Performance Standard 2: Instructional Planning

The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:
2.1 Analyzes and uses student learning data to inform planning.
2.2 Develops plans that are clear, logical, sequential, and integrated across the curriculum (e.g., long-term goals, lesson plans, and syllabi).
2.3 Plans instruction effectively for content mastery, pacing, and transitions.
2.4 Plans for instruction to meet the needs of all students.
2.5 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.
2.6 Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed.

Contemporary effective teacher research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.
- Uses knowledge of available resources to determine what resources he or she needs to acquire or develop. memory.
- Identifies instructional objectives and activities to promote students’ cognitive and developmental growth.

Exemplary

In addition to meeting the requirements for Proficient...

Proficient

Proficient is the expected level of performance.

Needs Development

Ineffective

The teacher continually seeks and uses multiple data and real world resources to plan differentiated instruction to meet the individual student needs and interests in order to promote student accountability and engagement. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)

The teacher consistently plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

The teacher inconsistently uses state and local school district curricula and standards, or inconsistently uses effective strategies, resources, or data in planning to meet the needs of all students.

The teacher does not plan, or plans without adequately using state and local school district curricula and standards, or without using effective strategies, resources, or data to meet the needs of all students.