Entry Eight (ECO) - Reflective Conversation Guide

1. Did the lesson unfold as you had originally planned? ❒ yes ❒ no

If no, what changes did you make and why? _____

2. What information was most helpful in determining whether or not students met your learning objective(s)?_____

3. How will the results of this lesson determine your next steps for these students?

4. What change(s) will the participating teacher make to better plan for his/her students?

5. Next scheduled conversation: Date:____ Time:____ Location:_____

ECO ENTRY EIGHT:
Planning Continuum of Practice (COP)

Participating Teacher's Name:_____

School: _____ District: _____

Support Provider's Name: _____

ENTRY EIGHT

Continuum of Practice: **Planning Instruction and Designing Learning Experiences for All Students**

Continuum of Practice: The Participating Teacher and Support Provider look at, discuss, and mark appropriate levels of performance on the COP for this standard. Identify a cell that best describes your current practice for each key element. Add notes or comments from your discussion. Be sure to include this form in the portfolio's Entry Eight. Remember, the decisions made apply to **this entry only** and reflect the evidence collected on these forms.

KEY ELEMENTS: **SUBJECT MATTER**

- **Drawing on and valuing students' backgrounds, interests, and developmental learning needs.**
- **Establishing and articulating goals for student learning.**
- **Developing and sequencing instructional activities for student learning.**
- **Designing short-term and long-term plans to foster student learning.**
- **Modifying instructional plans to adjust for student needs.**

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs. **Next step:**	• Inadequately supports students' knowledge and experience in curriculum and instructional planning • Neglects to incorporate student diversity as an integral part of planning • Does not design lessons that promote subject matter knowledge for all students • Demonstrates little knowledge about cognitive and linguistic development to plan instruction that supports student learning	• Inconsistently incorporates students' knowledge and experience in curriculum and instructional planning • Minimally incorporates student diversity as an integral part of planning • Inconsistently designs lessons that promote subject matter knowledge for all students • Demonstrates some knowledge about cognitive and linguistic development to plan instruction that supports student learning	• Incorporates students' knowledge and experience in curriculum and instructional planning • Recognizes and incorporates student diversity as an integral part of planning • Designs lessons that promote subject matter knowledge for all students • Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning	• Incorporates all students' knowledge and experience in curriculum and instructional planning • Recognizes, values, and incorporates student diversity as an integral part of planning • Designs lessons for all students that promote subject matter knowledge for all students • Exemplifies deep understanding and consistently uses knowledge about cognitive and linguistic development to plan instruction that supports student learning
4.2 Establishing and articulating goals for student learning. **Next step:**	• Rarely establishes short term and long term goals for student learning • Does not use instructional activities that are related to learning goals • Does not establish high expectations for learning • Inadequately designs instructional activities so that all students participate in setting and achieving learning goals • Does not set goals for student learning to promote critical thinking and problem solving	• Inconsistently establishes short term and long term goals for student learning • Inconsistently uses instructional activities that are related to learning goals • Seldom establishes high expectations for learning • Minimally designs instructional activities so that all students participate in setting and achieving learning goals • Inconsistently sets goals for student learning to promote critical thinking and problem solving	• Establishes short term and long term goals for student learning • Ensures that each instructional activity is related to learning goals • Establishes high expectations for learning • Designs instructional activities so that all students participate in setting and achieving learning goals • Ensures that goals for student learning promotes critical thinking and problem solving	• Consistently establishes short term and long term goals for student learning • Consistently ensures that each instructional activity is related to learning goals • Establishes high expectations for learning for all students • Designs instructional activities in unique and innovative ways so that all students participate in setting and achieving learning goals • Extends goals for student learning to promote critical thinking and problem solving

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
4.3 Developing and sequencing instructional activities and materials for student learning. **Next step:**	• Inadequately uses formal and informal student assessment in long and short term planning • Does not plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs • Does not select and sequence instruction to promote understanding for all students • Neglects to choose and adapt instructional materials to make subject matter relevant to students' experience and interests	• Rarely uses formal and informal student assessment in long and short term planning • Minimally plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs • Rarely selects and sequences instruction to promote understanding for all students • Inconsistently chooses and adapts instructional materials to make subject matter relevant to students' experience and interests	• Uses formal and informal student assessment in long and short term planning • Plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs • Selects and sequences instruction to promote understanding for all students • Chooses and adapts instructional materials to make subject matter relevant to students' experience and interests	• Creates formal and informal student assessment in long and short term planning • Consistently plans instructional strategies appropriate to the complexity of the lesson content and student learning needs • Consistently selects, sequences, and extends instruction to promote understanding for all students • Creates instructional materials to make subject matter relevant to all students' experience and interests
4.4 Designing short-term and long-term plans to foster student learning. **Next step:**	• Rarely develops long and short term plans that build on and extend students' understanding of subject matter • Ineffectively organizes curriculum to allow enough time for student learning, review, and assessment • Demonstrates little knowledge of subject matter and students to plan and pace instructional activities over time • Does not plan to ensure access to challenging, diverse, academic content for all students • Neglects to provide opportunities for all students to learn at their own pace	• Inconsistently develops long and short term plans that build on and extend students' understanding of subject matter • Rarely organizes curriculum to allow enough time for student learning, review, and assessment • Demonstrates some knowledge of subject matter and students to plan and pace instructional activities over time • Minimally plans to ensure access to challenging, diverse, academic content for all students • Provides few opportunities for students to learn at their own pace	• Develops long and short term plans that build on and extend students' understanding of subject matter • Organizes curriculum to allow enough time for student learning, review, and assessment • Uses knowledge of subject matter and students to plan and pace instructional activities over time • Plans to ensure access to challenging, diverse, academic content for all students • Provides opportunities for all students to learn at their own pace	• Consistently develops long and short term plans that build on and extend students' understanding of subject matter • Organizes, designs, chooses and consistently adapts curriculum to allow enough time for student learning, review, and assessment • Exemplifies deep understanding and uses knowledge of subject matter and students to plan and pace instructional activities over time • Consistently plans to ensure access to challenging, diverse, academic content for all students • Provides opportunities for all students to learn at their own pace and review their growth over time
4.5 Modifying instructional plans to adjust for student needs. **Next step:**	• Does not revise plans based on formal and informal student assessment • Does not modify plans to ensure opportunities for all students to learn and synthesize information • Does not reflect on teaching to refine long and short term planning	• Inconsistently revises plans based on formal and informal student assessment • Minimally revises plans to ensure opportunities for all students to learn and synthesize information • Inconsistently reflects on teaching to refine long and short term planning	• Revises plans based on formal and informal student assessment • Modifies plans to ensure opportunities for all students to learn and synthesize information • Reflects on teaching to refine long and short term planning	• Revises plans based on formal and informal student assessment at regular intervals • Designs plans to ensure opportunities for all students to learn and synthesize information • Uses student work to reflect on teaching to refine long and short term planning