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.

<table>
<thead>
<tr>
<th>Matches to Student Needs</th>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No evidence OR plans instruction that includes materials and examples that are inappropriate or ineffective based on developmental levels of students</td>
<td>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)</td>
<td>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)</td>
<td>Meets the criteria for &quot;Proficient&quot; and frequently adjusts teaching style to learning styles of students, modifying style from plans based on student needs</td>
<td></td>
</tr>
<tr>
<td>No evidence OR plans instruction that includes materials and examples that are inappropriate or ineffective based on interests of students</td>
<td>Plans instruction (e.g., lesson plans) that include materials and examples that are matched to interests of students</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No evidence OR does not include sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent)</td>
<td>Includes sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent) in written plans but may not implement them</td>
<td>Includes sufficient strategies to address various learning and cognitive styles (e.g., quiet, active, collaborative, independent) in planning and instruction</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>When relying on basals and student texts for lesson plans, s/he makes no modifications for student interests, developmental levels, and preferred learning approaches</td>
<td>When relying on basals and student texts for lesson 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</td>
<td>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</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>No evidence that s/he develops own materials OR uses no materials other than those in the basal</td>
<td>Uses a variety of materials to plan lessons, including teacher created</td>
<td>Uses a variety of materials to plan and implement lessons, including teacher created</td>
<td>Utilizes a variety of sources from the community and school to plan and teach</td>
<td></td>
</tr>
</tbody>
</table>
### 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 review.

**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:**


