

Differentiating Instruction in the 21st Century Look-fors

Look for 1: Classroom Environment

The teacher builds a foundation for differentiated instruction on a solid classroom environment and a positive learning environment with thoughtful, planned, meaningful use of technology infused into classroom activities.

Indicators:

- The physical and affective characteristics of the classroom set a positive tone for learning.
- The teacher fosters respect for individual differences and preferences.
- The teacher and students share ownership of and responsibility for the classroom.
- The teacher uses technology to help build community, communicate high expectations for all students, and provide support to ensure all students reach high expectations.
- The teacher and students learn, write, research, create, produce and work with technology tools.
- The teacher incorporates 21st Century Learning Skills into targeted student outcomes.

Evidence:

- The teacher communicates explicitly and implicitly to students that they are multi-faceted individuals whose needs, preferences, and strengths are dynamic.
- The teacher communicates implicitly and explicitly to students that they and their contributions are valuable and necessary in order for the classroom to function well.
- The teacher helps students get to know one another well.
- The teacher encourages creativity of thought and expression.
- The teacher structures activities so that students see one another in varied contexts and in varied roles.
- The teacher assists students in setting their own personal and class goals for learning and behavior.
- The teacher solicits student input in making decisions that will affect the whole class.
- The teacher frequently asks students for feedback on how the class is working for them, and for suggestions about how they and the teacher could work together toward improvement.
- The teacher designs and assigns roles for students to assume in making the routines and systems flow smoothly.
- The teacher models effective technology use for building community.
- The teacher empowers students by supporting student technology use to build community.

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- The teacher infuses the teaching and development of the following 21st Century skills into instruction:
 - Creativity and innovation
 - Critical thinking and problem solving
 - Communication and collaboration skills
 - Information literacy
 - Flexibility and adaptability
 - Initiative and self-direction
 - Productivity and accountability
 - Leadership and responsibility

Rubric:

Classroom Environment	
Innovating 4	<ul style="list-style-type: none"> a. The affective and physical attributes of the classroom environment inspire students to achieve their personal best and to take initiative in learning. b. The teacher empowers students to view their own and each other's differences as assets to the classroom community such that students view one another as equals. c. The teacher and students are equal partners in sharing responsibility for the classroom. d. The classroom is equipped with technology to further learning goals and that technology is used frequently as a normal part of learning. e. The teacher understands and maximizes the use of technology in the classroom and demonstrates the use of technology for or when delivering lessons. f. The teacher utilizes technology for students for independent learning, attending to learning preferences researching, writing, problem-solving, and developing critical thinking skills. g. The teacher uses technology as a resource, providing all students with the same set of tools and learning assistance to achieve curricular goals. h. The teacher embraces the teaching and fostering of 21st century skills, plans activities, and projects, which develop and enhance these skills, tracks the progress of his/her students in acquiring these skills and can provide evidence of continual progress by students in terms of 21st century skills.
Applying 3	<ul style="list-style-type: none"> a. The affective and physical attributes of the classroom environment equip students to succeed in achieving the teacher's high expectations. b. The teacher honors student differences, nurtures student strengths and preferences, and provides opportunities for students to compensate for their weaknesses. c. The teacher shares his/her roles and responsibilities with students, allowing them to establish many aspects of classroom routines. d. The classroom is equipped with technology to further learning goals and that technology is sometimes used as a normal part of learning. e. The teacher partly understands and sometimes uses technology in the classroom and sometimes models the use of technology for or when delivering lessons. f. The teacher utilizes technology for students for independent learning, maximizing learning preferences, researching, writing, and problem-solving. g. The teacher utilizes technology to provide all students with the appropriate tools.

