

**DIFFERENTIATED INSTRUCTION:** Effective teachers design lessons with multiple instructional strategies that differentiate for readiness, interests, and the learning styles of each child. (AQTs 2.7, 4.1, 4.2, 4.3, 4.4, 4.9)

	Ineffective	Developing	Effective	Exemplary
<b>T E A C H E R</b>	<ul style="list-style-type: none"> <li>● <u>Social diversity:</u> does not provide variety in instruction that is relevant and sensitive to students' cultural, socioeconomic, and ethnic backgrounds</li> <li>● <u>Learning needs:</u> does not provide academic and/or behavioral instructional accommodations, modifications, or adaptations</li> <li>● <u>Student choice:</u> offers only one assignment choice for all students regardless of individual learning styles or needs</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Social diversity:</u> provides variety in instruction that is relevant and sensitive to few students' cultural, socioeconomic, and ethnic backgrounds</li> <li>● <u>Learning needs:</u> provides academic and behavioral instructional accommodations, modifications and adaptations to meet the needs of special groups</li> <li>● <u>Student choice:</u> offers limited variety in assignment choices based on individual learning styles and needs</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Social diversity:</u> consistently provides variety in instruction that is relevant and sensitive to most students' cultural, socioeconomic, and ethnic backgrounds</li> <li>● <u>Learning needs:</u> provides academic and behavioral instructional accommodations, modifications, and adaptations to meet the needs of individual learners</li> <li>● <u>Student choice:</u> offers variety in assignment choices for students based on individual learning styles and needs</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Social diversity:</u> consistently provides variety in instruction that is relevant and sensitive to all students' cultural, socioeconomic, and ethnic backgrounds</li> <li>● <u>Learning needs:</u> provides academic and behavioral instructional accommodations, modifications, and adaptations which meet the needs of individual learners</li> <li>● <u>Student choice:</u> provides opportunities for students to self-select assignments based on individual learning styles and needs</li> </ul>
<b>S T U D E N T S</b>	<ul style="list-style-type: none"> <li>● <u>Flexible groups:</u> participate in small groups that never change regardless of assessment and needs</li> <li>● <u>Learning needs:</u> do not utilize or are not provided appropriate accommodations to meet the learning target</li> <li>● <u>Student choice:</u> produce work products that demonstrate knowledge gained through a single format</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Flexible groups:</u> participate in small groups that sometimes change according to assessment and needs</li> <li>● <u>Learning needs:</u> occasionally utilize appropriate accommodations to meet the learning target</li> <li>● <u>Student choice:</u> produce work products that demonstrate knowledge gained through minimally diverse learning formats</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Flexible groups:</u> participate in small groups that change according to assessment and needs</li> <li>● <u>Learning needs:</u> utilize appropriate accommodations, when needed to meet the learning target</li> <li>● <u>Student choice:</u> produce work products that demonstrate knowledge gained through multiple learning formats</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Flexible groups:</u> participate in small groups that routinely change according to assessment results and student needs</li> <li>● <u>Learning needs:</u> self-monitor the utilization of appropriate accommodations to meet the learning target</li> <li>● <u>Student choice:</u> produce work products that demonstrate knowledge gained through various student-selected learning formats</li> </ul>