

STANDARDS-BASED PLANNING AND INSTRUCTION: Effective teachers use student data to plan and sequence lessons that include long- and short-term standards-based learning targets. (AQTS 1.1, 1.2, 1.3, 1.4, 1.5)

	Ineffective	Developing	Effective	Exemplary
TEACHER	<ul style="list-style-type: none"> ● <u>Learning targets</u>: creates targets that focus on activities or products, not on content standards; does not post or communicate learning targets ● <u>Content</u>: plans lessons not related to grade-level standards, without regard to literacy or math practice standards ● <u>Methods</u>: utilizes a single method to deliver content; does not use questioning, formative assessment, or engagement strategies ● <u>Data</u>: does not use student data to plan for instruction ● <u>Instructional time</u>: wastes time ● <u>Resources</u>: does not make good use of resources 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: communicates standards-aligned learning targets with students either written or verbally ● <u>Content</u>: plans lessons connected to grade-level standards, with limited regard to literacy and/or math practice standards ● <u>Methods</u>: plans for and teaches content through questioning, formative assessment, and student engagement (see rubrics) that does not reach the level of the standard ● <u>Data</u>: utilizes some student data to plan for instruction ● <u>Instructional time</u>: minimizes lost instructional time ● <u>Resources</u>: provides resources that support student learning 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: annotates standards-aligned learning targets with students; refers back to the target throughout the lesson ● <u>Content</u>: plans lessons based on grade-level standards, with regard to literacy and/or math practice standards ● <u>Methods</u>: intentionally teaches to the depth of content standards through questioning, formative assessment, and student engagement (see rubrics); scaffolds instruction utilizing the curriculum guide and/or student data ● <u>Data</u>: utilizes a variety of student data to plan for instruction ● <u>Instructional time</u>: maximizes instructional time and appropriately paces the lesson by planning within a clear structure (example: before, during, after) ● <u>Resources</u>: provides and models the use of appropriate resources that support student learning 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: facilitates student annotations of the standards-aligned learning target; connects the target throughout all phases of the lesson ● <u>Content</u>: plans lessons connected to grade-level standards and enriches instruction by incorporating literacy and/or math practice standards ● <u>Methods</u>: intentionally teaches to the depth of content standards through questioning, formative assessment, and student engagement (see rubrics); scaffolds and enriches instruction utilizing the curriculum guide and/or student data ● <u>Data</u>: utilizes a variety of student data to collaboratively plan with other teachers for instruction ● <u>Instructional time</u>: designs experiences for students to self-direct and monitor their mastery of the standards ● <u>Resources</u>: provides and models the use of a variety of appropriate resources that support student learning
STUDENT	<ul style="list-style-type: none"> ● <u>Learning targets</u>: are unaware of the target and/or engage in tasks unrelated to the learning target ● <u>Standards</u>: do not engage in tasks related to grade-level content standards ● <u>Progress</u>: do not monitor personal progress related to a learning target ● <u>Resources</u>: do not understand/use resources 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: are aware of the task but not its relation to the learning target ● <u>Standards</u>: are engaged in grade-level standards-based lessons ● <u>Progress</u>: are aware of personal progress related to a learning target ● <u>Resources</u>: use limited resources to attain a learning target 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: understand the learning target and how related tasks support individual attainment of the target ● <u>Standards</u>: are engaged in grade-level standards-based lessons, including math practice standards and/or literacy standards for each content ● <u>Progress</u>: articulate personal progress related to a learning target and/or mastering a standard ● <u>Resources</u>: make good use of resources toward attainment of a learning target 	<ul style="list-style-type: none"> ● <u>Learning targets</u>: annotate/explain the learning target and how related tasks support individual attainment of the content standard ● <u>Standards</u>: analyze and direct their own progress in achieving grade-level content standards through reading/writing according to literacy standards and/or math practice standards ● <u>Progress</u>: articulate and document personal learning progress related to learning targets and standards ● <u>Resources</u>: maximize the use of resources toward attainment or extension of a learning target