

## Teacher Growth Guide 3.3

### Standard 3: Curriculum Implementation

#### Quality Indicator 3: Instructional goals and differentiated instructional strategies

| Emerging   |   | Developing  |   | Proficient  |   | Distinguished  |   |
|--|---|---|---|---|---|--|---|
| 3E3) The emerging teacher...   |   | 3D3) The developing teacher also...   |   | 3P3) The proficient teacher also...   |   | 3S3) The distinguished teacher also...   |   |
| Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.  |   | Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.  |   | Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.   |   | Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.   |   |
| Professional Frames  |   |   |   |   |   |  |   |
| <p><b>Evidence of Commitment</b><br/><i>Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards</i></p> <p><b>Evidence of Practice</b><br/><i>Instruction delivered demonstrates differentiation strategies</i></p> <p><b>Evidence of Impact</b><br/>N/A</p> |   | <p><b>Evidence of Commitment</b><br/><i>Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards</i></p> <p><b>Evidence of Practice</b><br/><i>Differentiated instructional strategies meet student needs and enhance learning</i></p> <p><b>Evidence of Impact</b><br/>N/A</p> |   | <p><b>Evidence of Commitment</b><br/><i>Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards</i></p> <p><b>Evidence of Practice</b><br/><i>Demonstrates adjustments as a part of delivering effective instruction</i></p> <p><b>Evidence of Impact</b><br/>N/A</p> |   | <p><b>Evidence of Commitment</b><br/><i>Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards</i></p> <p><b>Evidence of Practice</b><br/><i>Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning</i></p> <p><b>Evidence of Impact</b><br/>N/A</p> |   |
| Score = 0  | 1 | 2   | 3 | 4   | 5 | 6  | 7 |

## Possible Sources of Evidence

### **Standard 3: Curriculum Implementation**

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

| <b>Professional Commitment</b>  |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Lesson plans/unit plans</li> <li>• Adjusted lesson/unit plans</li> <li>• Lesson design</li> <li>• Classroom activities</li> </ul>  | <ul style="list-style-type: none"> <li>• Planned learning experiences</li> <li>• Curriculum maps</li> <li>• Goals/Expectations/Essential learning outcomes</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher reflections</li> <li>• Professional learning presentations</li> <li>• Homework assignments</li> </ul>  | <ul style="list-style-type: none"> <li>• Presentations to colleagues</li> <li>• Peer conversations, discussions, comments, reflections, etc.</li> </ul>  |
| <b>Professional Practice</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• Makes informed curriculum decisions</li> <li>• Incorporates state and district curriculum into learning activities</li> <li>• Develops curriculum-aligned instructional strategies and interventions</li> <li>• Uses differentiated instructional strategies</li> <li>• Evaluates the effectiveness of instructional strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Adjusts goals, instruction and time based on identified learning gaps</li> <li>• Modifies instructional strategies and content based on learner needs</li> <li>• Implements learning activities focused on the needs of diverse learners</li> <li>• Collects data on diverse learning needs to provide direction for future lessons</li> </ul> | <ul style="list-style-type: none"> <li>• Delivers effective instruction aligned to state and district curriculum standards</li> <li>• Utilizes specific learning activities to address curriculum objectives</li> <li>• Integrates resources that enhance instruction and support diverse learners</li> </ul> | <ul style="list-style-type: none"> <li>• Uses data to evaluate the effectiveness of instructional strategies</li> <li>• Models and shares with colleagues (formally and informally)</li> <li>• Serves on curricular review committees</li> <li>• Assists/Coaches colleagues</li> </ul> |
| <b>Professional Impact</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• Student/Parent feedback</li> <li>• Student/Parent survey perceptual data results</li> </ul>  | <ul style="list-style-type: none"> <li>• Student journals/reflections</li> <li>• Student structured interviews</li> </ul>   | <ul style="list-style-type: none"> <li>• Student- lead parent conferences</li> <li>• Student tracked record of individual progress</li> </ul>   | <ul style="list-style-type: none"> <li>• Observation/examples of student learning needs being met</li> </ul>   |