

3.2 Creates lessons and activities that differentiate instruction, operating at multiple levels to meet individual student needs.

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
<p>Demonstrates differentiation of process, product, and content for students with different interests, abilities, achievement levels, and intellectual levels within the same classrooms in the ways listed below (i.e., differentiation must occur for these different purposes). Note: students working on different objectives/standards do not meet the criteria for differentiation.</p>					
Utilizes Effective Approaches	Process	<p>No evidence OR fails to plan or teach lesson plans that differentiate the process of instruction in one or more of the ways listed below:</p> <p>a. provides a variety of inputs (reading, listening, manipulating materials)</p> <p>b. adds greater complexity to questioning or input for students at higher intellectual levels</p>	<p>Plans individual lessons (at least 2) that include instruction that differentiates the process of instruction but may not implement these plans:</p> <p>a. provides a variety of inputs (reading, listening, manipulating materials)</p> <p>b. adds greater complexity to questioning or input for students at higher intellectual levels</p>	<p>Implements individual lessons (at least 2) that include instruction that differentiates the process of instruction for students in the same classroom, utilizing more than one of the following strategies:</p> <p>a. provides a variety of inputs (reading, listening, manipulating materials)</p> <p>b. adds greater complexity to questioning or input for students at higher intellectual levels</p>	<p>Consistently, across time, differentiates the process of instruction across numerous lessons (not TWS) for students in the same classroom, utilizing more than one of the following strategies:</p> <p>a. provides a variety of inputs (reading, listening, manipulating materials)</p> <p>b. adds greater complexity to questioning or input for students at higher intellectual levels</p>
		<p>No evidence OR fails to plan or teach a unit/TWS that differentiates the process of instruction</p>	<p>Plans a mini-TWS/unit that differentiates the process of instruction for the differences listed above but may not implement plans</p>	<p>Implements instructional unit/TWS that differentiates the process of instruction for the differences listed above</p>	<p>Demonstrates fluency by implementing more than one long term plan/unit that differentiates the process of instruction</p>
	Product	<p>No evidence OR fails to plan or teach lesson plans that differentiate products that demonstrate learning, including:</p> <p>a. incorporates tangible products such as reports, brochures, models</p> <p>b. incorporates verbal products such as speeches, dialogues, debates</p> <p>c. incorporates actions such as skits, mock trial, dance</p>	<p>Plans individual lessons (at least 2) that include instruction that differentiates content but may not implement these plans</p> <p>a. incorporates tangible products such as reports, brochures, models</p> <p>b. incorporates verbal products such as speeches, dialogues, debates</p> <p>c. incorporates actions such as skits, mock trial, dance</p>	<p>Differentiates content across numerous lessons (not TWS) for students in the same classroom, utilizing more than one of the following strategies:</p> <p>a. incorporates tangible products such as reports, brochures, models</p> <p>b. incorporates verbal products such as speeches, dialogues, debates</p> <p>c. incorporates actions such as skits, mock trial, dance</p>	<p>Consistently, across time, differentiates content across numerous lessons (not TWS) for students in the same classroom, utilizing more than one of the following:</p> <p>a. incorporates tangible products such as reports, brochures, models</p> <p>b. incorporates verbal products such as speeches, dialogues, debates</p> <p>c. incorporates actions such as skits, mock trial, dance</p>

