# Standard 4 Rubric

**Essential Element 4.4 for Practitioners with Temporary and Probationary Status**

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

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*

<table>
<thead>
<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- develop unit and lesson plans that build on and extend students’ understanding of subject matter?</td>
<td></td>
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</tbody>
</table>
  - 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 |
| - ensure that each instructional strategy is related to learning goals? |  
  - Preview components of a lesson to ensure connections to goals  
  - Communicate lesson objective  
  - Refer to learning goals throughout the lesson  
  - Other |
| - plan instruction to allow enough time for student learning, review, and assessment? |  
  - 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 |
| - use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time? |  
  - Analyze student work (ongoing)  
  - Differentiate to meet the needs of all students  
  - Use a variety of instructional strategies  
  - Other |
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<th>How might I ...</th>
<th>P-12 Strategies</th>
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| - check for understanding, prepare for adjustments, remediate or accelerate instruction and individualize when appropriate? | ▪ 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 |
| - address the ELD standards appropriately, based on my English learners’ levels of language acquisition? | ▪ 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 |
| - address the IEP goals and objectives of my students with special needs? | ▪ 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 |
| - select materials, resources, and technologies to support the learning needs of English learners and students with special needs? | ▪ 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.