



## DOMAIN NUMBER ONE - PREPARATION AND INSTRUCTIONAL DESIGN

### PRACTICES

#### 1. PLANNING OF LESSON CONTENT, STRUCTURE, AND SEQUENCE

Teachers plan lessons that are logically sequential, engaging, and relevant to student understanding of content and big ideas inherent in the unit of study.

##### *BENEFITS:*

Teachers who effectively plan lesson content, structure, and sequence:

1. assure that the lesson builds on prior knowledge and/or reinforces previous lesson objectives.
2. provide a framework for the sequence of lessons within curriculum units.
3. reflect current and accurate understanding of the topic or subject.
4. help students make connections within the curriculum and to the world at large.

##### *INDICATORS:*

- a. Teacher's plans are clearly organized, articulating a logical sequence of lessons within curriculum units throughout the year.
- b. Teacher's plans include clearly-worded, and measurable or observable objectives for student achievement that are aligned with district curriculum and NJCCCS.
- c. Teacher's plans allocate time for independent student practice, application, and reflection.
- d. Teacher's plans indicate integration and connection with other subject areas and the global community.
- e. Teacher's plans authentically connect to students' lives, cultures, and interests, whenever possible.
- f. Teacher's plans include opportunities for learners to access information from a variety of resources, (i.e. digital, print, outside resources such as field trips, expert speakers, etc.).
- g. Teacher's plans include appropriate follow-up activities (i.e., independent and group activities, homework, class discussions or/and projects).
- h. Teacher's plans create opportunities for purposeful reading and writing across the curriculum.

## 2. PLANNING OF INSTRUCTIONAL STRATEGIES AND PROCESS

Teachers plan lessons that provide a framework for both group and individualized learning and understanding. Plans articulate strategies and processes that promote meaningful learning, transferability, and long-term retention of content and skills. The planned lessons are appropriate to the academic and affective needs of students.

### *BENEFITS:*

Teachers who effectively plan instructional strategies and processes:

1. provide a framework for individualized learning meeting the needs of all learners.
2. enhance the affective quality of instruction.
3. stimulate student motivation and interest.
4. address various student learning styles.
5. expose students to a variety of resources.
6. anticipate and addresses common misconceptions in the content area.
7. cultivate meaningful discussion among all participants.
8. promote the development of critical and creative thinking skills.

### *INDICATORS:*

- a. Teacher's plans are developmentally appropriate.
- b. Teacher's plans include differentiated instructional strategies and provide activities aimed at various learning styles.
- c. Teacher's plans include student-centered activities and collaborative instructional strategies such as cooperative learning, project-based learning, learning centers, small group instruction, peer conferencing, etc. that are appropriate to the content and the lesson objectives.
- d. Teacher's plans create opportunities for students to utilize and examine alternate cognitive processes, perspectives, and experiences.
- e. Teacher's plans include strategies to address the learners' prior knowledge, current level of performance, and cultural diversity.
- f. Teacher's plans articulate motivational strategies.
- g. Teacher's plans include brain-based instructional and questioning strategies that promote higher level thinking.
- h. Teacher's plans incorporate technology whenever appropriate.
- i. Teacher's plans articulate essential questions and promote enduring understandings.
- j. Teacher's plans provide opportunities for review and practice that will facilitate retention of content and skills.
- k. Teacher's plans articulate closure activities with opportunities for students to summarize their learning, related to lesson objectives.

### 3. PREPAREDNESS IN PEDAGOGY AND CONTENT AREA

Teachers demonstrate deep understanding of both content and pedagogy.

#### *BENEFITS:*

Teachers who demonstrate mastery of content and pedagogy:

1. inspire student interest, curiosity, and engagement.
2. encourage thoughtful and meaningful questions.
3. promote reflective thinking.
4. increase student respect and confidence in the teacher.
5. are equipped to integrate content with other subject areas and the world at large.
6. have knowledge of outside resources.
7. provide accurate information.

#### *INDICATORS:*

- a. Teacher's plans reflect in-depth subject knowledge and the relationship of the discipline to other content areas.
- b. Teacher's plans reflect in-depth conceptual understanding by applying essential questions to promote enduring understandings.
- c. Teacher's plans integrate various disciplines when appropriate.
- d. Teacher's plans reflect current knowledge of professional trends and research in pedagogy and in the content area being taught.

#### 4. PLANNING/DESIGNING of STUDENT ASSESSMENTS

Teachers design assessments that provide an accurate and valid depiction of student learning and progress.

##### *BENEFITS:*

Teachers who plan and design effective student assessments:

1. embed assessments into learning experiences.
2. use accurate assessment data for future planning.
3. encourage students' ownership and awareness of learning.
4. improve student learning and performance.
5. provide understanding and expectations of assessment criteria.
6. assure alignment of assessments with lesson objectives.
7. provide opportunities to connect with authentic life experiences when applicable.

##### *INDICATORS:*

- a. Teacher's plans include the use of formative, embedded, and alternative assessments that drive instruction.
- b. Teacher's plans articulate differentiated assessment when appropriate.
- c. Teacher's plans include opportunities for student choice in demonstrating their learning when appropriate (i.e. differentiated projects, presentations, etc.)
- d. Teacher's plans align to learning objectives.
- e. Teacher's plans define criteria and standards of performance (i.e., rubrics, exemplar papers) (Exemplars.com).
- f. Teacher's plans provide opportunities for student self assessment.
- g. Teacher's plans provide opportunities for computer-based assessments when appropriate.