	<p>h. The teacher recognizes the importance of 21st century learning skills, and has a method to plan for use of these skills. The teacher also tracks the development of these skills and sees limited evidence of their development.</p>
<p>Moving 2</p>	<p>a. The affective and physical attributes of the classroom environment convey ambiguous messages about how the teacher views the student's role in the learning process.</p> <p>b. The teacher recognizes student differences, but does not build on them to foster a positive classroom environment.</p> <p>c. The teacher allows students to share some of his/her roles and responsibilities.</p> <p>d. The classroom is equipped with technology to further learning goals and that technology is used occasionally as a normal part of learning.</p> <p>e. The teacher knows technology is available and occasionally will use technology in the classroom and occasionally demonstrates the use of technology for or when delivering lessons.</p> <p>f. The teacher recognizes that there is technology available for students for independent learning and maximizing learning styles, but technology use is limited to productivity use only, and not for higher level use.</p> <p>g. The teacher utilizes technology as an option only for those students who are already comfortable with it.</p> <p>h. The teacher designs and presents projects and activities which foster 21st Century Learning skills but not as a specific targeted goal and not specifically measured and evaluated.</p>
<p>Beginning 1</p>	<p>a. The affective and physical attributes of the classroom environment alienate students and inhibit their desire to learn.</p> <p>b. The teacher ignores or is hostile toward student differences.</p> <p>c. The teacher rarely, if ever, shares any of his/her roles and responsibilities with students.</p> <p>d. The classroom is equipped with technology to further learning goals but technology rarely, if ever used as a normal part of learning.</p> <p>e. The teacher rarely, if ever, demonstrates the use of technology for delivering lessons.</p> <p>f. The teacher does not understand and does not value the use of technology for students for independent learning, maximizing learning styles, researching, writing, problem-solving, and developing critical thinking skills.</p> <p>g. The teacher rarely, if ever, uses technology as a distributed resource, or to provide all students with the same set of tools and learning assistance to achieve curricular goals.</p> <p>h. The teacher does not foster 21st Century learning skills in the environment and does not plan or track how his or her teaching encourages 21st century learning skills.</p>

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Tips:

Classroom Environment	
Innovating 4	Compare the way your current classroom looks and feels with how it looked and felt in your first year of teaching. How do you encourage students to apply and transfer what they learn in your classroom about student differences to the real world? What would it look like to allow students to have even more responsibility in the classroom? How might you increase rigor in your current use of technology to enhance teaching, engage your students, distribute resources, empower problem solving, and facilitate higher order thinking?
Applying 3	How do student differences impact your decisions about the physical aspects of your classroom (e.g., how the room is set up, the messages students see on the walls)? How do you capitalize on the strengths and maturity level of this age group to help daily routines run more smoothly? How are you using technology to enhance teaching, engage your students, distribute resources, empower problem solving, and facilitate higher order thinking?
Moving 2	How do you help students see one another as equally valuable to the classroom community? In what ways do you communicate to students that this is their classroom? How do you decide which classroom roles responsibilities to give to students, and which to keep in your control? How could you enhance technology use to focus on engaging your students, distributing resources, empowering problem solving, and facilitating higher order thinking?
Beginning 1	What are some ways that students in your class differ from one another, and from you? What are some concrete ways you communicate to them that those differences are assets to the classroom community? What are the most flexible aspects of your physical classroom space? How could you use technology to reach all your students?

Look for 2: Classroom Curriculum

The teacher uses high-quality, coherent classroom curriculum as a compass for differentiated instruction.

Indicators:

- The teacher plans curriculum so that important conceptual ideas are at the forefront of a unit of study. Essential facts and skills are used to help students make sense of these ideas.
- The teacher uses the curriculum as a point of engagement, of motivation, and of access to powerful ideas.
- The teacher ensures that the curriculum is an authentic reflection of the discipline being studied.
- The teacher incorporates technology to ensure that students understand and can relate to the conceptual ideas that shape the unit of study.

Evidence:

- The teacher frames learning goals in terms of what students should know, understand, and be able to do as a result of the lesson/unit.
- The teacher clearly communicates the learning goals to students.
- The teacher connects the knowledge and skills students are learning to an essential question, big idea, important principle, and/or overarching concept.
- The teacher connects the curriculum to students' collective and individual experiences and interests.
- The teacher engages students in activities that help them see how what they are learning is used in the real world (e.g., by real historians, scientists)
- The teacher plans to empower students with technology tools, encouraging and facilitating student learning.

