

**Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.**

<b>Purpose – Teaching Point:</b> Teaching point(s) are based on students’ learning needs		
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Lesson content reflects diversity</li> <li>• Multiple ways for students to demonstrate learning</li> <li>• IEP goals accounted for in lesson</li> <li>• Learning targets relate to ongoing work both in the classroom and outside the classroom</li> <li>• Assignments align with the learning targets</li> <li>• Assignments and learning targets are accessible for all students</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Each student can identify how their individuality is respected through classroom lessons</li> <li>• Teacher demonstrates knowledge of student experiences/needs beyond “basic” in lesson presentation</li> </ul>
<b>Artifacts</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Lesson plans reflect diversity of classroom</li> <li>• Lesson plans include multiple learning modalities</li> <li>• Student work reflects understanding of both lesson targets and connections to “bigger picture”</li> <li>• Observation of teacher adjusting instruction/lesson to most students learning needs</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Student work (journal, essay, project) demonstrates recognition of their individual value in the classroom</li> <li>• Lesson plan reflects standard and learning target for all students and meets each student at his/her present level while challenging them for growth</li> <li>• Observation of teaching adjusting instruction/lesson to all students learning needs</li> </ul>

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<b>SE2 Student Engagement – Intellectual Work: Ownership of learning</b>		
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Students are given leadership roles to empower them in the classroom</li> <li>• Teacher provides a focus question or learning goal at a higher level of thinking and students are allowed to discuss the topic, including stemming conversations from each other's comments</li> <li>• Making relevant connections to students' lives</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Teacher provides the time necessary for:               <ul style="list-style-type: none"> <li>○ Student led peer groups</li> <li>○ Student assigned roles or vote on roles</li> <li>○ Student to ask questions to peers</li> <li>○ Independent student work time</li> </ul> </li> <li>• Students modify their behavior without teacher cues</li> <li>• All students are engaged</li> <li>• Students reference their own experiences to strengthen classroom conversations</li> <li>• When reflecting, student demonstrate an intellectual understanding</li> <li>• Student self-reflection</li> </ul>
<b>Artifacts</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• A higher level question – increased participation in a journal or oral response (evidence)</li> <li>• Scaffolding work for a bigger project that requires students to invest their time</li> <li>• Rubric or outline of unit is given at the beginning</li> <li>• Powerful introduction to grab students' attention</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Task sheet where students have organized roles and recorded their reflections</li> <li>• High percentage of student engagement</li> <li>• Low incidence reports for behavior</li> <li>• Student journals</li> <li>• Students involved in IEP</li> </ul>

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<b>SE4 Student Engagement – Engagement Strategies: Strategies that capitalize on learning needs of students</b>	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Planning lessons that can be modified based on student learning</li> <li>• Strategies include: KWL chart, pictures shown with words, examples and non-examples are given, scaffolding</li> <li>• Target is written in student friendly language</li> <li>• Teaching transferrable skills that are relevant to their culture and goals</li> <li>• Formative assessments</li> </ul>
<b>Artifacts</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Increased student work</li> <li>• Communication with families (letters/website)</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Strategies are used and students are given think time and asked for reflection</li> <li>• Students translate the target, or explain it to another student</li> <li>• Students are sharing personal experiences to build on learning</li> <li>• Variety of groupings</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Reflective on formative assessments (builds new conversations)</li> </ul>

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<b>CP5 Curriculum &amp; Pedagogy – Teaching Approaches and/or Strategies:</b>		
Differentiated instruction		
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Varied levels of assignment</li> <li>• Students working using strategies</li> <li>• Frequently uses differentiated instruction</li> <li>• Small groups</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Teacher uses questions to prompt student discussion</li> <li>• Consistently uses differentiated instruction</li> <li>• Student driven use of problem solving strategies</li> <li>• Heterogeneous/homogeneous grouping</li> </ul>
<b>Artifacts</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Pre-test</li> <li>• Strategies posted in classroom</li> <li>• Post-assessment</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Formative assessments to individual students</li> <li>• Assignments demonstrate strategies that were chosen</li> </ul>

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<b>A6 Assessment for Student Learning - Adjustments: Teacher use of formative assessment data</b>					
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