

INSTRUCTIONAL DESIGN COMPARISON TABLE

| FLPS EVALUATION TOOL TERMS | FLPS INSTRUCTIONAL MODEL | DANIELSON AND MCGREAL |
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| <p>Planning and Organization</p> <p>This section should address but not be limited to the following:</p> <ul style="list-style-type: none"> ▪ Preparing complete and relevant lesson plans that are aligned with district curriculum guides and NJCCCS ▪ Interrelating lesson with previously taught material ▪ Preparing materials and assignments that are appropriate for students' ability levels ▪ Organizing resources such as books, materials, and equipment for utilization without interrupting the lesson ▪ Careful use of supplies and equipment ▪ Maintaining proper classroom decorum, relevant to learning activities (e.g. bulletin boards, examples of student work) | <p>Preparation and Instructional Design (D1)</p> <p>Teachers plan lessons that are logically sequential, engaging, and relevant to student understanding of content and big ideas inherent in the unit of study.</p> | <p>Planning and Preparation (Domain 1)</p> <ul style="list-style-type: none"> ▪ Demonstrating Knowledge of Content and Pedagogy Demonstrating ▪ Knowledge of Students ▪ Setting Instructional Outcomes ▪ Demonstrating Knowledge of Resources ▪ Designing Coherent Instruction ▪ Designing Student Assessments |
| <p>Instructional Methodology</p> <p>This section should address but not be limited to the following:</p> <ul style="list-style-type: none"> ▪ Questioning, prompting and other techniques used to stimulate students' interest and thinking ▪ Communication of lesson objective(s) ▪ Giving directions and explanations ▪ Teaching to lesson objectives(s) presenting learning content in logical sequences ▪ Challenging students at their levels of ability ▪ Encouraging students to actively participate ▪ Using a wide variety of teaching methods appropriate to student learning ▪ Using repetition and emphasis to develop points in the lesson ▪ Circulating and assisting students during group work ▪ Monitoring student progress in terms of growth toward stated objective(s), and adjusting instruction as needed ▪ Using basic and supplementary materials (e.g., audio-visual, journal articles and photos), when appropriate. ▪ Interrelating disciplines in order to enhance academic perspective (e.g., art and music, literature, and history) ▪ Making provisions for extra assistance as needed ▪ Displaying alertness to learning problems of individual students ▪ Regularly checking for understanding where appropriate ▪ Summarizing and evaluating the lesson | <p>Classroom Instructional Practice (D2)</p> <p>Teachers clearly articulate goals and expectations that support and encourage learning.</p> | <p>Instruction (Domain 3)</p> <ul style="list-style-type: none"> ▪ Communicating Clearly and Accurately ▪ Using Questioning and Discussion Techniques ▪ Engaging Students in Learning ▪ Providing Feedback to Students ▪ Demonstrating Flexibility and Responsiveness |
| <p>N/A</p> <p>See "Instructional Methodology"</p> | <p>Assessment and Record Keeping (D3)</p> <p>Teachers design varied assessments that are authentic, performance-based, and tied to real-life situations.</p> | <p>N/A</p> <p>See "Instruction" and "Planning and Preparation"</p> |
| <p>Student Management</p> <p>This section should address but not be limited to the following:</p> <ul style="list-style-type: none"> ▪ Maintaining daily routines and established classroom rules and procedures ▪ Developing in students a sense of responsibility toward the rights and property of others ▪ Teaching habits of self-control through established behavior standards ▪ Understanding students' personal problems and handicaps and accepting them with consideration ▪ Acknowledging students' accomplishments in a positive manner ▪ Utilizing encouragement and/or criticism in a constructive manner ▪ Displaying firm but friendly manner toward students; avoiding nagging and sarcasm ▪ Identifying and consistently addressing student misbehavior ▪ Pacing instruction to maintain student engagement | <p>Classroom Relationships and Mgmt. (D4)</p> <p>Teachers establish a learning environment of trust in which cultural, academic, social, and emotional differences are mutually respected by teacher and student.</p> | <p>The Classroom Environment (Domain 2)</p> <ul style="list-style-type: none"> ▪ Creating an Environment of Respect and Rapport ▪ Establishing a Culture for Learning ▪ Managing Classroom Procedures ▪ Managing Student Behavior ▪ Organizing Physical Space |
| <p>Classroom Professionalism</p> <p>This section should address but not be limited to the following:</p> <ul style="list-style-type: none"> ▪ Demonstrating depth and wide range of knowledge pertaining to subject matter being taught ▪ Utilizing a variety of community resources where possible in planning and teaching lesson ▪ Understanding and applying new ideas, current theory, and research ▪ Presenting oneself positively in terms of demeanor and appearance ▪ Maintaining poise in the case of classroom emergencies | <p>Professionalism (D5)</p> <p>Teachers have an ongoing commitment to the development of content specific knowledge and teaching methodologies based on current research.</p> | <p>Professional Responsibilities (Domain 4)</p> <ul style="list-style-type: none"> ▪ Reflecting on Teaching ▪ Maintaining Accurate Records ▪ Communicating with Families ▪ Participating in a Professional Community ▪ Contributing to the School and District ▪ Growing and Developing Professionally ▪ Showing Professionalism |