Rubric:

Curriculum	
Innovating 4	<ul style="list-style-type: none"> a. The teacher plans a curriculum focused on what students should know, understand, and be able to do and that facilitates in-depth perspective that reflects how experts think about and practice the discipline. b. The teacher uses the curriculum in ways that inspire students to ask high-level questions, pursue further information on their own, and make their own suggestions for class activities. c. The teacher fosters relevance by helping students transfer and connect important ideas/concepts to familiar and unfamiliar contexts. d. Technology is the unpinning of both delivery of instruction and demonstration of learning. e. Technology is a major vehicle for writing, researching, presenting, problem-solving, and demonstrating an understanding of real world application of instruction.
Applying 3	<ul style="list-style-type: none"> a. The teacher plans a curriculum focused on what students should know, understand, and be able to do. b. The teacher uses the curriculum in ways that illuminate why the identified skills, principles, and facts are important and that excite students about learning. c. The teacher fosters relevance by building on student experience and interest. d. Technology is frequently used for both delivery of instruction and demonstration of learning. e. Technology is a major vehicle for writing, researching, and presenting.
Moving 2	<ul style="list-style-type: none"> a. The teacher plans a curriculum based primarily on facts and skills. A big idea or principle may be implicitly present, but the teacher does not consistently make it visible to students. b. The teacher uses the curriculum in ways that encourage students to believe that the purposes of learning are predominately getting grades and performing well on tests. c. The teacher attempts to foster curricular relevance, but either have difficulty identifying student experiences to build on or make analogies/connections that don't "ring true". d. Technology is sometimes the vehicle for both delivery of instruction and demonstration of learning. e. Technology is a major vehicle for productivity functions only.
Beginning 1	<ul style="list-style-type: none"> a. The teacher plans a curriculum comprised of disconnected activities, disparate facts, and isolated skills. b. The teacher uses the curriculum in ways that intimidate, bore, or discourage students. c. The teacher ignores the importance of making curriculum relevant to student experience.

	<p>d. Technology is rarely, if ever, used for either delivery of instruction or demonstration of learning.</p> <p>e. Technology is not a major component of instruction.</p>
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Tips:

Curriculum	
Innovating 4	Would you describe your approach to curriculum design as primarily inductive, primarily deductive, or a combination of approaches? How do you incorporate what experts in your discipline do (e.g., how they work, how they think, the tools they use) into your curriculum? How has reflective use of technology enhanced your teaching and your students' learning?
Applying 3	How is curriculum related to differentiated instruction? How does knowing that not all students will not access the curricular goals at exactly the same time or in the same ways influence how you plan curriculum? In addition to making connections to students' experiences, what are some other ways you can foster curricular relevance? How has reflective use of technology enhanced your teaching and your students' learning?
Moving 2	What does "good" curriculum look like in your grade level/subject area? Characterize your students' attitudes toward the curriculum. What do you think accounts for the differences/similarities in how individual students experience the curriculum? How has reflective use of technology enhanced your teaching and your students' learning?
Beginning 1	Describe the process you go through in planning a unit/lesson. How do you decide what is important to teach? What resources do you use? Where could technology enhance your teaching and your students' learning?

Look for 3: Formative Assessment

The teacher employs formative assessment as the primary tool for informing differentiated instruction.

Indicators:

- The teacher formatively assesses students' readiness, interest, and learning profile needs and uses the results to inform adjustments to content, processes, and products in order to maximize the success and progress of each learner.
- The teacher integrates formative assessment as an important aspect of classroom life.
- The teacher embraces technology as a vehicle for formative assessment, taking advantage of the nature of technology to track and record progress and provides evident indicators of work done and the quality of work done.
- The teacher uses technology to present, explain, monitor student understanding of information and material, modeling effective use of technology.

Evidence:

- The teacher employs a variety of formative assessment techniques that glean information most critical to making adjustments for student need.
- The teacher pre-assesses students' readiness, interest, and learning profile needs relative to the learning goals prior to a unit of study and uses resulting information to modify teaching and learning plans in order to support student success.
- The teacher uses ongoing assessment to gauge students' progress during a unit.
- The teacher's decisions about how and when to use various instructional arrangements are based on data gathered through informal or formal assessment data.
- The teacher adjusts content, processes, and products based on data collected through informal or formal assessment.
- The teacher explicitly communicates the purpose of formative assessment to students.
- The teacher utilizes technology and technology tools to collect and record student work in progress and final student work. This facilitates formal assessment through formal and informal information gathering and allows the teacher to make adjustments to benefit students based on work-in-progress.

