



**Standard 4 Rubric**  
**Essential Element 4.4 for Practitioners with Temporary and Probationary Status**

<b>Essential Element 4.4</b>	<b>Not Meeting Standards</b>	<b>Developing Meeting Standards</b>			
<p><b><i>Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</i></b></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. 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"> <li>▪ Design instruction based on student's prior knowledge, to include instruction on prerequisite skills</li> <li>▪ Implement a series of lessons based on state standards and district guidelines</li> <li>▪ Utilize curriculum mapping and backward planning</li> <li>▪ Use assessments to develop and revise lessons</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Other</li> </ul>
<p>- ensure that each instructional strategy is related to learning goals?</p>	<ul style="list-style-type: none"> <li>▪ Preview components of a lesson to ensure connections to goals</li> <li>▪ Communicate lesson objective</li> <li>▪ Refer to learning goals throughout the lesson</li> <li>▪ Other</li> </ul>
<p>- plan instruction to allow enough time for student learning, review, and assessment?</p>	<ul style="list-style-type: none"> <li>▪ Check for understanding throughout the lesson (e.g. white boards, thumbs up/down, manipulatives, pairs, table groups)</li> <li>▪ Use warm-up activities that review skills or concepts needed for essential learning</li> <li>▪ Embed assessments in instructional planning</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Other</li> </ul>
<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"> <li>▪ Analyze student work (ongoing)</li> <li>▪ Differentiate to meet the needs of all students</li> <li>▪ Use a variety of instructional strategies</li> <li>▪ Other</li> </ul>



How might I ...	P-12 Strategies
<p>- check for understanding, prepare for adjustments, remediate or accelerate instruction and individualize when appropriate?</p>	<ul style="list-style-type: none"> <li>▪ Re-teach and/or accelerate when necessary</li> <li>▪ Identify language objectives, e.g. CELDT level proficiencies, to ensure that students will be able to communicate their knowledge and understanding</li> <li>▪ Use formative assessments to make adjustments both during and after the lesson</li> <li>▪ Other</li> </ul>
<p>- address the ELD standards appropriately, based on my English learners' levels of language acquisition?</p>	<ul style="list-style-type: none"> <li>▪ Review CELDT scores and other data to determine levels for ELD</li> <li>▪ Provide multiple and varied opportunities for language development</li> <li>▪ Scaffold learning through appropriate use of SDAIE strategies</li> <li>▪ Re-teach when necessary</li> <li>▪ Other</li> </ul>
<p>- address the IEP goals and objectives of my students with special needs?</p>	<ul style="list-style-type: none"> <li>▪ Participate in frequent and ongoing collaboration and communication with Special Education staff</li> <li>▪ Attend IEP meetings</li> <li>▪ Participate in goal-setting for students on IEP or 504 plans</li> <li>▪ Differentiate to meet the student's IEP goals</li> <li>▪ Other</li> </ul>
<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"> <li>▪ Align materials with student identified CELDT levels and/or IEP goals</li> <li>▪ Use SDAIE strategies (e.g. visuals or realia)</li> <li>▪ Participate in ongoing collaboration and communication with Special Education &amp; support staff</li> <li>▪ Other</li> </ul>

\* 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.