

# Domain 1: Planning Form

## APS 1: LONG-RANGE PLAN

**Candidate Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

3=competent at the beginning teacher level; demonstrated consistently and broadly

2= demonstrated at limited level with developing skill

1=needs improvement; demonstrated infrequently or with poor skill

Key Elements	Evidence	1	2	3
<p><b>1.A. Information on students is obtained, analyzed and used to help determine the learning needs of all students and guide instructional planning.</b></p> <ul style="list-style-type: none"> <li>• Description of students demonstrates a knowledge of students backgrounds, needs, and ability levels.</li> <li>• Student information is used in long-range planning.</li> </ul>		1	2	3
<p><b>1.B. Appropriate standards-based long-range learning and developmental goals for all students are established.</b></p> <ul style="list-style-type: none"> <li>• Specific objectives and developmental goals are identified and clearly stated.</li> <li>• South Carolina State Curriculum Standards and/or South Carolina Career Focus Standards are identified where appropriate.</li> </ul>		1	2	3
<p><b>1.C. Instructional unit is identified and sequenced to facilitate the accomplishment of the long-range goals.</b></p> <ul style="list-style-type: none"> <li>• Identified instructional unit is appropriate.</li> <li>• Timeline is appropriately sequenced and suitable for unit and developmental levels of students.</li> <li>• Materials and resources selected assist in the accomplishment of the long-range instructional goals.</li> </ul>		1	2	3
<p><b>1.D. A process is developed for the evaluation and recording of student progress and achievement.</b></p> <ul style="list-style-type: none"> <li>• Types of formal and informal assessments are identified in the long-range plan.</li> <li>• Evidence demonstrates the relationship between evaluation and instruction.</li> <li>• Major assessment strategies include criteria for evaluating student progress</li> <li>• Organization, technology, and maintenance of student records are identified.</li> </ul>		1	2	3
<p><b>1.E. Appropriate procedures for managing the classroom have been developed.</b></p> <ul style="list-style-type: none"> <li>• Rules and procedures are identified and consistent with school/district policies.</li> <li>• Non-instructional routines and procedures are identified.</li> <li>• A plan is prepared for parent communication.</li> </ul>		1	2	3
<b>Overall Judgment</b>				

## APS 2: Short Range Planning of Instruction

Key Elements	Evidence			
<p><b>2.A. Unit objectives facilitate student achievement of academic standards and long-range learning and developmental goals.</b></p> <ul style="list-style-type: none"> <li>• Appropriate Unit</li> <li>• Appropriate Objectives</li> <li>• Observable Objectives</li> <li>• Student Involvement</li> <li>• Matched to skills objectives</li> </ul>		1	2	3
<p><b>2. B. Instructional plans include content, strategies, materials and resources appropriate for the students.</b></p> <ul style="list-style-type: none"> <li>• Appropriate/Accurate Content</li> <li>• Appropriate use of materials and resources</li> <li>• Logically sequenced strategies includes at least 2 instructional strategies per objective</li> <li>• Logically sequenced strategies provide opportunities for students to reflect on their learning process</li> <li>• Logically sequenced strategies promote an understanding of varied use and purpose of content information and language</li> <li>• Strategies promote active engagement of students through problem solving/ creativity</li> <li>• Strategies for collaboration/ independent learning/varying group sizes</li> <li>• Incorporation of technology</li> </ul> <p>Connects to other content areas and career pathways</p>		1	2	3
<p><b>2. C. Student performance data is used to guide short-range planning of instruction.</b></p> <ul style="list-style-type: none"> <li>• Strategies focus on student learning</li> <li>• Strategies accommodate for a variety of learners</li> </ul>		1	2	3
<b>OVERALL</b>		1	2	3

**APS 3: SHORT RANGE PLANNING, DEVELOPMENT AND USE OF ASSESSMENTS**

Key Element	Evidence			
<p><b>3.A. A variety of appropriate assessments are developed/selected and administered.</b></p> <ul style="list-style-type: none"> <li>• Varied assessments</li> <li>• Appropriate for students Appropriate for objectives</li> <li>• Appropriate for content</li> <li>• Appropriate for strategies</li> <li>• Appropriate criteria</li> </ul>		1	2	3
<p><b>3. B. At appropriate intervals, student performance data is gathered and accurately analyzed to guide instructional planning.</b></p> <ul style="list-style-type: none"> <li>• Analysis of assessments results</li> </ul>		1	2	3
<p><b>3.C. Assessment data used to determine grades that accurately reflect student progress and achievement.</b></p> <ul style="list-style-type: none"> <li>• Record keeping system</li> </ul>		1	2	3
<b>Overall</b>		1	2	3