

Teacher Growth Guide 2.4

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging	Developing	Proficient	Distinguished				
<p>2E4) The emerging teacher...</p> <p>Designs and implements instruction that considers the needs of students.</p>	<p>2D4) The developing teacher also...</p> <p>Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.</p>	<p>2P4) The proficient teacher also...</p> <p>Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.</p>	<p>2S4) The distinguished teacher also...</p> <p>Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Designs lessons and activities based on the unique needs of students</i></p> <p>Evidence of Practice <i>Can articulate important characteristics and needs of students as they apply to learning</i></p> <p>Evidence of Impact <i>Students appear to exhibit positive rapport with the teacher and are generally motivated to learn</i></p>	<p>Evidence of Commitment <i>Lesson design and plans for instruction demonstrate respect and value for each student</i></p> <p>Evidence of Practice <i>Highlights unique attributes of individual students as a part of classroom instruction and learning</i></p> <p>Evidence of Impact <i>Students perceive they are respected, valued and are encouraged to learn</i></p>	<p>Evidence of Commitment <i>Plans for an inviting and nurturing educational environment that enhances learning</i></p> <p>Evidence of Practice <i>Engages in strategies that promote trust and positive rapport to enhance the learning of each student</i></p> <p>Evidence of Impact <i>Students learning increases and students demonstrate positive relationships with the teacher and peers</i></p>	<p>Evidence of Commitment <i>Learning objectives and activities highlight the skills and talents of all students</i></p> <p>Evidence of Practice <i>Classroom techniques and rapport highlight the unique skills and talents of every child</i></p> <p>Evidence of Impact <i>Students ask questions, take risks and enjoy learning</i></p>				
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

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The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment			
<ul style="list-style-type: none"> • Student assessment data • Lesson/unit plans • Substitute teacher plan • Bulletin board(s) • Posted behavioral norms/class procedures • Student work/rubric displays 	<ul style="list-style-type: none"> • Structured teacher interviews • Student/parent survey • Research documentation log • Instructional records • Professional growth plans • Personnel file • Flexible grouping plans 	<ul style="list-style-type: none"> • Rubrics/scoring guides • Self reflection • Student inventories - interest, learning style, multiple intelligence, developmental • Observation • Tiered/differentiated lessons/units 	<ul style="list-style-type: none"> • Communications • Educational environment • Agenda - collaborative meeting • IEP conferences/reports • Counselor reports • Professional learning
Professional Practice			
<ul style="list-style-type: none"> • Maintains individual student records and assessment data • Monitors individual student growth • Uses assessment data to make informed instructional and/or assessment decisions • Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles • Designs and implements student need-based instruction 	<ul style="list-style-type: none"> • Applies learning theories to the design of instruction • Plans and implements culturally responsive lessons • Connects instruction to students' background knowledge and experiences • Facilitates student long- and short-term goal setting • Provides differentiated learning activities • Modifies instruction based on a determined need (i.e. student learning, research, etc.) 	<ul style="list-style-type: none"> • Promotes student cooperative learning and collaboration • Implements research-based instruction • Makes "in the moment" instructional decisions/changes • Provides focused, objective, relevant, valid, specific, and purposeful feedback to students • Creates a safe risk-free learning environment • Demonstrates a respectful regard for each student 	<ul style="list-style-type: none"> • Models and/or shares with colleagues • Assists/Coaches colleagues • Mentors new teachers • Reflects on practice • Uses student/parent surveys to inform educator practice • Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff • Engages in community activities
Professional Impact			
<ul style="list-style-type: none"> • Observation verification of student mastery • Student work samples • Student planners • Student assessment data 	<ul style="list-style-type: none"> • Student reflection/journals • Student inventories • Student /parent feedback/comments • Student and/or parent survey results 	<ul style="list-style-type: none"> • Structured interviews with students • Student products/projects • Performance assessments 	<ul style="list-style-type: none"> • IEP Performance/growth reports • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress