Evaluation Rubrics for CSTP: STANDARD FOUR

Planning Instruction and Designing Learning Experiences for All Students

Evaluator:_____ Teacher: _____ Date of Observation: _____

	UNSUCCESSFUL *Practice Does Not Meet Standards*	**BEGINNING/ NEEDS IMPROVEMENT** *Practice Partially Meets Standards*	**SUCCESSFUL** *Practice Meets Standards*	**INTEGRATING/ EXEMPLARY** *Practice Exceeds Standards*	**INNOVATING** *Practice Exceeds Standards*
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	Daily lesson plans may not take into account students' academic readiness, language, cultural background, and individual development. May be unaware of bias and stereotype with the classroom. ☐	Some daily lesson plans take into students' academic readiness, language, cultural background, and individual development. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy. ☐	Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning. ☐	Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures. ☐	Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehension information on students. Engages students in the analysis of bias, stereotyping, and assumptions. ☐
4.2 Establishing and articulating goals for student learning.	Goals for lessons may not be evident. May not regularly communicate goals for student learning. ☐	Communicates expectations for student learning in most lessons by identifying goals. ☐	Regularly establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs. ☐	Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs. ☐	Establishes and articulates comprehensive short and long-term learning goals for students. Assists students to articulate and monitor learning goals. ☐

Standard Four: Planning Instruction and Designing Learning Experiences for All Students Cont.

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4.3 Developing and sequencing long-term and short – term instructional plans to support student learning.	Develops lessons to address a particular concept or skill that may be unrelated to previous lessons. ☐	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning. ☐	Establishes short-and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning. ☐	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning. ☐	Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long-and short-term instructional plans that ensure high levels of learning. ☐
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.	Little or no evidence of daily lesson/ unit plans that incorporate strategies to meet the learning needs of all students. May be aware of data provided by the district. ☐	Some lessons incorporate differentiated instructional strategies that respond to students' diverse learning needs. Seeks to learn about students' diverse need beyond the basic data. ☐	Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. Uses assessments of students' learning and language needs to inform planning differentiated instruction. ☐	Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. ☐	Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs 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. ☐

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4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.	Little or no modifications to daily lessons are made based on student need. ☐	Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs. ☐	Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. ☐	Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning. ☐	Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments to best meet their needs. ☐