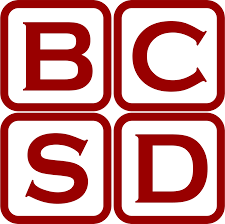
**Standards Based Planning**

**Elements 1,2,3**



***Element #1- Planning Standards-Based Lessons/Units (Highlight these evidences in BLUE)***

**Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.**

**INNOVATIVE-**

Provides evidence of sharing out the planned lesson activity and how it specifically impacted student learning in your classroom. This could include good and bad examples of student impact.

Provides evidence of planning a rigorous unit with targets and a performance scale and adheres to appropriate taxonomy level, provides lessons within units, and/or scaffolding and the performance scale builds a progression of knowledge from simple to complex.

Within the unit plans, a FORMAL lesson plan is created which must include a performance scale, a learning goal/target as well as evidence of implementing the activities in the formal lesson. This evidence could include data from a Kahoot game, exit ticket, student evidence i.e. graphic organizers, reflection piece, or any other student created evidence.

**APPLYING-**

Provides evidence of planning a rigorous unit with targets and a performance scale and adheres to appropriate taxonomy level, provides lessons within units, and/or scaffolding and the performance scale builds a progression of knowledge from simple to complex.

Within the unit plans, a FORMAL lesson plan is created which must include a performance scale, a learning goal/target as well as evidence of implementing the activities in the formal lesson. This evidence could include data from a Kahoot game, exit ticket, student evidence i.e. graphic organizers, reflection piece, or any other student created evidence.

**DEVELOPING-**

Plans rigorous unit with targets and a performance scale but fails to adhere to appropriate taxonomy level, fails to provide lessons within units, and/or scaffolding and the performance scale fails to build a progression of knowledge from simple to complex.

Within the unit plans, a FORMAL lesson plan is created which must include a performance scale, a learning goal/target.

**BEGINNING-**

Attempt to plan a rigorous unit with targets and a performance scale but fails to align to establish content standards, fails to adhere to appropriate taxonomy level, fails to provide lessons within units, and/or scaffolding and the performance scale fails to build a progression of knowledge from simple to complex.

***Element #2- Aligning Resources to Standards (Highlight these evidences in PINK)***

**Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.**

**INNOVATIVE-**

Provides evidence of sharing out, via team meetings, or providing emails, including one or more of the resources used with the lesson to team members and explaining which standard the resource aligns with. This could include a kahoot game, a PowerPoint Presentation, a game, and exit ticket, or brain break, pretty much any traditional or digital resource.

Provide a list of resources both traditional and digital with specific activity numbers, book chapters or unit numbers. For example IXL E.24 Arrays, Fusion WB pgs. 44-47, IXL Section D.1, D.2, Brain Pop “Rocks & Mineral, Math for Today W5D4.

**APPLYING-**

Provide a list of resources both traditional and digital with specific activity numbers, book chapters or unit numbers. For example IXL E.24 Arrays, Fusion WB pgs. 44-47, IXL Section D.1, D.2, Brain Pop “Rocks & Mineral, Math for Today W5D4.

**DEVELOPING-**

Provide a list of resources both traditional and digital. This would include textbook or workbook name/title, IXL, Tenmarks, Kahoot game, Brain Pop, etc.

**BEGINNING-**

Provide a list of resources both traditional and digital that do not support the lesson, learning goals, or scale.

***Element #3- Planning to Close the Achievement Gap Using Data (Highlight these evidences in YELLOW)***

**Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.**

**INNOVATIVE-**

Provide a list of IEP/504 students or other lower quartile or struggling students and their specific individual needs or accommodations

Provide iReady grouping data

Provide a list of students who receive small group, push-ins, pull-outs, or interventions and list the person who facilitates the remediation.

Provide evidence of meeting to discuss activities and interventions based on student data with other teachers or interventionists at a weekly team meetings, this could be from a meeting agenda, evidence from a data chat, providing emails where you discussed specific student needs based on data on how to close the achievement gap.

**APPLYING-**

Provide a list of IEP/504 students or other lower quartile or struggling students and their specific individual needs or accommodations

Provide iReady grouping data

Provide a list of students who receive small group, push-ins, pull-outs, or interventions and list the person who facilitates the remediation.

**DEVELOPING-**

Provide a list of IEP/504 students or other lower quartile or struggling students and their specific individual needs or accommodations

Provide iReady grouping data

**BEGINNING-**

Provide a list of IEP/504 students or other lower quartile or struggling students and their specific individual needs or accommodations