

BUILDING A COLLABORATIVE UNDERSTANDING OF THE RUBRIC



STANDARD IV: TEACHERS FACILITATE
LEARNING FOR THEIR STUDENTS

Developing

Knowledge

Does the teacher
know it?

Proficient

Action

Does the teacher
show it?

Accomplished

Interaction

Is it evident in the
actions of the
children?

Distinguished

Extension

Is it visible beyond
her classroom?

STANDARD IV:TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS (PART I)

- a. Teachers knows the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students.
- b. Teachers plan instruction appropriate for their students.
- c. Teachers use a variety of instructional methods.
- d. Teachers integrate and utilize technology in their instruction.

STANDARD 4A

4a. Teachers know the ways in which learning takes place and they know the appropriate level of intellectual, physical, social and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

STANDARD 4A

Observation	Element IVa. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.	. . . and <input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.	. . . and <input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	. . . and <input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		<input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.	<input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	<input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	


INDIVIDUALIZATION

VS.

DIFFERENTIATION



Differentiation
starts with
groups of
children



Individualization
starts with the
needs of 1 child



Differentiation is simply a teacher attending to the learning needs of a particular student or small groups of students, rather than teaching a class as though all individuals in it were basically alike.

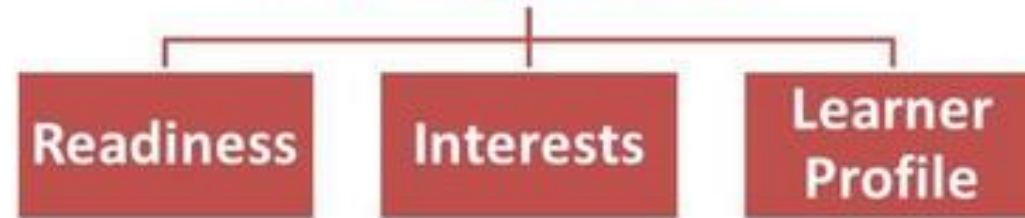
— *Carol Ann Tomlinson* —

AZ QUOTES

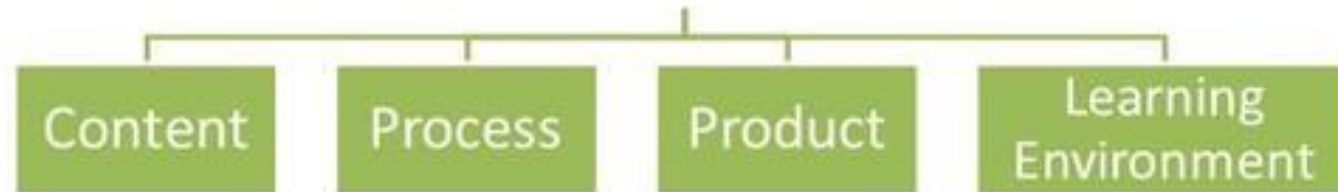
Differentiation

Is a teacher's proactive response to learners' needs

according to student



Teachers can differentiate through



by using the 5 non-negotiables



TEACHERS DIFFERENTIATE THROUGH

- Content
 - Prior knowledge, experiences, relevance, readiness
 - KWL or Webbing, organization of content (units of study vs. themes)
 - family input, formative assessment data
- Process
 - Variety of methods and materials used
 - Addresses learning styles (auditory, visual, kinesthetic)
 - Large group, small group, individual (finds the right match for the content and the children)

TEACHERS DIFFERENTIATE THROUGH

- Product
 - Children demonstrate understanding in a variety of ways
 - Tell, act out, use in play scenarios, draw, create (3-D art, building)
 - Variety of assessment data (anecdotal, checklists, work samples, pictures)
- Learning Environment
 - Safe and supportive
 - Organized in learning centers, variety of materials, materials change over the course of the year
 - Child-centered

DIFFERENTIATION IS...

- Child-centered
- Responsive and Relevant (higher-level thinking, application of knowledge)
- Rooted in Formative Assessment
- Flexible
- Addresses Learning Styles
- Scaffolding
- Challenging (Zone of Proximal Development)

RED FLAGS

- Classroom practices convey that teaching and learning happens mainly during whole group time
- Everyone required to complete the same tasks
- Everyone required to produce the same product
- Assessment focuses primarily on rote knowledge, children grouped primarily on academic skills

PROFICIENT



ACCOMPLISHED

Understands developmental level and appropriately differentiates

Assesses resources needed to address strengths and weaknesses of students

Identifies appropriate developmental level and consistently and appropriately differentiates

Reviews and uses alternative resources or adapts existing resources

STANDARD 4B

4b. Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning of instruction based on the NC Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

