVE Outcomes demonstrate low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	MINIMALLY EFFECTIVE Outcomes demonstrate moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	EFFECTIVE Most outcomes demonstrate high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	HIGHLY EFFECTIVE All outcomes demonstrate high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
13.	<input type="checkbox"/> Clarity			
	INEFFECTIVE Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	MINIMALLY EFFECTIVE Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	EFFECTIVE All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	HIGHLY EFFECTIVE All the outcomes are clear written in the form of student learning, and permit viable methods of assessment.
14.	<input type="checkbox"/> Integration			
	INEFFECTIVE Outcomes demonstrate only one type of learning and only one discipline or strand. Outcomes lack rigor, and	MINIMALLY EFFECTIVE Outcomes demonstrate several types of learning, but teacher has made no attempt at interdisciplinary integration at	EFFECTIVE Outcomes demonstrate several different types of learning and opportunities for interdisciplinary integration at	HIGHLY EFFECTIVE Where appropriate, outcomes demonstrate several different types of learning and opportunities for

attention to diverse learning styles.	appropriate levels of rigor or diverse learning styles.	appropriate levels of rigor or diverse learning styles.	interdisciplinary integration at appropriate levels of rigor or diverse learning styles. Teacher collaborates with colleagues to enhance integration.
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15. Suitability for diverse learners

INEFFECTIVE Outcomes are not suitable for the class or are not based on any assessment of student needs.	MINIMALLY EFFECTIVE Outcomes are suitable for most of the students in the class based on global assessments of student learning. However, the needs of some individual students may not be accommodated.	EFFECTIVE Outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	HIGHLY EFFECTIVE Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups in the class.
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16. Comments:

Component 1d: Demonstrating Knowledge of Resources

17. Resources for classroom use

INEFFECTIVE Teacher does not use resources for classroom use that are available through the school or district.	MINIMALLY EFFECTIVE Teacher demonstrates awareness of and/or uses resources available for classroom use through the school or district but no knowledge of broader resources.	EFFECTIVE Teacher regularly makes use of resources available for classroom use through the school or district, demonstrates some familiarity with resources external to the school and with current technology.	HIGHLY EFFECTIVE Teacher's knowledge and use of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations, universities, and with current technology.
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18. Resources to extend content knowledge and pedagogy



INEFFECTIVE Teacher does not use resources to enhance content and pedagogical knowledge available through the school or district.	MINIMALLY EFFECTIVE Teacher demonstrates awareness of and/or uses resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of broader resources.	EFFECTIVE Teacher regularly makes use of resources to enhance content and pedagogical knowledge available through the school or district, demonstrates some familiarity with resources external to the school and with current technology.	HIGHLY EFFECTIVE Teacher's knowledge and use of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations, universities, and with current technology.
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19. Resources for students

INEFFECTIVE Teacher is unaware of resources for students available through the school or district.	MINIMALLY EFFECTIVE Teacher demonstrates awareness of resources for students available through the school or district but no knowledge of broader resources.	EFFECTIVE Teacher demonstrates awareness of resources for students available through the school or district, some familiarity with resources external to the school and with current technology. Teacher knows how to gain access for students.	HIGHLY EFFECTIVE Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and with current technology. Teacher assists students in gaining access.
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20. Comments:

Component 1e: Designing Coherent Instruction

21.	<input type="checkbox"/> Learning activities			
INEFFECTIVE Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	MINIMALLY EFFECTIVE Only some of the learning activities are relevant and rigorous to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	EFFECTIVE All of the learning activities are relevant and rigorous to students or to the instructional outcomes, and most represent significant cognitive challenge with some differentiation for different groups of students.	HIGHLY EFFECTIVE Learning activities are highly relevant and rigorous 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.	
22.	<input type="checkbox"/> Instructional materials and resources			
INEFFECTIVE Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in relevant and rigorous learning.	MINIMALLY EFFECTIVE Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in relevant and rigorous learning.	EFFECTIVE All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in relevant and rigorous learning.	HIGHLY EFFECTIVE All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in relevant and rigorous meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	
23.	<input type="checkbox"/> Instructional groups			
INEFFECTIVE Instructional groups are not suitable to instructional outcomes and student learning.	MINIMALLY EFFECTIVE Instructional groups provide limited support to the instructional outcomes and student learning with an effort at providing some variety.	EFFECTIVE Instructional groups are varied as appropriate to support instructional outcomes and student learning.	HIGHLY EFFECTIVE 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.	
24.	<input type="checkbox"/> Lesson and unit structure			
INEFFECTIVE The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow or show an organized progression or scaffolding, and pacing time allocations are unrealistic.	MINIMALLY EFFECTIVE The lesson or unit has a limited structure, although the structure is not uniformly maintained throughout. Progression of activities shows limited scaffolding and is uneven with some reasonable pacing time allocations.	EFFECTIVE The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is evenly scaffolded, with reasonable time allocations.	HIGHLY EFFECTIVE The lesson's or unit's structure is clear and allows for different pathways of differentiated instruction according to diverse student needs. The progression of activities is highly coherent.	
25.	Comments:			
				 

Component 1f: Designing Student Assessments

26.	<input type="checkbox"/> Congruence with instructional outcomes			
INEFFECTIVE Assessment procedures are not congruent with instructional outcomes.	MINIMALLY EFFECTIVE Some of the instructional outcomes are assessed inconsistently as a whole class.	EFFECTIVE All the instructional outcomes are assessed and adapted for groups of students as needed.	HIGHLY EFFECTIVE Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students.	
27.	<input type="checkbox"/> Criteria and standards			
INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	

	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clearly stated.	Assessment criteria and standards are clearly stated.	Assessment criteria and standards are clearly stated; there is evidence that the students have contributed to their development.
28.	<input type="checkbox"/> Design of formative and summative assessments			
	INEFFECTIVE Teacher has no plan to incorporate formative and summative assessment in the lesson or unit.	MINIMALLY EFFECTIVE Teacher's use of formative and summative assessment techniques is inconsistent, including only some of the instructional outcomes.	EFFECTIVE Teacher has a well-developed strategy to use formative and summative assessment techniques, and has designed particular approaches that are clearly stated.	HIGHLY EFFECTIVE Teacher's approach to using formative and summative assessment techniques is well designed and includes student and teacher's use of the assessment information.
29.	<input type="checkbox"/> Use of assessment in ongoing planning			
	INEFFECTIVE Teacher has no plans to use assessment results in designing future instruction.	MINIMALLY EFFECTIVE Teacher uses formative and summative assessment results to plan for future instruction for the class as a whole.	EFFECTIVE Teacher uses formative and summative assessment results to plan for future instruction for groups of students.	HIGHLY EFFECTIVE Teacher uses formative and summative assessment results to plan future instruction for individual students.
30.	Comments:			
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