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

P3 Purpose – Teaching Point: Teaching point(s) are based on students' learning needs	
Proficient	**Distinguished**
Actions • Teacher mentions how lesson is connected to previous lessons or experiences for whole class. • For groups of students address background, knowledge, culture and language.	• Lesson is differentiated for student achievement levels. • Adding in language objectives. • For groups and individuals address background, knowledge, culture and language.
Proficient	**Distinguished**
Evidence • Previous assignments (assessment data) that determines next steps for instruction (whole class with some small group). Example: writing process – who is ready for mini lessons on word choice, etc., who needs reteach on topic sentences? • Teaching point(s) address students ability to work together	• Data from previous assignments or pretests showing what individual students need. • Teacher conferences with individual students • Students set goals & next steps • Differentiation • Opportunity for extension for those that are ready • Teaching points align with instruction and differentiate as appropriate. • Students know their "plop"

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SE2	Student Engagement – Intellectual Work: Ownership of learning

	Proficient	**Distinguished**
Actions	• Giving students choices • Giving students control over their learning	• Giving student choices • Giving students control over their learning • Giving students leadership over group learning • Giving students independence over projects • Students have learned cooperative group strategies
	Proficient	**Distinguished**
Evidence	• Students choosing a book they want • Students chose topic to study • Students choose method to demonstrate their learning	• Students choosing a book they want • Students choose topic to study • Students lead book club • Students work on independent projects • Students lead discussions • Students are using cooperative group strategies • Students use strategies when making choices that moves them towards learning target.

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SE4 Student Engagement – Engagement Strategies: Strategies that capitalize on learning needs of students		
Actions	**Proficient** • Teacher selects student groups based on individual learning needs. • Teacher asks students to go home and gather information from family on a topic and share back.	**Distinguished** • Students have choice in their groupings
Evidence	**Proficient** • Pairs of students present their ideas to class • Teams of students present their ideas to class • Students explain to each other before sharing out.	**Distinguished** • Groups are responsible for seeing that everyone has input. • Individual focus as well as group.

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CP5 Curriculum & Pedagogy – Teaching Approaches and/or Strategies: Differentiated instruction		
	Proficient	**Distinguished**

Actions	• Teacher frequently uses differentiated strategies:
	   ○ Teacher explains a math procedure, provides 2 or 3 different worksheets with varying levels of difficulty.
	   ○ Teacher gives each student a worksheet based on recent assessment data.
	   ○ Teacher has problem-solving strategies posted on the wall.
		• Teacher uses probing questions with targeted groups of students
		• Students are provided with stems to support writing and reading responses

	Proficient	**Distinguished**

Evidence	• Student worksheets at different difficulty levels.
	• Alternatives to worksheets are provided: manipulatives, performance tasks.
	• Students write which strategies they used based on the wall posters.
	• Student choice is important – protocols for choice
	• Learning styles addressed:
	   ○ Tools, resources are available
	   ○ Student proficiency with tools is documented on charts
	   ○ Tape recorders = oral/aural
	   ○ Markers, chart paper or alternative product
	   ○ Levelled texts, text sets, photographs are organized and labeled.
		• Students engage with the teacher and other students about how and when to use specific problem-solving strategies (reflective)
		• Lessons & assignments differentiated on a regular basis.
		• Lesson plans with differentiated strategies and student names or groups attached.
		• Student sheets on which are their self-identified learning styles/needs

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A6	Assessment for Student Learning - Adjustments: Teacher use of formative assessment data	
Actions	**Proficient** • Teacher uses formative assessment strategies during lesson, and after lesson: exit notes, clickers, white boards, thumbs up, mini writes, graphic organizers to show understanding of connections/higher order thinking, to plan for subsequent lessons. • Teacher asks focused, probing questions.	**Distinguished** • Teacher plans differentiated lessons and makes adjustments mid-lesson, based on formative assessment results. • Students use formative assessment results to identify personal learning goals • Monitor and adjust
Evidence	**Proficient** • Formative assessment tools are easily accessible to students • Charts, graphs with student names, targets, and assessment results • Scope and sequence/pacing guide notes in lesson plans include notes about adjustments based on formative assessment • Student group charts show flexible membership based on formative assessments • Students receive feedback from teacher	**Distinguished** • Students join small groups based on the learning needs they have identified – charts with student names entered by students. • Student self-reflection passages about their progress achievements and on-going targets • Students analyze feedback from teacher and decide how to incorporate it into the final product.

Note: Between Proficient and Distinguished Actions there is an arrow labeled "And".

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	Student Growth 3.1: Establish Student Growth Goal(s)	
Actions	**Proficient** • Flexible goals that allow for adjustment as needed based on student need and or achievement. • Goals based on AMO targets/grade level targets	**Distinguished** • School community and parents included in collaboration effort to determine growth goals. Goals continue to be monitored and adjusted.
Evidence	**Proficient** • Dated re-visitation of goals for students • As students reach or nearly reach a given goal a new target is set to continue providing high expectations • Sources of data - state approved • Student growth sheets which record scores and show progress	**Distinguished** • Goals are not isolated or stand alone, they are cross/curricular, involving more than one adult/mentor. • Student self assessment information included in the equation.

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

Student Growth 3.2: Achievement of Student Growth Goal(s)		
Actions	**Proficient** • Use of summative, formative, and benchmark assessments to document student growth. There is clear evidence of growth for most students. • Use of classroom based assessments • A reoccurring process to identify students needs, selecting appropriate interventions, monitor progress and determine effectiveness. • Clear evidence of growth for most students.	**Distinguished** • Use of summative, formative and benchmark assessments to demonstrate high levels of learning • Use of classroom based assessments • A reviewing process used to identify student needs, select appropriate interventions, monitor progress and determine effectiveness. • Clear evidence of high growth for nearly all students.
Evidence	**Proficient** • Pre & Post test/assessments reflects skills and knowledge gained over time that most students have expressed growth. • Documentation of the process • Charts of student scores on targets • Charts include growth targets • Charts note date of changes in intervention when growth was not occurring.	**Distinguished** • Pre & Post test/assessments reflects skills and knowledge gained over time that nearly all students have experience high levels of growth. • Documentation of the process • Growth/achievement data for the whole class.