STANDARD 4B

Element IVb. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the <i>North Carolina Standard Course of Study</i> . These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.					
✓	<input type="checkbox"/> Recognizes data sources important to planning instruction.	... and <input checked="" type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	... and <input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.	... and <input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	

DATA SOURCES FOR PLANNING

- **Based on NC Foundations Early Learning and Development Standards**
- Curriculum
- Summative assessment reports
- Formative assessment (on-going data collection)
- Children's interests, prior knowledge and experiences
- Goals created with families



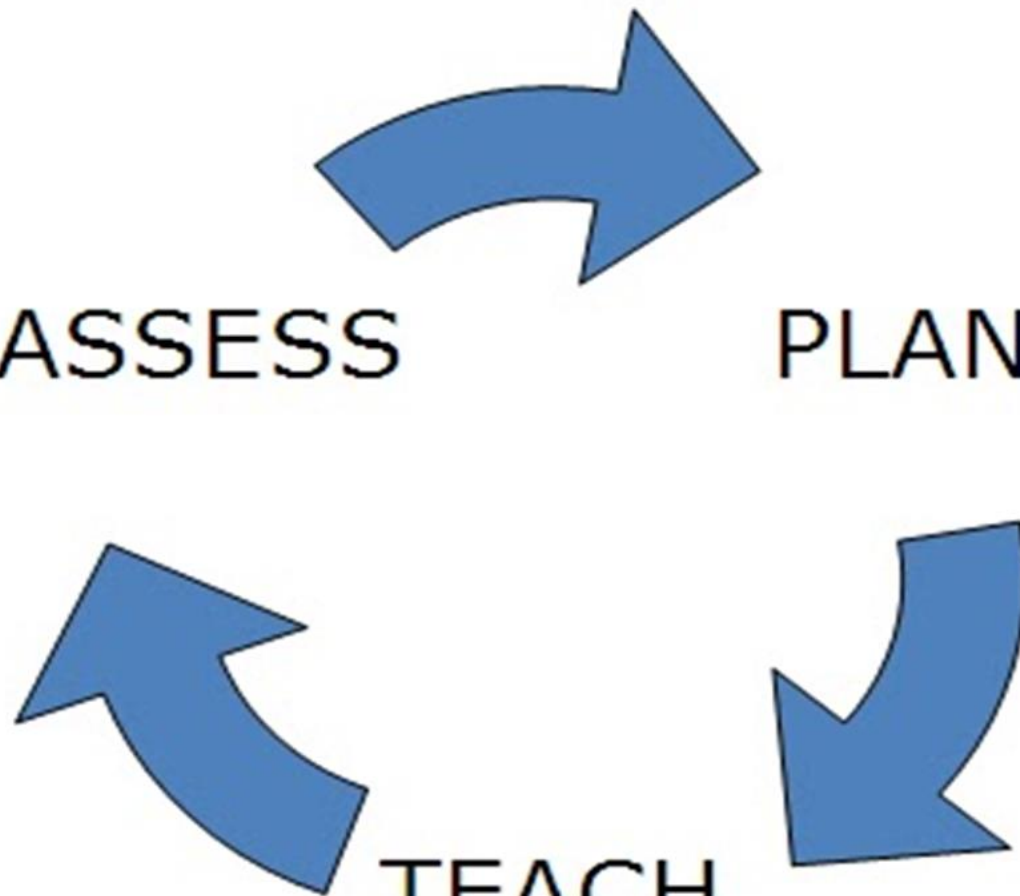
At the proficient level “uses **multiple data sources”**



ASSESS

PLAN

TEACH



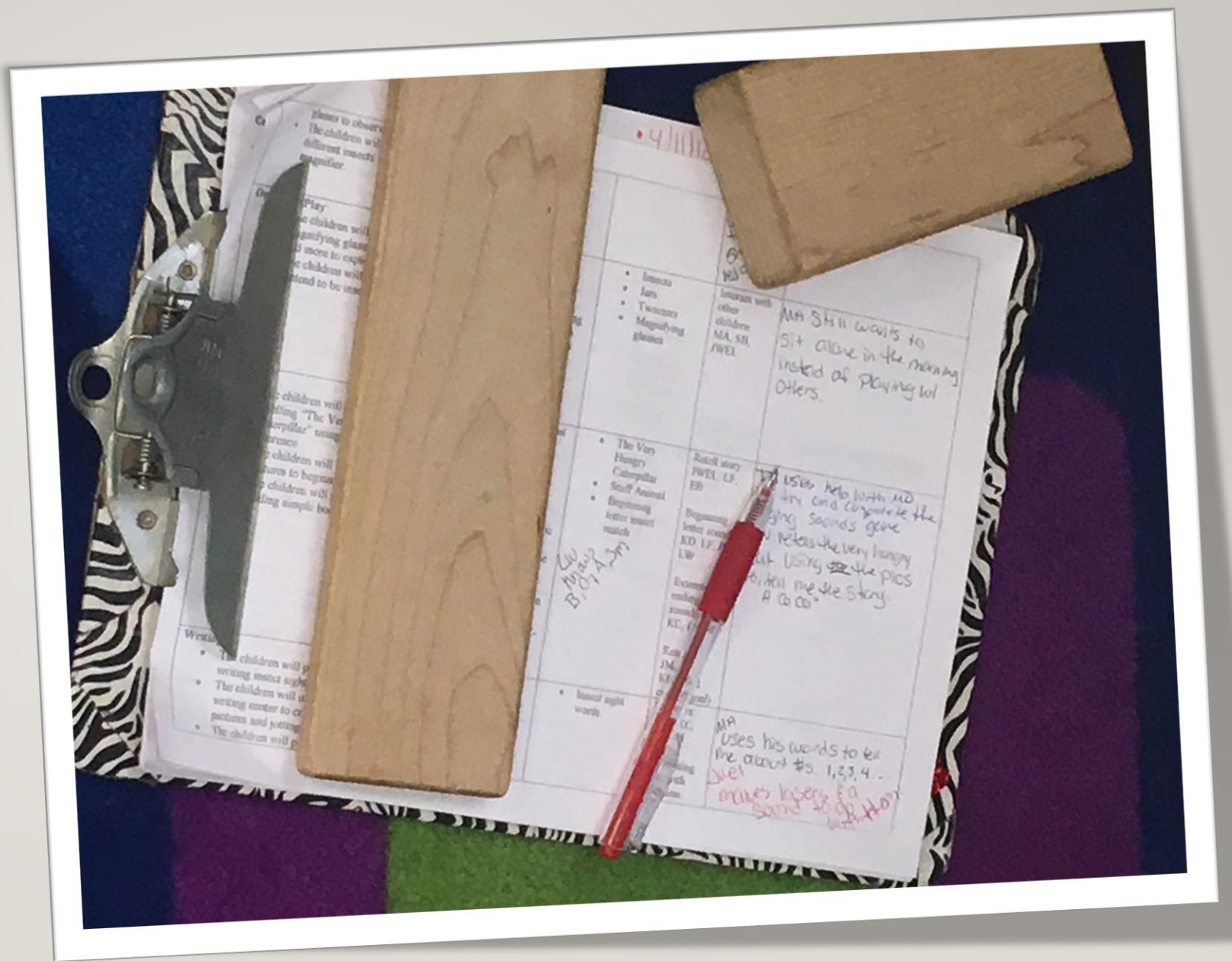
MONITORS AND MODIFIES

You might see...

- Reflection and changes based on on-going assessment
- Short and long term goals based on collected data
- Small groups planned based on collected data
- Units of study from the approved curriculum and tailored to the needs of children
- Webbing and KWL charts done with students and reflected in plans
- Notes on lesson plans about changes that were made and why
- Notes about how topic is connected to previous learning and experiences

Accomplished:

Monitors student performance and responds to individual learning needs in order to engage students in learning.



STANDARD 4C

4c. Teacher chooses the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers apply a wide range of techniques including information and communication technology, learning styles and differentiated instruction.

STANDARD 4C

Element IVc_Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

✓

Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.

... and

Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.

... and

Ensures the success of all students through the selection and utilization of appropriate methods and materials.

... and

Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

APPROPRIATE METHOD AND MATERIALS

- Materials and method address the the developmental needs and interests (engaging) of the students
- Provides opportunities for large group, small group, individual learning and play
- Transitions and routines are used as teachable moments
- Activities include movement, music, rhymes, hands-on experiences, outdoor play
- Visuals and real objects are used to support learning and understanding
- Variety of materials available to support learning across domains
- Classroom materials connect to topic of study

PROFICIENT



ACCOMPLISHED

Demonstrates and awareness of or use of appropriate methods and materials necessary to meet the needs of all students.

Ensures the success of all students through the selection and utilization of appropriate methods and materials.

STANDARD 4D

4d. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate and collaborate.

STANDARD 4D

Observation	Element IVd. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	<input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	<input type="checkbox"/> Integrates technology with instruction to maximize student learning.	<input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	

HIGH TECH



SOFT TECHNOLOGY



UTILIZES TECHNOLOGY IN INSTRUCTION

- Teacher models the appropriate use of technology (high tech and soft tech)
- Teacher uses internet for research independently and with children
- Uses technology spontaneously to answer children's questions
- Children demonstrate awareness of how technology can be used to answer questions
- Children use technology to seek out information related to the topic of study





How does it work ?

net

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PROFICIENT



ACCOMPLISHED

Demonstrates knowledge of how to **utilize** technology in instruction.

Integrates technology with instruction to maximize student learning.