FOUR – Pre-Planning; Utilizing a "Backwards Design" Framework

	Excellent Learning Environment	Proficient	Developing	Limited Learning Environment
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TEACHER				
Backwards Design	● I regularly and purposefully consider outcome(s)/individual learning goals when designing instruction and use multiple resources (*Program of Studies, online resources, multimedia resources, collaboration with colleagues, etc*.)	● I consider the outcome(s)/individual learning goals when designing instruction and use multiple resources (*Program of Studies, online resources, multimedia resources, collaboration with colleagues, etc.*)	● I sometimes consider the outcome(s)/individual learning goals when designing instruction and use multiple resources (*Program of Studies, online resources, multimedia resources, collaboration with colleagues, etc.*)	● I rarely consider the outcome(s)/individual learning goals when designing instruction and use limited resources.
	● I regularly and purposefully modify instructional plans based on student readiness, interest and evidence of outcome(s)/individual learning goals.	● I modify instructional plans based on student readiness, interest and evidence of outcome(s) /individual learning goals.	● I sometimes modify instructional plans based on student readiness, interest and evidence of outcome(s) /individual learning goals.	● I rarely modify plans for instruction.
Instructional Strategies	● I regularly and purposefully plan for the use a variety of instructional strategies and adaptations to engage all students.	● I plan for the use a variety of instructional strategies and adaptations to engage all students.	● I sometimes plan to use a variety of instructional strategies and adaptations to engage all students.	● I rarely use a variety of instructional strategies to engage all students.
Differentiated Instruction	● I regularly and purposefully plan for the use of differentiated instruction to accommodate different learning styles, interests and readiness.	● I plan for the use of differentiated instruction to accommodate different learning styles, interests and readiness.	● I sometimes plan for the use of differentiated instruction to accommodate different learning styles, interests and readiness.	● I rarely plan to differentiate instruction.
Accomodations, Adaptations & Modifications	● I regularly and purposefully plan accommodations, adaptations and/or modifications based on the individual needs of all students.	● I plan for accommodations, adaptations and/or modifications based on the individual needs of all students.	● I sometimes plan for accommodations, adaptations and/or modifications based on the individual needs of all students.	● I rarely plan accommodations, adaptations and/or modifications based on the individual needs of all students.
	● I regularly and purposefully conduct diagnostic	● I seek and/or access diagnostic assessments and/or	● I sometimes seek and/or access diagnostic	● I rarely seek and/or access diagnostic information.

	assessments and/or access diagnostic information during the instructional process.	access diagnostic information during the instructional process.	assessments and/or access diagnostic information during the instructional process.	
Academic Literacy Skills	• I regularly and purposefully incorporate academic literacy skills into planning for all ability levels (*reading & study skills, reflective skills, thinking skills and communication skills*).	• I incorporate academic literacy skills into planning for all ability levels (*reading & study skills, reflective skills, thinking skills and communication skills*).	• I sometimes incorporate academic literacy skills into planning for all ability levels (*reading & study skills, reflective skills, thinking skills and communication skills*).	• I rarely incorporate academic literacy skills into planning for all ability levels.
Variety of Assessment Tools	• I regularly and purposefully plan to use a variety of assessment tools to reflect achievement of the outcome(s)/ individual learning goals (*written assignments, tests, verbal response, performance task, etc.*)	• I plan to use a variety of assessment tools to reflect achievement of the outcome(s)/ individual learning goals (*written assignments, tests, verbal response, performance task, etc.*)	• I sometimes plan to use a variety of assessment tools to reflect achievement of the outcome(s)/ individual learning goals.	• I rarely plan to use a variety of assessment tools to reflect achievement of the outcome(s)/ individual learning goals.
STUDENT				
Student Input	• Students regularly and purposefully have the opportunity to provide input during planning (interest inventories, pre-assessment, data, etc.)	• Students have the opportunity to provide input during planning (interest inventories, pre-assessment, data, etc.)	• Students sometimes have the opportunity to provide input during planning (interest inventories, pre-assessment, data, etc.)	• Students rarely have the opportunity to provide input during planning (interest inventories, pre-assessment, data, etc.)	