San Juan Unified School District
System of Professional Growth
(SPG)

sjta
San Juan
Teachers Association

Standard 4 Rubric
Essential Element 4.1 for Practitioners with Temporary and Probationary Status

Essential Element 4.1	Not Meeting Standards	Developing	Meeting Standards		
Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	Unaware of students interests or cultural heritage. Takes little to no responsibility to learn about students' medical or learning disabilities, cultural background, or language proficiency. Does not plan differentiation based on needs of students.	Is aware of different cultural groups, language needs, and medical or learning needs of students in the class and has a general sense of student interests. Rarely uses information about student academic readiness (including IEP requirements), language proficiency, cultural background, and individual development to plan instruction. Differentiation is planned, but is not regularly utilized when needed and/or is not usually appropriate to meet the needs of students.	Plans and conducts differentiated instruction based on knowledge of students' academic readiness (including IEP requirements), academic language, language proficiency, diverse cultural background, and individual cognitive, social, emotional, and physical development. Differentiation is planned and implemented as needed.	Plans and conducts differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.	Plans and conducts differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.

Adapted from the Continuum of Teaching Practice

4.1 Uses knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.

Strategies below are suggestions NOT requirements

How might I …	P-12 Strategies
- incorporate students' prior knowledge and experience in my curriculum and instructional planning?	- Access student's prior knowledge when introducing a new concept - Conduct student surveys - Use assessments - Review prior curricula and student data - Other <table><tr><td> - Gather data: - Use icebreakers & getting to know you activities - Review SARC Info - Read local & school newspapers - Collect student information from interest </td></tr></table>
- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?	- Create and display a resource for featuring students' families and communities - Select and use materials that represent a broad view of life, family, and career choices for all students - Incorporate students' cultures, background knowledge and interests into instruction - Understands the effects of poverty on student learning and uses that understanding to plan and deliver instruction - Uses GLAD strategy – Home and Family Connections and Personal Interactions - Other
- use knowledge of my students' individual cognitive, social, emotional and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?	- Incorporate student information data into planning and differentiating instruction - Reflect on student achievement data to modify instruction - Uses GLAD strategy – Home and Family Connections and Personal Interactions - Other

How might I …	P-12 Strategies
- plan lessons and units that promote access to academic content standards for all students?	- Provide access to core curriculum for all students - Allow all students equal access to academic content through differentiated instruction - Establish clear learning targets/objectives so that all students understand and can articulate them - Use GLAD strategies – 10/2 Lecture, Picture File Cards, Observation Charts, Inquiry Charts, Cognitive Content Dictionary, Graphic Organizers, Pictorial input Charts, Comparative Input Charts, Narrative Input Charts, Sentence Patterning Charts, Chants/Poetry, Story Maps, Mind Maps, Process Grids, Team Tasks, Expert Groups, ELD Group Frames, ELD Reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals, Big Books, Clunkers and Links, Focused Reading, Ear to Ear Reading - Other
- use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?	- Access CELDT data to determine student's language levels - Analyze language levels data and use aligned strategies that support language acquisition - Use ELD and GLAD strategies aligned to students' proficiency levels - Incorporate subject matter, content vocabulary and academic vocabulary into instruction - Other
- use knowledge of my students' diverse learning needs to plan instruction that supports their learning?	- Use assessment data to plan and design differentiated lessons for diverse learners - Conduct student observations and record anecdotal notes - Modify instruction based on the results of formative assessments - Engage in dialogue and information discovery about the causes of the achievement gap and addresses those needs when planning - Other

*Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.