		d. utilizes strategies such as learning contracts, choice boards, open-ended lists of options to allow students to choose	d. utilizes strategies such as learning contracts, choice boards, open-ended lists of options to allow students to choose	d. utilizes strategies such as learning contracts, choice boards, open-ended lists of options to allow students to choose	d. utilizes strategies such as learning contracts, choice boards, open-ended lists of options to allow students to choose
Utilizes Effective Approaches	Product	No evidence OR fails to plan or teach a unit/TWS that differentiate learning products	Plans a mini-TWS/unit that differentiates learning products for the differences listed above but may not implement plans	Implements instructional unit/TWS that differentiates learning products for the differences listed above	Demonstrates fluency by implementing more than one long term plan/unit that differentiates learning products
	Content	No evidence OR fails to plan or teach lesson plans that differentiate content in any of the examples listed below	Plans individual lessons (At least 2) and a mini-TWS/unit that plans instruction that differentiates content for differences listed above but may not implement these plans	Differentiates content across numerous lessons (not TWS) for students in the same classroom, utilizing more than one of the following strategies:	Consistently, across time differentiates content across numerous lessons (not TWS) for students in the same classroom, utilizing more than one of the following strategies:
		a. provides choices of topics to explore in more depth b. provides basic - advanced resources that match needs c. utilizes tiered instruction, curriculum compacting, anchor tasks, layered curriculum, enrichment/acceleration, and/or other strategies to differentiate	a. provides choices of topics to explore in more depth b. provides basic - advanced resources that match needs c. utilizes tiered instruction, curriculum compacting, anchor tasks, layered curriculum, enrichment/acceleration, and/or other strategies to differentiate content	a. provides choices of topics to explore in more depth b. provides basic - advanced resources that match needs c. utilizes tiered instruction, curriculum compacting, anchor tasks, layered curriculum, enrichment/acceleration, and/or other strategies to differentiate content	a. provides choices of topics to explore in more depth b. provides basic - advanced resources that match needs c. utilizes tiered instruction, curriculum compacting, anchor tasks, layered curriculum, enrichment/acceleration, and/or other strategies to differentiate content
No evidence OR fails to plan or teach a unit/TWS that differentiate content	Plans a mini-TWS/unit that differentiates content for the differences listed above but may not implement plans	Implements instructional unit/TWS that differentiates content for the differences listed above	Demonstrates fluency by implementing more than one long term plan/unit that differentiates content		
Environment	No evidence of flexible grouping to differentiate instruction	Demonstrates one example of flexible grouping in planning and implementing instruction	Demonstrates flexible grouping in planning and implementing instruction across more than one content area (e.g., for Social Studies this would be history, geography)	Demonstrates flexibility in planning and implementing flexible grouping across different content area (e.g., for Social Studies this would be history, geography)	
	No evidence of differentiating instruction through co-teaching OR does not successfully implement co-teaching that is planned to assure differentiated instruction	Demonstrates at least one strategy for co-teaching that is planned to assure differentiated instruction (e.g., parallel teaching, station teaching)	Participates in co-planning and implementation of several examples of different types of co-teaching that are planned to assure differentiated instruction (e.g., parallel teaching, station teaching)	Demonstrates flexibility in planning and implementing different types of co-teaching that are planned to assure differentiated instruction (e.g., parallel teaching, station teaching); assumes the leadership role in planning co-teaching	

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:

1. Benchmark for admission is a rating of "developing" on the first dimension: *Plans instruction that can differentiate process, content, and product for students with differences in interests, abilities, learning preferences, and achievement and intellectual levels.*
2. To score, review exhibits in the eportfolio and average the ratings. Any rating of "basic" should be addressed with the student early in the semester.

Evidence to be Evaluated: Lesson plans, unit plan, field experience teacher evaluations, videoclips

Guidelines for Program Completion/Student Teaching:

1. Required for program completion is a rating of "proficient" for all dimensions.
2. Observe the teacher's planning (lessons, TWS) , as well as direct observation of his/her interactions with students.
3. Consult with other teachers who also have observed about consistency of using strategies.
4. Observe across content areas in which student has responsibility.
6. Consistency = requires fluency/repetition, including documentation of competence in each content area of responsibility.
7. The OVERALL rating for the standard should be an average of the rating on all dimensions.
8. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *In his TWS on colonial America he planned tiered instruction that was a model of tiered instruction, utilizing co-teaching (station), a variety of inputs (readings, videos, technology), and learning contracts with a variety of project options.*

Evidence: Direct observation, lesson plan book, TWS, inventories and assessment results, videoclips, interviews with other teachers who have observed his/her teaching

Rationale:

- Borich, G.D. (2007). *Effective teaching methods*, 6th ed. Teaching effective methods. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Kauchak, D.P., & Eggen, P.D. (1998). *Teaching and learning: Research based methods*, 3rd ed. Needham Heights, MA: Allyn and Bacon.
- Nunley, K. (2006). *Differentiating the High School Classroom: Solution Strategies for 18 Common Obstacles*. Corwin Press: Thousand Oaks, CA.
- Rose, D.H., Meyer, A., Strangman, N., & Rappolt, G. (2002). *Part I: Universal design for learning: The concept*. Alexandria, VA: ASCD.
- Rose, D.H., Meyer, A., Strangman, N., & Rappolt, G. (2002). *Part II: Universal design for learning: Practical applications*. Alexandria, VA: ASCD.
- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*, 2nd ed. Alexandria, VA: ASCD.
- Tomlinson, C. A., Brimijoin, K., & Narvaez, L. (2008). *Differentiated school: Making revolutionary changes in teaching and learning*. Alexandria, VA: ASCD.
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD.