

Standard #4: Ability to differentiate instruction for a variety of developmental stages and ability levels. (Measure of goal attainment: Sample of lesson plans where teachers have highlighted evidence of chosen goal, and/or observation notes.)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
4.1 Diagnosing student's characteristics such as readiness, interest and learning profile and uses results to incorporate related learning strategies	Teacher consistently diagnoses student characteristics such as readiness, interest and learning profile and incorporates multiple learning strategies into a lesson.	Teacher uses different methods of diagnosing learning styles and frequently incorporates multiple learning strategies into a lesson.	Teacher sometimes uses different methods of diagnosing learning styles and sometimes incorporates different learning strategies into a lessons	Teacher rarely uses methods of diagnosing learning styles and doesn't incorporate many related learning strategies into a lesson.	Results from learning style profile used in lesson plans and instruction.
4.2 Differentiating instruction	Teacher consistently makes appropriate accommodations and adaptations according to student characteristics and curricular/instructional elements in order to meet the needs of all the students. Whole group mini-lessons, flexible grouping, and individualization consistently evident.	Teacher makes appropriate accommodations and adaptations according to student characteristics and curricular/instructional elements in order to meet the needs of many of the students. Student needs met through whole group and small group instruction.	Teacher sometimes makes appropriate accommodations and adaptations according to student characteristics and curricula/instructional elements in order to meet the needs of only a few students. Deviates from whole group lessons only as required.	Teacher rarely makes appropriate accommodations and adaptations according to student characteristics and curricular instructional elements. Frequently teaches whole group lessons.	Evidence of flexible grouping based upon student characteristics.
4.3 Making appropriate accommodations and adaptations in curricular and instructional elements such as content, process and product	Teacher consistently differentiates assignments according to student characteristics (readiness, interest and learning profile). Students are offered choices and a variety of options.	Teacher differentiates assignments according to student characteristics (readiness, interest and learning profile). All students receive assignments according to their needs and interests.	Teacher only differentiates assignments as required by IEP's.	Teacher rarely differentiates assignments according to abilities and interests of students. All students receive same assignment.	Evidence of assignments that have been individualized according to needs and interests.