5.6 Uses multiple, alternative teaching strategies and materials matched to different student needs (e.g., developmental stages, learning styles, and interests). (CO: 6.1)

NOTE: Use of student centered strategies is 5.1, differentiation is 3.2.

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Matches to Student Needs	No evidence OR plans instruction that includes materials and examples that are inappropriate or ineffective based on developmental levels of students	Plans instruction (e.g., lesson plans) that include materials and examples that are matched to developmental levels of students; must demonstrate appropriate instruction for 2 student levels (for el ed - primary and intermediate, for secondary - middle and high school, for K-12 - elementary and secondary)	All important aspects of instruction (e.g., materials, examples, teacher's language, and skill level) are appropriate to student needs and makes modifications based on developmental levels of students; must demonstrate appropriate instruction for 2 student levels (for el ed - primary and intermediate, for secondary - middle and high school, for K-12 - elementary and secondary)	Meets the criteria for "Proficient" and frequently adjusts teaching style to learning styles of students, modifying style from plans based on student needs
	No evidence OR plans instruction that includes materials and examples that are inappropriate or ineffective based on interests of students	Plans instruction (e.g., lesson plans) that include materials and examples that are matched to interests of students	All important aspects of instruction (e.g., materials, examples, teacher's language, and skill level) are appropriate to student interests; actively seeks out information on individual student interests; makes modifications based on student interests	
	No evidence OR does not include sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent)	Includes sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent) in written plans but may not implement them	Includes sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent) in planning and instruction	Meets the criteria for "Proficient" and demonstrates advanced flexibility in including approaches that address the needs of each student in the class; bases these strategies on assessment
Materials	When relying on basals and student texts for lesson plans, s/he makes no modifications for student interests, developmental levels, and preferred learning approaches	When relying on basals and student texts in written plans, s/he makes modifications for student interests, developmental levels, and preferred learning approaches but these plans may not be implemented OR modifications are uncommon or insufficient to meet needs of students	When relying on basals and student texts for lesson plans, s/he frequently makes modifications of materials for student interests or developmental levels, and preferred learning approaches; these modifications meet the needs of most students	When relying on basals and student texts for lesson plans, s/he frequently makes modifications of materials for student interests or developmental levels, and preferred learning approaches; these modifications meet the needs of all students
	No evidence that s/he develops own materials OR uses no materials other than those in the basal	Uses a variety of materials to plan lessons, including teacher created	Uses a variety of materials to plan and implement lessons, including teacher created	Utilizes a variety of sources from the community and school to plan and teach

Language	No evidence or does not demonstrate adjusting language to developmental and other needs of learners	Demonstrates adjusting language of instruction in written plans but may not have opportunity to implement them OR is inconsistent in adjusting language when appropriate to meet the developmental needs of students	Demonstrates adjusting language to meet the developmental needs of students across several observations	Demonstrates fluency in adjusting language to meet the developmental needs of students across the term and different student groups
	No evidence or rarely (insufficiently) uses precise and accurate language in explanations/input, with sufficient and varied details, alternative explanations, and examples to meet the needs of diverse learners	Provides evidence of precise and accurate language in explanations/input in lesson plans to meet the needs of diverse learners (sufficient and varied details, alternative explanations, and examples) but may not have the opportunity to implement plans	Uses precise and accurate language in explanations/input, with sufficient and varied details, alternative explanations, and examples to meet the needs of diverse learners, as observed across several observations	Meets the criteria for "Proficient" and demonstrates advanced fluency and flexibility by demonstrating the skill across the term and different student groups

Operationalization/Criteria:

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

Guidelines for Admission to Student Teaching: *Meets criteria for "developing" in all dimensions*

1. Benchmark at admission to student teaching is a rating of "developing" for all dimensions.

2. To evaluate, supervisors should review the material in the portfolio that is attached to the standard; rating would be an average of this revview.

Examples of Evidence: lesson plans, unit plan, mini-TWS, evaluations by field experience teachers, videoclips of teaching

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" on all dimensions. The OVERALL rating for the standard should average the ratings across dimensions.

2. Observe a variety of collaborative learning, direct instruction, and inquiry lessons to assure student teacher's thoroughness and fluency in planning.

3. Observe student teacher's ability to utilize a variety of strategies (per criteria in inventory) to individualize instruction effectively.

4. Observe for teacher consistency; may need to interview other educators to evaluate consistency.

5. Consistency = requires fluency/repetition, including documentation of competence in different content areas, with different types of individualization.

6. A possible Inventory narrative should describe an example of student performance: e.g., *He implemented an interest inventory prior to planning lessons for the TWS and varied activities, readings, and project ideas based on findings.*

Examples of Evidence: Observation of teaching, lesson plans, TWS, interviews with teacher who has observed teaching, videoclips

Rationale:
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