

Standard 1: Curriculum Planning

SLSD Teaching Standards	Ineffective	Developing	Effective	Accomplished	Notes
1A (1.1)	Teaching Plan				
	All or nearly all of the teaching plan is not aligned with specific standards, objectives and assessments.	A significant portion of the teaching plan is not aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments.	Teaching plan is aligned with specific standards, objectives and assessments, and is transparent to students.	TST 6th Edition Ch. 15, p. 367 TST 7th Edition Chap. 17
1B (1.2)	Lesson Objective				
	Lesson objectives are missing or not aligned with standards, do not have a criteria for success, and are not directly communicated to students	Lesson objectives are aligned with standards, have a criteria for success, but are not directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, and are directly communicated to students.	Lesson objectives are aligned with standards, have a criteria for success, are directly communicated to students, and revisited throughout lesson.	TST 6th Edition Chapter 16, pgs. 162-165, 265 TST 7th Edition Chapter 18, pgs. 196-204, 317-320
1C (3.1)	Content				
	Instructional materials and tasks are missing and not aligned with the lesson objective.	Instructional materials and tasks are not appropriately challenging or not aligned with the lesson objective.	Instructional materials and tasks are aligned with the objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	Students understand how the lesson fits into the unit of study. Instructional materials and tasks are aligned with the lesson objective, anticipate student misconceptions, and are appropriately challenging and rigorous for students.	TST 6th Edition Chapter 16, pgs. 162-165, 265 TST 7th Edition Chapter 18, pgs. 196-204, 317-320
1D (4.1)	Assessments				
	Does not assess student understanding to guide instructional decisions.	Uses a single method of assessment to monitor student understanding and guide instructional decisions.	Uses multiple methods of assessment that are linked to objectives to engage students, monitor their understanding, and to guide instructional decisions.	Uses multiple methods of assessment to motivate students, monitor their understanding and to guide instructional decisions and student goal setting.	TST 6th Edition Chapter 19 TST 7th Edition Chapter 21