

## Standard IV

### *Planning instruction and designing learning experiences for all students*

Teachers plan instruction that draws on and values students= backgrounds, prior knowledge and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Element	Unsatisfactory	Needs Improvement	Meets or Exceeds Standards
<b>Element 1</b> Drawing on and valuing students= backgrounds, interests and developmental learning needs.	<ul style="list-style-type: none"> <li>X Inadequately supports students= knowledge and experience in curriculum and instructional planning.</li> <li>X Neglects to incorporate student diversity as an integral part of planning.</li> <li>X Does not design lessons that promote subject matter knowledge for all students.</li> <li>X Demonstrates little knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>	<ul style="list-style-type: none"> <li>X Inconsistently incorporates students= knowledge and experience in curriculum and instructional planning.</li> <li>X Minimally incorporates student diversity as an integral part of planning.</li> <li>X Inconsistently designs lessons that promote subject matter knowledge for all students.</li> <li>X Demonstrates some knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>	<ul style="list-style-type: none"> <li>X Incorporates students= knowledge and experience in curriculum and instructional planning.</li> <li>X Recognizes and incorporates student diversity as an integral part of planning.</li> <li>X Designs lessons that promote subject matter knowledge for all students.</li> <li>X Uses knowledge about cognitive and linguistic development to plan instruction that supports student learning.</li> </ul>
<b>Element 2</b> Establishing and articulating goals for student learning.	<ul style="list-style-type: none"> <li>X Rarely establishes short-term and long-term goals for student learning.</li> <li>X Does not use instructional activities that are related to learning goals.</li> <li>X Does not establish high expectations for learning.</li> <li>X Inadequately designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>X Does not set goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>X Inconsistently establishes short-term and long-term goals for student learning.</li> <li>X Inconsistently uses instructional activities that are related to learning goals.</li> <li>X Seldom establishes high expectations for learning.</li> <li>X Minimally designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>X Inconsistently sets goals for student learning to promote critical thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>X Establishes short-term and long-term goals for student learning.</li> <li>X Ensures that each instructional activity is related to learning goals.</li> <li>X Establishes high expectations for learning.</li> <li>X Designs instructional activities so that all students participate in setting and achieving learning goals.</li> <li>X Ensures that goals for student learning promote critical thinking and problem solving.</li> </ul>
<b>Element 3</b> Developing and sequencing instructional activities and materials for student learning.	<ul style="list-style-type: none"> <li>X Inadequately uses formal and informal student assessment in long and short-term planning.</li> <li>X Does not plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>X Does not select and sequence instruction to promote understanding for all students.</li> <li>X Neglects to choose and adapt instructional materials to make subject matter relevant to students= experience and interests.</li> </ul>	<ul style="list-style-type: none"> <li>X Rarely uses formal and informal student assessment in long and short-term planning.</li> <li>X Minimally plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>X Rarely selects and sequences instruction to promote understanding for all students.</li> <li>X Inconsistently chooses and adapts instructional materials to make subject matter relevant to students= experience and interests.</li> </ul>	<ul style="list-style-type: none"> <li>X Uses formal and informal student assessment in long and short-term planning.</li> <li>X Plans to use instructional strategies appropriate to the complexity of the lesson content and student learning needs.</li> <li>X Selects and sequences instruction to promote understanding for all students.</li> <li>X Chooses and adapts instructional materials to make subject matter relevant to students= experience and interests.</li> </ul>
<b>Element 4</b> Designing short-term and long-term plans to foster student learning.	<ul style="list-style-type: none"> <li>X Rarely develops long and short-term plans that build on and extend students= understanding of subject matter.</li> <li>X Ineffectively organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>X Demonstrates little knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>X Does not plan to ensure access to challenging, diverse content for all students.</li> <li>X Neglects to provide opportunities for all students to learn at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>X Inconsistently develops long and short-term plans that build on and extend students= understanding of subject matter.</li> <li>X Rarely organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>X Demonstrates some knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>X Minimally plans to ensure access to challenging, diverse content for all students.</li> <li>X Provides few opportunities for students to learn at their own pace.</li> </ul>	<ul style="list-style-type: none"> <li>X Develops long and short-term plans that build on and extend students= understanding of subject matter.</li> <li>X Organizes curriculum to allow enough time for student learning, review and assessment.</li> <li>X Uses knowledge of subject matter and students to plan and pace instructional activities over time.</li> <li>X Plans to ensure access to challenging, diverse content for all students.</li> <li>X Provides opportunities for all students to learn at their own pace.</li> </ul>
<b>Element 5</b> Modifying instructional plans to adjust for student needs.	<ul style="list-style-type: none"> <li>X Does not revise plans based on formal and informal student assessment.</li> <li>X Does not modify plans to ensure opportunities for all students to learn and synthesize information.</li> <li>X Does not reflect on teaching to refine long and short-term planning.</li> <li>X Is not able to facilitate and develop IEP with appropriate instructional modifications.</li> </ul>	<ul style="list-style-type: none"> <li>X Inconsistently revises plans based on formal and informal student assessment.</li> <li>X Minimally revises plans to ensure opportunities for all students to learn and synthesize information.</li> <li>X Inconsistently reflects on teaching to refine long and short-term planning.</li> <li>X Inconsistently facilitates and develops IEP with appropriate instructional modifications.</li> </ul>	<ul style="list-style-type: none"> <li>X Revises plans based on formal and informal student assessment.</li> <li>X Modifies plans to ensure opportunities for all students to learn and synthesize information.</li> <li>X Reflects on teaching to refine long and short-term planning.</li> <li>X When appropriate, facilitates and develops IEP with appropriate instructional modifications.</li> </ul>