



**Standard 4 Rubric
 Essential Element 4.4 for Practitioners with Permanent Status**

Essential Element 4.4	Not Meeting Standards	Approaching	Meeting Standards		
<p><i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</i></p>	<p>Is unaware of student content, learning, and language needs.</p> <p>Plans instruction that is not well aligned to instructional goals or does not plan instruction.</p>	<p>Is aware of students' diverse learning and language needs.</p> <p>Plans instruction that is aligned to instructional goals, but rarely uses strategies to respond to the students' diverse needs.</p>	<p>Plans and incorporates instructional strategies into ongoing instruction to address culturally responsive pedagogy, and students' diverse language needs.</p> <p>Considers strategies to provide support and challenge students.</p> <p>Uses assessment of student learning and language needs to inform planning of differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs.</p> <p>Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Adapted from the Continuum of Teaching Practice



4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students

Strategies below are suggestions NOT requirements

How might I ...	P-12 Strategies
<p>- develop unit and lesson plans that build on and extend students' understanding of subject matter?</p>	<ul style="list-style-type: none"> ▪ Design instruction based on student's prior knowledge, to include instruction on prerequisite skills ▪ Implement a series of lessons based on state standards and district guidelines ▪ Utilize curriculum mapping and backward planning ▪ Use assessments to develop and revise lessons ▪ Differentiate to meet the needs of all students ▪ Other
<p>- ensure that each instructional strategy is related to learning goals?</p>	<ul style="list-style-type: none"> ▪ Preview components of a lesson to ensure connections to goals ▪ Communicate lesson objective ▪ Refer to learning goals throughout the lesson ▪ Other
<p>- plan instruction to allow enough time for student learning, review, and assessment?</p>	<ul style="list-style-type: none"> ▪ Check for understanding throughout the lesson (e.g. white boards, thumbs up/down, manipulatives, pairs, table groups) ▪ Use warm-up activities that review skills or concepts needed for essential learning ▪ Embed assessments in instructional planning ▪ Differentiate to meet the needs of all students ▪ Other
<p>- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?</p>	<ul style="list-style-type: none"> ▪ Analyze student work (ongoing) ▪ Differentiate to meet the needs of all students ▪ Use a variety of instructional strategies ▪ Other
How might I ...	P-12 Strategies



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<p>- check for understanding, prepare for adjustments, remediate or accelerate instruction and individualize when appropriate?</p>	<ul style="list-style-type: none"> ▪ Re-teach and/or accelerate when necessary ▪ Identify language objectives, e.g. CELDT level proficiencies, to ensure that students will be able to communicate their knowledge and understanding ▪ Use formative assessments to make adjustments both during and after the lesson ▪ Other
<p>- address the ELD standards appropriately, based on my English learners' levels of language acquisition?</p>	<ul style="list-style-type: none"> ▪ Review CELDT scores and other data to determine levels for ELD ▪ Provide multiple and varied opportunities for language development ▪ Scaffold learning through appropriate use of SDAIE strategies ▪ Re-teach when necessary ▪ Other
<p>- address the IEP goals and objectives of my students with special needs?</p>	<ul style="list-style-type: none"> ▪ Participate in frequent and ongoing collaboration and communication with Special Education staff ▪ Attend IEP meetings ▪ Participate in goal-setting for students on IEP or 504 plans ▪ Differentiate to meet the student's IEP goals ▪ Other
<p>- select materials, resources, and technologies to support the learning needs of English learners and students with special needs?</p>	<ul style="list-style-type: none"> ▪ Align materials with student identified CELDT levels and/or IEP goals ▪ Use SDAIE strategies (e.g. visuals or realia) ▪ Participate in ongoing collaboration and communication with Special Education & support staff ▪ 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.