Domain 2.5

Instruction:
Differentiates instruction to meet the needs of all students

Descriptors:

- Differentiates by students' culture, life experiences, interests, readiness and learning profiles.
- Differentiates learning supports, assignments, checks for understanding, and assessments for all students.
- Differentiates instruction by content, process, product and learning environment.
- Develops lessons and instructional activities that support the implementation of IEP and ILP specifications through appropriate modifications and accommodations.
- Uses flexible grouping strategies for instruction.
- Uses a variety of ways for students to respond and demonstrate learning of subject matter content.
- Intentionally adjusts instruction in response to evidence of student understanding.
- Provides a variety of learning options or different paths to learning curriculum content, concepts, and skills.
- Adapts instructional strategies to students' individual academic abilities and English language proficiency levels in listening, speaking, reading, and writing.
- Provides appropriate resources and assignments for struggling students.
- Incorporates joint-productive and challenging instructional activities and includes students in the planning of instructional activities and choosing areas of interest in instructional lessons.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	The teacher acts on individual student needs at every point in the learning process and provides differentiated instruction to challenge every student to reach high growth.	*The teacher recognizes individual student differences and provides differentiated instruction to meet student needs.*	*The teacher rarely recognizes individual student differences to provide differentiated instruction to meet student needs.*	*The teacher does not recognize individual student differences and does not provide differentiated instruction to meet student needs.*
Examples of Documented Evidence: Artifacts produced by students and teachers	**Documented Evidence** 1. Alternative, differentiated assignments are available 2. Lesson plans show assignments are differentiated through strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students 3. Lesson plans reflect an understanding of the relationship between students' cultures, experiences, interests and learning objectives	**Documented Evidence** 1. Alternative, differentiated assignments are available 2. Lesson plans show assignments are differentiated through the strategic use of graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students 3. Lesson plans incorporate student culture and experiences in instructional activities and assignments 4. Multiple data sources are reviewed routinely to inform planning and instruction	**Documented Evidence** 1. Alternative, differentiated assignments are rarely available 2. Lesson plans show inconsistent use of student interests, culture and experiences, differentiated assignments through graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students 3. Lesson plans show limited understanding of student culture and experiences 4. Multiple data sources are sometimes used to inform planning and instruction	**Documented Evidence** 1. Differentiated assignments are not available 2. Lesson plans do not show an understanding of how to use graphic organizers, hands on activities, demonstrations, effective scaffolding techniques, speech appropriate to students' English proficiency, clear academic tasks, modeling – the use of visuals, hands-on activities, gestures and body language, probing incorrect answers with students 3. Lesson plans do not show evidence of an understanding of student culture and experience 4. Multiple data sources do not inform planning and instruction

4. Multiple data sources are reviewed routinely to inform planning and instruction 5. Lesson plans show activities, assignments and projects demonstrate student awareness of their own strengths and weaknesses through independent learning activities and group projects 6. IEPs consist of required components and reflect a thorough review of students' levels of performance based on current progress monitoring data	5. IEPs consist of required components and reflect some review of students' levels of performance based on current progress monitoring data	5. IEPs inconsistently consist of the required components and reflect little review of students' levels of performance based on current progress monitoring data	5. IEPs do not meet the required components and reflect no review of students' current levels of performance based on current progress monitoring data

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Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	**Observable Evidence** 1. Teacher makes fluid, natural adjustments during the course of instruction in response to evidence of student understanding 2. There is evidence that the teacher understands student's interests, readiness and learning profiles 3. Teacher differentiates by content, process and product 4. Instruction is characterized by the dynamic use of examples that link to student cultures and shared experiences in instructional activities and teacher student interactions	**Observable Evidence** 1. Teacher makes adjustments upon review of instruction in response to evidence of student understanding 2. There is evidence that the teacher understands student's interests, readiness and learning profiles 3. Teacher differentiates by content, process and product 4. Teacher incorporates students' culture, interests and life events into instructional activities 5. Teacher appropriately uses modified or adapted assessment and instruction material for identified students	**Observable Evidence** 1. Teacher's differentiation is inconsistent or lacks reasoning for differentiation 2. There is little evidence that the teacher understands student's interests, readiness and learning profiles 3. Teacher attempts to differentiate by content, process and product 4. Superficial opportunities to explore students' interests and experiences 5. Teacher inconsistently uses modified or adapted assessment and instruction material for some students	**Observable Evidence** 1. Teacher does not attempt to differentiate instruction 2. There is no evidence that the teacher understands student's interests, readiness and learning profiles 3. Teacher does not differentiate by content, process and product 4. Teacher creates misunderstanding of student backgrounds or does not attempt to incorporate students' interests and experiences 5. Teacher makes little attempt to use modified or adapted assessment and instruction material for all students 6. The teacher's instruction is characterized by whole group instruction

5. Teacher appropriately uses modified or adapted assessment and instruction material for all students 6. Teacher maintains an appropriate balance between whole group, small group and individualized instruction 7. Multiple data sources are reviewed routinely to create flexible grouping of students 8. Students work collaboratively and make choices in the learning process that reflect an awareness of their own strengths and interests 9. Teachers provide opportunities for identified students to provide input into the development of their IEP and all IEPs are designed to address the student's strengths and educational needs	6. Teacher maintains an appropriate balance between whole group, small group and individualized instruction 7. Students are flexibly grouped based on data 8. Students work collaboratively 9. Teachers provide instructional activities for identified students that are designed to address the student's strengths and educational needs	6. The teacher's instruction occasionally uses small group or individualized instruction but is primarily whole group instruction 7. Students are flexibly grouped without data to support decision 8. Students work collaboratively but are grouped inappropriately 9. Teachers inconsistently provide instructional activities for identified students that are designed to address the student's strengths and educational needs	7. Student grouping is random 8. Students do not work collaboratively 9. Teachers provide instructional activities for identified students that are not designed to address the student's strengths and educational needs