

**CORE TEACHING STANDARDS - EPPING SCHOOL DISTRICT**

**APPENDIX A  
ESD PD MASTER PLAN**

**I. PLANNING & PREPARATION**

<b>Standard 1A</b> The teacher plans and prepares lessons that meet the educational needs of students.	<b>4 Prof. with Distinction</b>	<b>3 Proficient (Prof.)</b>	<b>2 Partially Proficient</b>	<b>1 Substantially below Prof.</b>
	The teacher emphasizes a variety of modalities (learning styles) to enhance learning. Plans clearly emphasize student involvement in learning and show that students are responsible for their own learning. Teacher uses assessment results to plan follow up with individual and group lessons.	The teacher's directed lessons help students learn. Lessons are well planned and successful. Varieties of modalities (learning styles) are emphasized to enhance learning. Teacher often uses assessment results to plan follow up with individual and group lessons.	The teacher understands and can articulate needs, but plans don't reflect the understanding of the students' needs. The teacher's plans attempted, but fell short of meeting the needs of the students. Criteria for using assessment is not clear.	The plan is disjointed and does not meet the needs of the students. The teacher doesn't understand the educational needs of the students. Assessment lacks congruency with planning goals.
<b>1B</b> The teacher plans and prepares lessons in accordance with the established curriculum, state frameworks and, if applicable, the school mission statement.	The teacher plans and prepares lessons which are not only consistent with established curriculum, but also integrates the curriculum/frameworks with the "real world" and students' lives.	The teacher plans and prepares lessons, which are consistent with established curriculum/frameworks and attempts to connect the curriculum with the "real world" and students' lives.	The teacher plans and prepares lessons that are consistent with established curriculum/frameworks.	The teacher's lessons have no clear connection to the curriculum/frameworks.

**2. USE OF MATERIALS & FACILITIES**

<b>Standard 2(ABC)</b> The teacher uses instructional strategies designed for the diverse needs of students.	<b>4 Prof. with Distinction</b>	<b>3 Proficient (Prof.)</b>	<b>2 Partially Proficient</b>	<b>1 Substantially below Prof.</b>
	Instructional materials are well crafted, and resources are organized to meet the diverse needs of the students. Pacing of the lesson is appropriate and students are actively engaged.	Instructional materials and resources are suitable for the diverse needs of the students. The pace of the lessons is consistent, and students are engaged.	Instructional materials and resources are suitable for most students. The pace of the lessons is sometimes uneven, and not all students are engaged.	Instructional materials and resources are unsuitable and do not engage the students. The pacing is inappropriate.