**ATFI Instructional Planning Guiding Questions**

**A-TFI features 1.3, 1.4a, 1.4b, 1.4c, 1.5, 1.7c**

| **Academic Tiered Fidelity Inventory Feature** | **Feature Description** | **Discussion and/or Tasks for Action Planning** | **Notes** |
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| 1.3  Aligned Curricula | Evidence-based curricula are organized into clearly defined learning objectives and progressions that are aligned to state standards. | 1. How does your school/division align their written, taught, and assessed curricula? 2. How will you address areas for improvement? |  |
| 1.4a  Evidence-based Practices | Teachers strategically select and use evidence-based practices that are supported by the division/school and matched to learner needs. | 1. What evidence-based instructional practices are being implemented in your school? 2. What is your process for selecting evidence-based instructional practices? For ensuring fidelity of implementation? |  |
| 1.4b  Lesson Plans | A process for lesson plan development includes knowledge, skills, and cognitive levels matched to the success criteria of the objectives in the curriculum. | 1. How can your lesson planning process be improved or enhanced to meet students’ needs? |  |
| 1.4c  Relevant Objectives | Learning objectives are matched to real world relevance and student experiences. | 1. What evidence do you have of clarity in your school? 2. How are learning intentions developed by your teachers? |  |
| 1.5  Performance Measures | Measures of student performance include goals with success feature criteria and are communicated to students. | 1. Provide examples of well-written success criteria and/or how they are communicated to students. |  |
| 1.7c  Collaborative Planning | Time for collaborative planning is in the schedule (including special education and resource staff) with accountability for the resulting instructional plan. | 1. How are teachers provided collaborative planning time in your school? |  |