

UTOT Performance Expectation 7.1

Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners. (2b, 2e, 6c, 7a, 7b)

	Not Effective	Emerging/Minimally Effective	Effective	Highly Effective
Performance Indicators	Ineffective practice of expectation	<ul style="list-style-type: none"> *Identifies each learner's diverse learning strengths and needs. <hr/> <ul style="list-style-type: none"> *Uses limited instructional strategies. 	<p>...and</p> <ul style="list-style-type: none"> * Monitors and adjusts instruction in response to developmental, cultural, and linguistic needs of individuals and groups of learners. <hr/> <ul style="list-style-type: none"> * Differentiates instruction by using a variety of appropriate strategies. 	<p>..and</p> <ul style="list-style-type: none"> * Uses instructional strategies relevant to each learner's developmental, cultural, and linguist background. <hr/> <ul style="list-style-type: none"> *Uses learner differences as an asset in implementing effective instruction for all students.
Evidence of Practice	<p>Teacher:</p> <ul style="list-style-type: none"> *Is unaware of personal biases. *Uses inappropriate strategies. *Does not make real world connections. *Shows no intention of differentiating for individuals or groups. *Does not recognize individual strengths and learning needs. *Is insensitive to individual differences. *Does not adjust plans. 	<p>Teacher:</p> <ul style="list-style-type: none"> *Recognizes there are diverse learning needs. *Is aware of students with IEP's, 504's, etc. *Reviews DRP, Running Record, Dibels, DWA and CRT scores to identify learner needs. *Develops and conducts learning interests/learning styles inventories. *Know students' interests. <hr/> <ul style="list-style-type: none"> *Attempts/uses a few instructional strategies e.g. group work, partner discussion, movement, use of manipulatives, response methods, etc. *Uses the same presentation strategy e.g. direct instruction, lecture, Power Point presentation, 	<p>Teacher:</p> <ul style="list-style-type: none"> *Monitors and adjusts in the moment to respond to students' needs. *Pairs lower-level learners with higher-level learners. *Adjusts instruction according to student readiness, interest and learning profile. *Relates instruction to student background knowledge and experience. *Incorporates ESL and ELL strategies. <hr/> <ul style="list-style-type: none"> *Uses a variety of learning strategies i.e. labs, technology, inquiry, 	<p>Teacher:</p> <ul style="list-style-type: none"> *Sets language goals when needed. *Develops and conducts multi-sensory activities. *Utilizes curriculum selections that represent cultural diversity. *Plans for respectful tasks, flexible grouping and ongoing assessment and adjustment. *Evaluates materials for appropriateness. *Evaluates/assesses students to build on prior knowledge. *Plans for tiered/ layered instruction. <hr/> <ul style="list-style-type: none"> *Pairs students with different learning strengths/styles together.

		<p>etc. regularly with little to no variety.</p>	<p>problem-based, product driven, etc. *Changes strategies based on observed needs. *Uses appropriate strategies for differentiating content, process and product. *Provides differentiated instruction through small grouping, e.g. guided reading, Imagine Learning, centers, literature circles, labs, etc. *Stays current on cultural and material appropriateness. *Uses visual, oral, verbal and kinesthetic activities. *Offers texts that are on various readability and comprehension levels.</p>	<p>*Plans to integrate student interests and cultural backgrounds to enhance instruction. *Provides opportunities for students to share cultural background and history. *Identifies strengths in students with learning disabilities and highlights/showcases those strengths.</p>
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