

TEAM Best Practices Video Library

Instructional Plans

Descriptor 1



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General Educator Rubric:

Planning Domain

Planning Domain

The Planning Domain is designed to evaluate how effectively teachers prepare and think through the steps for instruction. This domain emphasizes the planning and implementation of the unit or lesson plan rather than the written plan itself. Evaluators should look for evidence of planning in the lesson plan, classroom observation, and planning conference discussions.

Key Considerations:

- **Lesson Planning:** While written plans are important, the primary focus is on how teachers plan for instruction. A detailed, multi-page lesson plan is not necessary; instead, evaluators should consider how well the teacher's planning translates into effective classroom practice. Planning scores should be based on teacher process, evidence collected during observation and conversation, teacher implementation of the plan, student work samples, and assessment samples.
- **Planning Conference:** A pre-conference should occur before an announced observation. This meeting helps the evaluator gather information from the educator about the planning process before observing a lesson. If the observation is unannounced, then the evaluator should have a planning conference after the classroom observation to discuss the educator's planning process.



Planning Domain

Indicators:

Instructional Plans:

- Evaluators should assess the strategies teachers use to align their instruction with state standards. This includes both lesson and unit plans.
- Look for evidence that the teacher has thoughtfully prepared to meet the learning objectives.

Student Work:

- Consider the tasks and activities students are engaged in. Student work should provide insight into how well the teacher's planning supports student learning.
- Evaluators should look for evidence that student work is challenging students to use a variety of thinking and problem-solving skills.

Assessments:

- Assessments are crucial for understanding student learning. Evaluators should examine how teachers use assessments to support and enhance student learning.
- Evidence of effective assessment practices can be found in both the planning and execution phases.



Planning Domain

Evaluation Process:

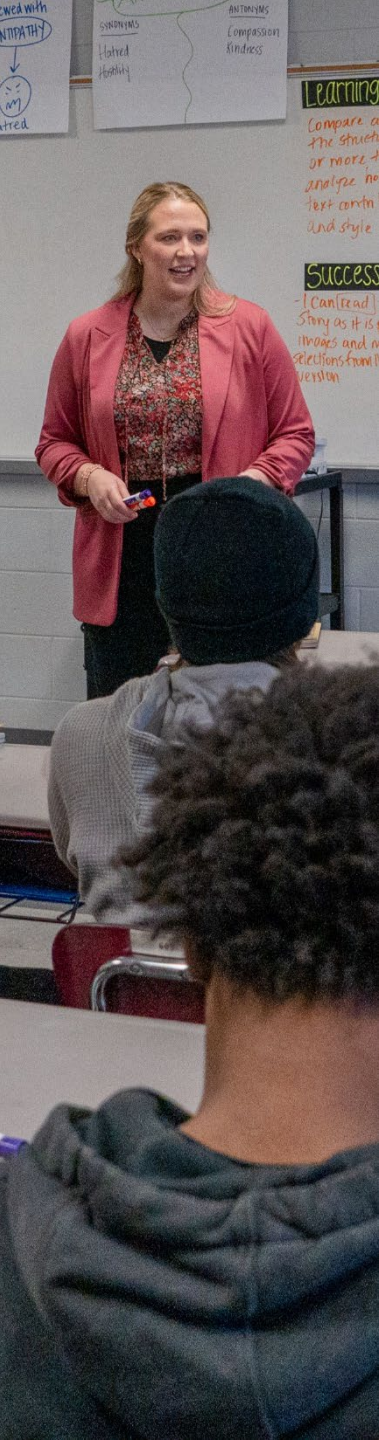
Planning Conference Discussions: These discussions are essential for understanding the teacher's planning process and should inform the planning scores. Explicit and direct questioning opens opportunities for educators to discuss their planning process and the evidence that may not be visible during classroom observations. Evaluators can request a meeting after the instruction to gather additional evidence about the teacher's planning process. This is particularly important for understanding how the teacher plans for the entire unit, not just the observed lesson.

Classroom Observations: During observations, evaluators should focus on how the teacher's plans are implemented in the classroom. This includes looking at student engagement, student work, and assessment outcomes.

Post-Conference: The post-conference should serve as an opportunity for educators to engage in self-reflection regarding their planning and execution. Evaluators should pose thought-provoking, open-ended questions that encourage educators to critically examine the planning practices that have successfully enhanced student learning, as well as identify areas for improvement to further advance student progress toward mastery.



