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| **Instructional Planning**  **Self-Assessment/Goal Setting Checklist**  Teacher Name:  Administrator Name:  Grade Level(s):  Subject(s): | | | |
| **Step 1 Unit Planning**  **Alignment to the Standards (includes both Ohio’s Learning Standards and Extended Standards)** | | | |
| ✔ | **Should be addressed in scope and sequence/unit plans** | If not checked, goal setting and plan for integration: | Observational Notes: |
|  | 1. Some form of standards-based scope and sequence planning is complete (e.g. curriculum map, unit outline) which outlines what will be taught (clusters of content/units of study) across the academic year. |  |  |
|  | 1. Units contain grade-level standards/extended standards representing the age/grade range of the class |  |  |
|  | 1. Units contain a cited list of standard/content statements(s) for the grade level(s) and subject(s)**.** |  |  |
|  | 1. Extended standards (OLS-E) are cited in Unit Plan and paired with the general standards to better teach and assess students taking the Alternate Assessment (AA). |  |  |
|  | 1. Each unit contains a list of lessons/activities aligned to the specific grade-level standards |  |  |
|  | 1. Multi-grade units of study are developed to match students in multi-age/grade level classes (as needed). |  |  |
|  | 1. Interdisciplinary connections are made across subjects and strands, which inform unit title and life-applied purpose of the instruction. |  |  |
|  | 1. Connections are made to other non-core subject areas (e.g. art, music, PE, transition/life skills, technology, social emotional skills) |  |  |

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| **Step 2 Tiered Planning**  **Alignment of the Standards (includes both ONLS and OACS-E) in Tiered Planning** | | | |
| ✔ | **Should be addressed in tiered activity plans** | If not checked, plan for integration: | Notes: |
|  | 1. Tiered plans contain a cited list of standard/content statements(s) for the grade level(s) and subject(s) from the Unit Plan |  |  |
|  | 1. Extended standards (OLS-E) are cited in Tiered Plan and paired with the general standards to scaffold entry points and better teach and assess students taking the Alternate Assessment (AA) |  |  |
| **Alignment of the Standards (includes both ONLS and OACS-E) to Assessment in Tiered Planning** | | | |
|  | 1. Assesses students’ baseline knowledge of the 5 Big Ideas in reading and grade-level standards using unbiased and accessible methods. (Pre-assessment/Diagnostic) |  |  |
|  | 1. Assessments are designed with sufficient stretch for ALL learners to allow for both baseline data collection and documentation of new learning. |  |  |
|  | 1. Learning progressions/task analysis, deconstructing or unpacking of standards is used to reach students across entry points. (Tip to tip) |  |  |
|  | 1. Uses varied modes of assessment, including a range of formative, summative, diagnostic and self-assessment measures. |  |  |
|  | 1. Assessments directly measure student knowledge or skill within each standard contained in each lesson. |  |  |
| **Alignment of the Standards (includes both ONLS and OACS-E) to Instruction in Tiered Planning** | | | |
|  | 1. The **Tiered Plan** (which may contain multiple days of instructional planning) includes: **standards alignment**, **instructional outline**, and a broad range of **integrated supports and services** (UDL/DI/SDI/AT) to provide diverse learner access. |  |  |
|  | 1. The plan includes **multiple means of representation** within the design and delivery of instruction. |  |  |
|  | 1. The plan includes **multiple means of action and expression** within the design and delivery of instruction. |  |  |
|  | 1. The plan includes **multiple means of engagement** within the design and delivery of instruction. |  |  |
|  | 1. Student specific, specially designed instruction (DI), accommodations, assistive technology (AT), IEP supports/services are included in the Tiered Plan. |  |  |

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| **Step 3 Daily Planning**  **Alignment of the Standards (includes both ONLS and OACS-E) to Daily Planning** | | | |
| ✔ | **Should be addressed in daily plans** | If not checked, plan for integration: | Notes: |
|  | 1. All 7 evidence-based strands of literacy (phonological awareness, writing, fluency, phonics, vocabulary, oral language (speaking/listening), self-­ selected, comprehension) are taught directly and intentionally integrated across the school day and are weighted in time allowance, based on grade-level and developmental targets. |  |  |
|  | 1. The roles, responsibilities, and breaks of all educators and support staff are delineated in the Daily Plan. |  |  |
|  | 1. Student-specific schedules (ie. therapies, bus schedules, interventions, etc.) are delineated in the Daily Plan. |  |  |
|  | 1. Flexible learning groups/stations/rotations are delineated in the Daily Plan. |  |  |
|  | 1. Preparation of materials, environmental supports, staff and tools are aligned with scheduled activities and are included in the Daily Plan. |  |  |
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