

Innovation Configuration Map

Teaching for Learner Differences

Attribute 1:

Instruction is focused on “big ideas”– the essential concepts and skills within the content.

High Degree of Implementation				Low Degree of Implementation
1	2	3	4	5
Educator identifies and clearly articulates the intended learning and success criteria, in student friendly language, that are aligned to essential concepts and skills.		Educator identifies the intended learning and success criteria aligned to essential concepts and skills, but does not articulate it in student friendly language.	Educator identifies intended learning and/or success criteria that are not aligned to essential concepts and skills.	Learning goal and success criteria are not identified.
Students can describe the intended outcome of the instruction.		Students can restate the intended outcome of the instruction, but cannot describe it.		Students do not know the intended outcome of the instruction.

EVIDENCE

Attribute 2:

Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests and learning preferences.

High Degree of Implementation LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Low Degree of Implementation LEVEL 5
Educator purposefully plans and administers assessments aligned to the intended learning that measure present level of student performance.			Educator plans and administers assessments; however, assessments are not aligned with essential concepts and skills.	No assessments are given.
Educator uses assessment data to determine each student's zone of proximal development, aligned to the intended learning.		Educator gathers assessment data that is aligned to the intended learning, but does not use it to determine the zone of proximal development.	Educator uses assessment data that is not aligned to the intended learning.	Educator does not use assessment data to design instruction.
When more information is needed, diagnostic assessments are given to determine the appropriate instructional match for student learning.		Educator administers diagnostic assessments, but does not use data to determine the appropriate instructional match for student learning.		Educator does not administer diagnostic assessments.
Educator plans differentiated instruction that will increase students' levels of sophistication regarding the intended learning by closing learning gaps and providing extension opportunities.		Educator plans differentiated instruction by addressing only one of the following: closing learning gaps OR providing extension opportunities.	Educator attempts to plan differentiated instruction, but does not address closing learning gaps or providing extension opportunities.	Educator does not plan for differentiated instruction.

EVIDENCE

Attribute 3:

Teacher provides flexibility within content, instruction and product to allow for variances in students' acquisition and demonstration of learning.

High Degree of Implementation LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Low Degree of Implementation LEVEL 5
The educator provides multiple, flexible methods of instructional presentation aligned to students' individual learning preferences.		The educator provides multiple methods of instructional presentation, but not aligned to students' individual learning preferences.		The educator provides one method of instructional presentation.
Educator provides learners with a variety of methods of acquiring knowledge and demonstrating understanding through multiple modalities.		Educator provides learners with a variety of methods of acquiring knowledge or demonstrating understanding through multiple modalities, but not both.	Educator uses singular or multiple means of engagement relevant to intended learning, but is unsuccessful in heightening student interest and effort.	Educator provides information using one method and requires all students to demonstrate understanding in the same modality.
Educator scaffolds instruction so that all students have access to higher order learning opportunities.		Educator scaffolds instruction, but does not lead to higher order learning opportunities.		Educator does not scaffold instruction.
Educator uses multiple means of engagement, relevant to intended learning, to heighten student interest and effort.		Educator uses singular means of engagement, relevant to intended learning, to heighten student interest and effort.		Educator does not use multiple means of engagement OR the strategies are not relevant to intended learning.
Educator provides multiple options for students to demonstrate what they have learned.				

EVIDENCE

Attribute 4:

Teachers provide clear instruction about how to learn, making the various strategies and skills of the learning process conspicuous to all students.

High Degree of Implementation LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Low Degree of Implementation LEVEL 5
Educators provide clear instruction about how to learn.		Educators <u>expose</u> students to information about how to learn.		Educators do not provide instruction about “how to learn”.
Educators provide instruction that ensures students understand the conditions under which strategies are used.		Teachers teach strategies but do not explicitly address the conditions under which the strategy can be used.		Teachers do not teach strategies or conditions of use to students.
Educators model strategies and assist students to use them independently.		Educators model the strategy, but do not assist students to use the strategy independently.		Educators do not model strategies or assist students to use the strategy independently.
Teachers encourage students to reflect upon the usefulness/success of strategies AND support students to incorporate strategies into future learning tasks.		Teachers encourage students to reflect upon the usefulness/success of strategies, but do not support students to incorporate the strategies into future learning tasks.		Teachers do not encourage students to reflect upon the usefulness/success of strategies AND do not support students to incorporate the strategies into future learning tasks.

EVIDENCE

Attribute 5:

Instruction includes opportunities for students to practice and review their learning and receive feedback.

High Degree of Implementation LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Low Degree of Implementation LEVEL 5
Using appropriate materials or strategies, the educator provides opportunities for students to practice intended learning with a high rate of success.		Educator uses appropriate materials or strategies to allow for student practice, but does not ensure a high rate of success.		Educator does not use materials or strategies to allow for student practice of intended learning.
Throughout practice, educator elicits frequent responses, monitors student performance, and provides immediate, explicit feedback.	Educator monitors student performance and elicits student responses, but feedback is not immediately affirmative and/or corrective.		Educator elicits student responses, but does not provide feedback.	During practice, educator fails to elicit student responses, monitor student performance, and does not provide feedback.
Students use feedback to reflect on their own learning and make appropriate adjustments.		Students use feedback to reflect on their own learning, but do not make appropriate adjustments		Students do not use feedback to reflect on their own learning.

EVIDENCE

Attribute 6:

The teacher regularly monitors each student's progress related to the acquisition of the essential skills and concepts and adjusts instruction.

High Degree of Implementation LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Low Degree of Implementation LEVEL 5
Educator uses formative assessments to monitor student performance and provides immediate affirmative and corrective feedback.		Educator gathers frequent assessment data, but does not use data to monitor student performance or for feedback purposes.		Educator does not use formative assessments.
Educator uses summative assessments to measure overall competency levels relative to learning targets.		Educator uses summative assessments that measure learning targets, but lacks clearly defined competency levels.		Educator uses summative assessments that do not measure learning targets.
Educator purposefully and continuously implements a balanced assessment cycle to gather data to inform instructional practices.		Educator uses the assessment cycle to inform instructional practices, but not continuously.	Educator attempts to use assessment cycle, but does not use all types of assessments to inform instructional practices.	Educator does not use the assessment cycle to inform instructional practices.

EVIDENCE