

## TWO – Clearly Identified Outcomes/Individual Learning Goals

Excellent Learning Environment
← Proficient
Developing
→ Limited Learning Environment

### TEACHER

<b>Program of Studies and/or Individualized Programs</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully refer to the Program of Studies and student specific goals when determining the outcome(s) for learning.</li> </ul>	<ul style="list-style-type: none"> <li>I refer to the Program of Studies and student specific goals when determining the outcome(s) for learning.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes refer to the Program of Studies and student specific goals when determining the outcome(s) for learning.</li> </ul>	<ul style="list-style-type: none"> <li>I have limited understanding and use of the Program of Studies and student specific goals when determining the outcome(s) for learning.</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully determine the importance of the outcome(s) and student specific goals when teaching (rock, sand, water).</li> </ul>	<ul style="list-style-type: none"> <li>I determine the importance of the outcome(s) and student specific goals when teaching (rock, sand, water).</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes determine the importance of the outcome(s) and student specific goals when teaching (rock, sand, water).</li> </ul>	<ul style="list-style-type: none"> <li>I have limited understanding of the importance of the outcome(s) and student specific goals when teaching (rock, sand, water).</li> </ul>
	<ul style="list-style-type: none"> <li>I regularly and purposefully consider the scope and sequence in planning differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>I consider the scope and sequence in planning differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes consider the scope and sequence in planning differentiated instruction.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely consider the scope and sequence in planning differentiated instruction.</li> </ul>
<b>Differentiation</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully consider all students with diverse learning needs and adapt/modify the planning as necessary</li> </ul>	<ul style="list-style-type: none"> <li>I consider all students with diverse learning needs and adapt/modify the planning as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes consider all students with diverse learning needs and sometimes adapt/modify the planning as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely consider all students with diverse learning needs and rarely adapt/modify the planning necessary.</li> </ul>
<b>Student Friendly Language</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully provide the outcome(s) and learning goals in student/parent friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>I provide the outcome(s) and learning goals in student/parent friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes provide the outcome(s) and learning goals in student/parent friendly language.</li> </ul>	<ul style="list-style-type: none"> <li>I rarely provide the outcome(s) and learning goals in student/parent friendly language.</li> </ul>
<b>Connections</b>	<ul style="list-style-type: none"> <li>I regularly and purposefully connect the outcome(s)/learning goals to prior learning and identify their relevancy to the current learning process.</li> </ul>	<ul style="list-style-type: none"> <li>I connect the outcome(s)/learning goals to prior learning and identify their relevancy to the current learning process.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes connect the outcome(s)/learning goals to prior learning and sometimes identify their relevancy to the current learning process.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher rarely connects the outcome(s)/learning goals to prior learning and rarely identify their relevancy to the current learning process.</li> </ul>

**STUDENT**

<b>Student Friendly</b>	<ul style="list-style-type: none"> <li>● Students can regularly and purposefully explain, in their own words, the expected outcome(s)/learning goal to another student, a parent or to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can explain, in their own words, the expected outcome(s)/learning goal to another student, a parent or to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can sometimes explain, in their own words, the expected outcome(s)/learning goal to another student, a parent or to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Students can rarely explain outcome(s)/learning goal to others.</li> </ul>	
<b>Connections</b>	<ul style="list-style-type: none"> <li>● Students strive to regularly and purposefully connect the outcome(s)/learning goal to prior learning and identify their relevancy to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Students strive to connect the outcome(s)/learning goal to prior learning and identify their relevancy to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Students sometimes connect the outcome(s)/learning goal to prior learning and sometimes identify their relevancy to the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Students rarely connect the outcome(s)/ learning goal to prior learning and rarely identify their relevancy to the learning process.</li> </ul>	