Instructional Plans



Instructional Plans

Instructional plans are crucial for ensuring effective and efficient learning experiences. They are based on state standards, local curriculum resources, and analysis of formative and summative student assessments. Teachers need to be incorporating these elements into their daily, weekly, and unit planning.

Evaluators should establish a system for providing regular feedback on an educator's planning process. Instructional planning questions and conversations should aim to elicit a comprehensive understanding of the planning process, encouraging educators to articulate their strategies for delivering quality instruction and implementing best practices.

Benefits of Strong Planning Processes:

- Better-managed classrooms
- More effective learning experiences
- Higher student engagement

Educators should adjust scripted lessons and incorporate student knowledge to meet individual and group needs. Effective planning starts with the end in mind, developing lesson objectives that align with standards, planning activities, and materials to ensure student success.



Descriptor 1:

Instructional plans include goals aligned to state content standards



Descriptor 1: Instructional plans include goals aligned to state content standards

This descriptor ensures that educators are clear about what students should know and be able to do in both individual lessons and the broader unit of study.

Educators need to reference the state content standards that form the foundation of their instructional goals. This alignment guarantees that the instruction is relevant and meets educational requirements. Breaking down the standard into smaller goals helps in planning lessons that build towards mastery of the standard.



Evaluator Expectations

Evaluators should be seeking evidence of thoughtful preparation and a clear connection between the instructional goals and state content standards for each unit/lesson.

Example questions:

- What standard(s) are the focus for this unit of study?
- What do you want students to know and be able to do as a result of your instruction?
- How will you set student-centered goals that are aligned to the state standards?
- What lesson objectives need to be accomplished for students to master this standard?
- What sub-objectives are the focus for this lesson and how does it relate to the overarching standard goal of the unit?

Educator Expectations

During planning conferences, educators should provide detailed evidence that demonstrates thoughtful alignment of their instructional plans with state standards. This includes clearly identifying the specific standards that are the focus for the unit of study and articulating what students should know and be able to do as a result of the instruction.

Educators should communicate how they have set student-centered goals that are directly aligned with state standards and outline sub-objective goals necessary for students to master these standards. Educators should explain how the lesson's goals relate to the overarching goals of the unit and how they fit into the overall unit plan.

Evidence Capture Example

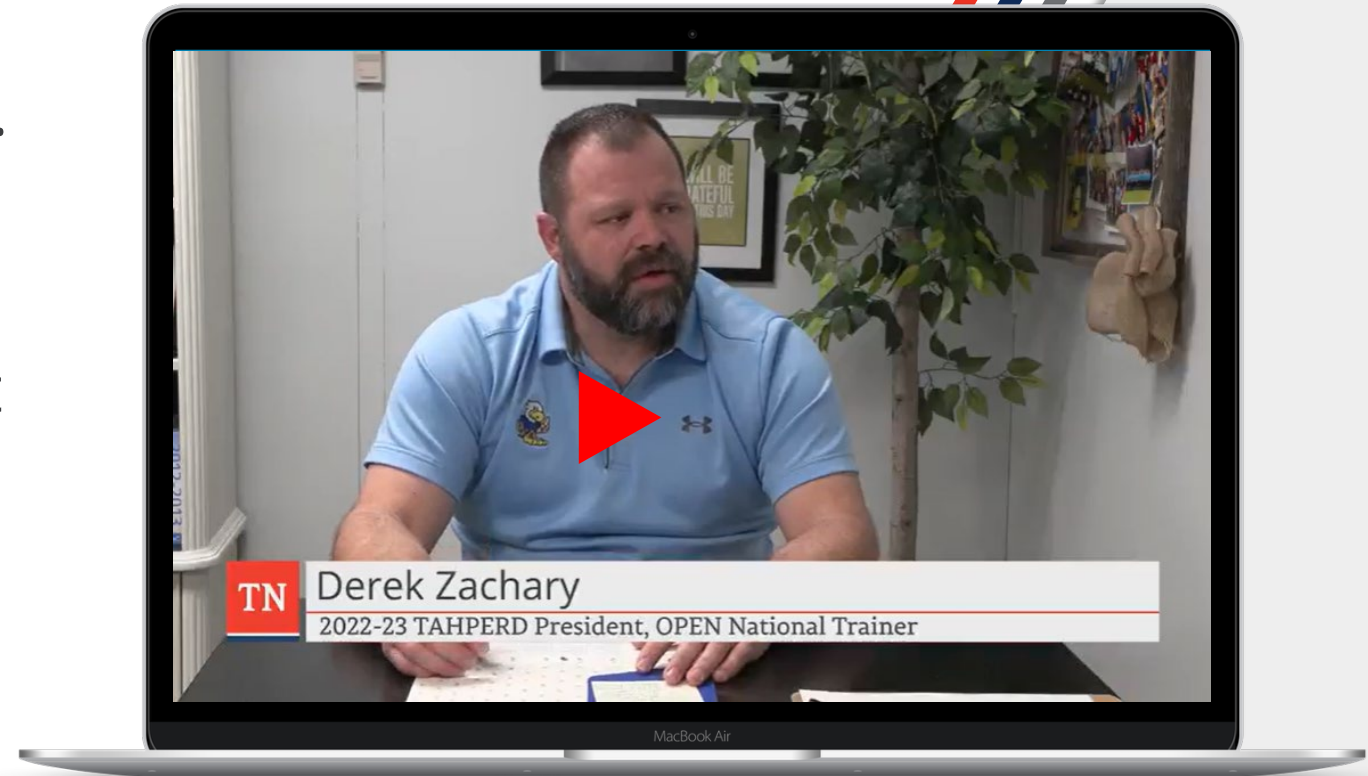
As you watch this video, note how the evaluator's questions allow the educator the opportunity to discuss her goals for what students will know and be able to do. The educator explains how she uses a backwards planning strategy to design expected student outcomes for the lesson/unit of study based on the state standard expectations.



