

Possible Evidence for CSTP 4 – *Planning Instruction and Designing Learning Experiences for All Students*

Standard Element	Source of Evidence	Evidence that might demonstrate the standard				
4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction	Lesson Plan	<ul style="list-style-type: none"> • <i>Materials are selected and used to represent a broad view of life, family and career choices for all students</i> • <i>Teacher strategically incorporates the students’ cultures, background knowledge and interests into planning and instruction</i> • <i>Teacher strategically plans for the range of physical and academic development exhibited by the students</i> • <i>Language components are integrated into lessons in order to enhance the English Learners’ acquisition of English</i> 				
	Reflective Conversation	<ul style="list-style-type: none"> • <i>Teacher is familiar with and sensitive to the background of students in different ethnic, language, socioeconomic and exceptionality groups</i> • <i>Teacher reviews the language proficiency levels of English Learners and explains how this information will impact planning instruction and student activities</i> • <i>Teacher considers aspects of students’ backgrounds that may impact the way the student learns</i> 				
	Class Profiles / Focus Student Profiles / assessment data	<ul style="list-style-type: none"> • <i>Teacher has access to and analyzes CELDT and other available assessment results to identify the level of language acquisition for each English Learner</i> • <i>Teacher reviews assessment data to determine that all students have the knowledge and skills needed to be successful in the learning activity</i> <table border="1" data-bbox="823 1073 1801 1312" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Items to Consider</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Vocabulary</i> ○ <i>Reading level</i> ○ <i>Conceptual development</i> ○ <i>Writing ability</i> ○ ○ </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ○ <i>Language proficiency level</i> ○ <i>Other assessment data</i> ○ <i>Procedural knowledge</i> ○ <i>Ability to work with others</i> ○ ○ </td> </tr> </tbody> </table>	Items to Consider		<ul style="list-style-type: none"> ○ <i>Vocabulary</i> ○ <i>Reading level</i> ○ <i>Conceptual development</i> ○ <i>Writing ability</i> ○ ○ 	<ul style="list-style-type: none"> ○ <i>Language proficiency level</i> ○ <i>Other assessment data</i> ○ <i>Procedural knowledge</i> ○ <i>Ability to work with others</i> ○ ○
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Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher activates prior knowledge or learning to help students achieve the new content or skill</i> 					

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4.2 Establishing and articulating goals for student learning	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher communicates the learning goals for the lesson (written or verbal)</i> • <i>Learning expectations are consistently high, including tasks that require high levels of critical thinking</i> • <i>Teacher communicates and makes the learning goals explicit at the beginning of the lesson, either orally or in writing</i> • <i>Students understand the learning goal(s) for the lesson and understand how the goals connect with prior learning experiences.</i>
	Lesson Plan book	<ul style="list-style-type: none"> • <i>Teacher breaks down the larger goals/standards into manageable learning goals; lessons are sequenced to build on previous learning experiences</i> • <i>Lesson goals are selected to provide appropriate levels of challenges in response to the needs of the students</i> • <i>Learning goals are based on the appropriate academic content standards</i>
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	Lesson Plan book	<ul style="list-style-type: none"> • <i>Learning goals address both short-term and long-term learning</i> • <i>Teacher sequences learning activities over time to help students achieve larger goals / standards</i> • <i>Planning includes breaking down knowledge, skills, and abilities into logically sequenced lessons; Teacher sequences short-term lesson plans to achieve a long-term learning goal</i>
	Curricular Calendar	<ul style="list-style-type: none"> • <i>Teacher develops a year-long curricular calendar so that the essential content standards are distributed across the academic year</i>
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher scaffolds and extends instruction, allowing students to build on previous learning experiences</i> • <i>Teacher provides the appropriate instruction if prerequisite skills and knowledge are lacking</i> • <i>Multiple strategies for checking student understanding are used during the learning process</i> • <i>Students are provided with many structured opportunities to practice oral language in the classroom setting</i>

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	Lesson Plan	<ul style="list-style-type: none"> • <i>Instructional strategies are chosen so that each student can engage with the content in a way that leads to mastery</i> • <i>Assessments are embedded within the instructional plan</i> 	
	Reflective Conversation	<ul style="list-style-type: none"> • <i>Teacher can identify and explain the connections between the learning goals and the activities and materials that will be used</i> 	
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	Lesson Plan	<ul style="list-style-type: none"> • <i>Teacher modifies or adjusts the learning goals to meet the needs of particular students</i> • <i>Teacher offers a variety of materials or options within activities that reflect multiple learning modalities</i> • <i>Teacher modifies his or her instructional plans to reteach the missing concepts, methods, or skills, and/or incorporate further work in future instruction</i> 	
	Classroom Observation	<ul style="list-style-type: none"> • <i>Teacher anticipates and responds to differences among students by providing a range of materials and/or levels of support during the learning activities</i> • <i>Teacher determines before, during and after a lesson, whether students are making progress toward the learning goals</i> • <i>Modifications are made in response to observed difficulties during the lesson. Some observable adaptations might be:</i> <table border="1" data-bbox="821 1032 1850 1344"> <tbody> <tr> <td data-bbox="821 1032 1346 1344"> <ul style="list-style-type: none"> • <i>Supplying different types of examples</i> • <i>Providing more structure for an activity</i> • <i>Approaching a concept through different methods</i> • • </td> <td data-bbox="1346 1032 1850 1344"> <ul style="list-style-type: none"> • <i>Extending the period of time for students to work</i> • <i>Scaffolding an activity so that students can accomplish more than they might on their own</i> • • </td> </tr> </tbody> </table> • <i>Teacher responds to signs of student misunderstanding with a wide repertoire of modifications to accommodate diverse student needs</i> • <i>Modifications include focusing on specific knowledge or skills that students need in order to attain the expected goal or extend the goals to reflect deeper or more complex</i> 	<ul style="list-style-type: none"> • <i>Supplying different types of examples</i> • <i>Providing more structure for an activity</i> • <i>Approaching a concept through different methods</i> • •
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		<p><i>understanding</i></p> <ul style="list-style-type: none"> • <i>Teacher uses a wide range of strategies to check for understanding during the lesson; Teacher is prepared with a plan when a certain group of students do not understand a concept</i> • <i>Adjustments are made in the course of teaching a lesson when assessments indicate that some students are not understanding the concept</i>
	<p>Student Work Analysis</p>	<ul style="list-style-type: none"> • <i>Teacher analyzes student work to inform future planning</i>