

TEAM Best Practices Video Library

Instructional Plans

Descriptor 5



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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.

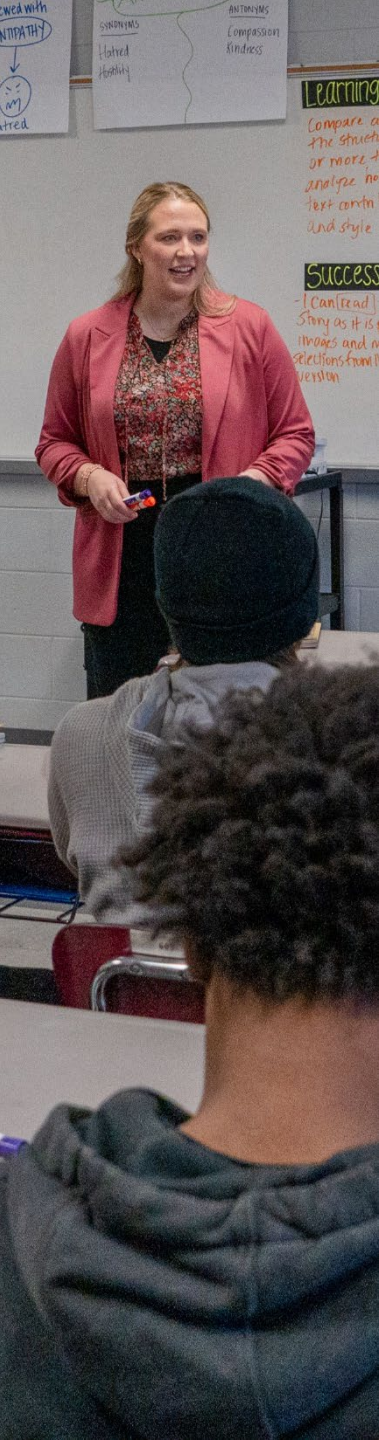
Classroom Observations: During observations, evaluators should focus on how the teacher's plans are implemented in the classroom. This includes looking at student engagement, student work, and assessment outcomes.

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 5:

Instructional plans include evidence of the utilization of district approved High Quality Instructional Materials (HQIM) when available for intellectual preparation



Descriptor 5: Instructional plans include evidence of the utilization of district approved HQIM when available for intellectual preparation

In the classroom, the use of High Quality Instructional Materials (HQIM) should be evident through the activities and strategies employed by the teacher. Not every educator will have such materials available, but when they do, it is essential to provide evidence of their use in instructional plans. HQIM utilization helps teachers plan lessons that engage every student, close learning gaps, and promote equity within the school.

While HQIM are valuable resources, they may not always meet the needs of all students. Therefore, educators should review their materials during the planning process to ensure alignment with state standards and identify gaps in learning. Educators supplement and modify materials and assessments as necessary to meet students' unique learning needs. This may involve adding additional resources and activities to ensure comprehensive coverage of the standards.



Evaluator Expectations

Evaluators collect evidence of an educator's use of HQIM by engaging in discussions with teachers about how they are incorporating these resources and the curriculum for the current unit. When available, the presence of HQIM should be evident through the activities and strategies the teacher employs. Evaluators should seek proof that the educator reviews HQIM during the planning process to ensure alignment with state standards and to identify any learning gaps. They should also look for how educators review and—if necessary—supplement or modify HQIM to meet students' needs and ensure comprehensive coverage of the standards.

Example Questions:

- Can you explain how you utilize district-approved HQIM to prepare for your lessons?
- How have you ensured the lesson goals and activities of the HQIM are aligned to the state standards?
- Have you identified any gaps in the HQIM lessons and how do you plan to fill those gaps?

Educator Expectations

To demonstrate the use of HQIM to an evaluator, educators should be prepared to discuss how they are incorporating these materials into their current unit, highlighting specific activities and strategies used in the classroom. Educators should share evidence of a thorough review process during lesson planning for any learning gaps. They should also document any modifications or supplementary materials added to address diverse student needs and ensure comprehensive coverage of the standards. Finally, educators should demonstrate their understanding of the standards and desired student outcomes and explain how HQIM is used to achieve these goals.

Evidence Capture Example

As you watch this video, note how the evaluator gives the educator the opportunity to discuss the utilization of HQIM when planning her lessons and unit.

The educator discusses how she uses materials such as an online platform, differentiated texts, vocabulary lessons, conventions practice, and virtual assessments. She also shares how she uses the curriculum-provided app to monitor student progress in real time.



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 School System

Evidence Capture Example

As you watch this video, note how the evaluator gives the educator the opportunity to discuss the use of HQIM and any learning gaps that would lead her to plan supplemental activities and materials.

The educator discusses how the HQIM is strong in questioning and thinking, but there are some gaps in the lessons in regards to fluency and explicit instruction of the vocabulary. The educator shares how she incorporates added materials into mini scaffolding lessons to better introduce the concept of dramatic irony.



Video featuring 2024-2025 Mid-Cumberland Core Region Teacher of the Year Ellie Lee under the guidance of Dr. Takisha Ferguson, Principal at Smyrna Middle School, Rutherford County Schools



Evidence Capture Practice

- Watch the video and capture evidence of Descriptor 5.
- Video featuring 2024-2025 Northwest Core Region Teacher of the Year Sherri Brawner under the guidance Lee Lawrence, Principal of Gleason School, Weakley County Schools



**Share evidence you captured of
Descriptor 5.**



Possible Evidence

Examples of Descriptor 5 in the video:

- The educator discusses the many ways she utilizes her district-approved HQIM when planning her lessons/units:
 - Teacher manual
 - Student magazines
 - Digital resources
 - Engaging student activities
 - Introduction videos and focus questions



Evidence Capture Practice



- Watch the video and capture evidence of Descriptor 5.
- 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 5.**



Possible Evidence

Examples of descriptor 5 in the video:

- The educator discusses the many ways she utilizes her district-approved HQIM when planning her lessons/units:
 - Online textbook
 - Differentiated lessons and quizzes
 - Virtual labs
 - Virtual assessments





Connections to Other Indicators

This descriptor is closely aligned with the following indicators:

- **Standards and Objectives:**
 - Learning objectives are connected to what students have previously learned and are grounded in HQIM when available.
- **Presenting Instructional Content:**
 - Evidence exists that the district-approved HQIM are used as the foundation for presenting instructional content when available.
- **Activities and Materials:**
 - Use of HQIM activities and materials when available.
- **Teacher Content Knowledge:**
 - Teacher displays accurate content knowledge of the subjects he or she teaches.
 - Teacher implements subject-specific instructional strategies to enhance student content knowledge.



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.





Thank You!

Email questions to TEAM.Questions@tn.gov.

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