

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p>	<p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of impact of bias on learning.</p>	<p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>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.</p> <p>9/26/17</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p> <p>9/26/17</p>	<p>Plans differentiated instruction, which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures an members of cultures.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

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			<p>The theme of my class is multiculturalism and tolerance. We learn about civilizations all over the world and I expose my students to people they do not have a chance to see or learn about.</p> <p>My class is also built on a spectrum. We start out with a lot of support, and I slowly take the support away until they can think critically on their own. I vary “difficult” days with easier days so as not to overwhelm students.</p>		
<p>4.2 Establishing and articulating goals for student learning</p>	<p>Communicates learning objectives for a single lesson to students based on content standards and available curriculum.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.</p> <p>9/26/17</p>	<p>Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students’ diverse learning needs.</p>	<p>Establishes and articulates learning goals to students that integrate content standards with students’ strengths, interests, and learning needs.</p>	<p>Establishes and articulates comprehensive short-term and long-term learning goals for students. Assists students to articulate and monitor learning goals.</p>

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		<p>Each day I write the objective and standard on the board. We go over what we will be learning about and I remind them of the unit we are in. I often hint to subsequent units or mention that we will learn more or see information again in a future unit, but I need to be better about communicating long-term processes more explicitly.</p>			
<p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p>	<p>Uses available curriculum for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning. 9/26/17</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Refines sequence of long-term plans to reflect integrations of curriculum guidelines, frameworks, and assessed instructional needs to ensure student learning.</p>	<p>Utilizes extensive knowledge of curriculum, content standards, and assess learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>

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		<p>All my units are organized within themselves to build, balance, and review information. Students never see information only once, but rather will play a game or participate in a Kagan structure in the next few days to solidify information. The entire unit is organized in a logical way that promotes connections. Though many of my units intertwines (Such as Islam and Africa, and Islam and the Crusades) I am still working to link to a larger picture. I am also working to build skills such had finding evidence, image analysis, and creating an opinion.</p>			

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<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p> <p>9/26/17</p>	<p>Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenges 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 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>
		<p>I know that my students all learn in different ways, which is why I incorporate a variety of activities into my curriculum. For example, some of my students need competition and movement to succeed, which is why I created scavenger hunts. Each of my units included an artistic element to teach my students who learn visually.</p>			

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<p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequences of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. 9/26/2017</p>	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional needs arises to support student learning.</p>	<p>Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning goals.</p>
			<p>I use the TCI History Alive the Medieval World and Beyond curriculum. This online text comes with a workbook and online activities. I use these activities and as a jumping off point, but reform the questions and format to work with my students and teaching style. I am also working to incorporate primary sources into the curriculum using artifacts in museums and the SHEG activities online.</p>		