Video featuring 2023-2024 Shelby County/Municipals Core Region Teacher of the Year Stephanie Thomas under the guidance of Corrie Martin, Principal at Lakeland Preparatory School, Lakeland

Evidence Capture Example

As you watch this video, note how the educator describes his expectations for what students will know and be able to do in alignment with the state standard. The educator's planned goal is for students to know the difference between bouncing and dribbling. The evaluator's question is explicit and leads the educator to explain his thinking behind the planning of student goals.



Video featuring 2022-2023 TAHPERD President/ OPEN National Trainer Derek Zachary under the guidance of Dr. Melissa Palk, Principal of Northeast Elementary School, Putnam County Schools



Evidence Capture Practice

- Watch the video and capture evidence of Descriptor 1.
- Video featuring 2024-2025 West Grand Division Teacher of the Year Jenny Kiesel under the guidance of Corrie Martin, Principal of Lakeland Preparatory School, Lakeland School System



**Share evidence you captured of
Descriptor 1.**



Possible Evidence Captured

Examples of Descriptor 1 in the video:

- Note how the educator clearly communicates how her instructional plans include the goal and how it is aligned to the state standards.
- The teacher states the standard used in planning her students' goals for the unit and the lesson.
- The educator discusses how her unit of study plans relate to the state standards.





Evidence Capture Practice

- Watch the video and capture evidence of Descriptor 1.
- Video featuring 2024-2025 East Grand Division Teacher of the Year Natalee Elkins under the guidance of Kathryn Lutton, Principal at Holston Middle School, Knox County Schools



**Share evidence you captured of
Descriptor 1.**



Possible Evidence Captured

Examples of Descriptor 1 in the video:

- Questioning from the evaluator leads the educator to give details of the fine arts domains and how they relate to her student goals.
- Note how the educator describes planned learning outcomes for students based on standards and skill level.





Connections to Other Indicators

This descriptor is closely aligned with the following indicators:

- **Standards and Objectives:**

- Learning objectives are communicated, connected to the state standards, and referenced throughout lesson.
- Sub-objectives are aligned to the lesson's major objective
- Expectations for student performance are clear
- There is evidence that students demonstrate mastery of the daily objective that supports significant progress towards mastery of the standards.

- **Expectations:**

- Teacher sets high and demanding academic expectations for every student.



Feedback Survey

- Follow the QR code or the use link below to access the form for the feedback survey.
 - https://stateoftennessee.formstack.com/forms/planning_rubric_video_library
- Please use the form to reflect on today's learning and provide feedback about this resource.





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