Rubric:

Formative Assessment	
Innovating 4	<ul style="list-style-type: none"> a. The teacher plans and administers pre-assessment well in advance of a unit of study and ongoing assessment purposefully throughout a unit. b. The teacher uses formative assessment results to make low-prep and high-prep adjustments to curriculum and instruction to benefit learner success. c. The teacher designs formative assessments that require students to demonstrate their understanding, knowledge, and/or skill in multiple modes, formats with varied support systems. d. Students look forward to formative assessment opportunities due to positive experiences with how their teacher uses the results to make adjustments for their individual needs. e. The teacher takes advantage of technology fluidly and frequently to provide indicators of informal and formal formative assessment (e.g., providing a record of work done, when, and by whom, and providing a final product for consideration) using the in-progress work as feedback for formative assessment and adjustments as needed.
Applying 3	<ul style="list-style-type: none"> a. The teacher administers formative assessments before and during a unit of study. b. The teacher uses formative assessment results to make low-prep adjustments to curriculum and instruction. c. The teacher uses formative assessments that allow students to demonstrate their understanding, knowledge, and/or skill in modes other than writing. d. Students understand how and why the teacher uses formative assessment. e. The teacher often uses technology to provide indicators of formative assessment, and often takes full advantage of the record keeping function that technology offers for evaluating work in progress and final work created.
Moving 2	<ul style="list-style-type: none"> a. The teacher periodically administers formative assessments during a unit (e.g., quiz, exit card). b. The teacher uses assessment results to determine student progress, but does not use the results to inform instructional adjustments. c. The teacher uses formative assessments that limit student response to one mode of expression (e.g., written). d. Students view formative assessment as disconnect from their success. e. The teacher checks student work created by technology tools but does not use this work as formal assessment and does not adjust the activities or lessons because of the data produced by these tools.

Beginning 1	<ul style="list-style-type: none">a. The teacher rarely, if ever, uses formative assessment.b. The teacher uses formative assessment primarily to fill the grade book rather than to inform instruction.c. The teacher chooses assessments that inhibit students' capacity to fairly demonstrate what they have learned (i.e., due to poor design, due to misalignment with curricular goals).d. The teacher does not give a rationale for formative assessment or to help students distinguish between the purposes of formative and summative assessments.e. The teacher does not use technology to provide indicators of formative assessment.
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Tips:

Formative Assessment	
Innovating 4	How do you use formative assessment to foster a positive learning environment? How does the way you use formative assessment data to drive instruction (e.g., differentiated tasks, varied groupings, varied materials) affect the way students view themselves and one another? How do you use formative assessment to track student progress over time, both formally and informally? How has the ability of technology to track and record student progress influenced your formative assessment?
Applying 3	How do you know when to formatively assess students' readiness? Their interests? Their learning profiles? What kinds of formative assessment give you the most/and or the best information? How would you characterize your students' attitudes toward formative assessment? How has the ability of technology to track and record student progress influenced your use of formative assessment?
Moving 2	How do student differences in readiness, interest, and learning profile affect student performance in the unit you are currently teaching? In what ways do you anticipate and plan for those differences? How do students distinguish between formative and summative assessment? What role does technology currently play in your collection and use of formal and informal formative assessment data?
Beginning 1	At what point(s) in a unit do you typically assess students? Describe what kinds of assessments you use. What kind of information do these assessments give you? How do students view assessment in your class? How could technology help enhance your collection and use of informal and formal formative assessment data?

Look for 4: Instructional Arrangements

The teacher integrates well-managed, flexible instructional arrangements as a primary mechanism for differentiated instruction.

Indicators:

- The teacher is flexible in use of time, space, materials, modes of presentation, instructional arrangements, student groupings, and other classroom elements for the benefit of student success.
- The teacher makes decisions about how and when to use various instructional arrangements based on curricular goals and on data gathered through informal or formal formative assessment.
- The teacher establishes routines and structures to ensure that movement in the classroom is purposeful and students are self-directed.
- The teacher manages the instructional and student use of technology in the classroom, managing access and use according to individual student needs.
- The teacher maximizes the ability of technology to support self-directed learning when assigning projects and tasks to students.

Evidence:

- The teacher employs many kinds of instructional arrangements (e.g., small groups, student-teacher conferences, partners, individual work, and whole-class) to meet students' readiness, interests, and learning profile needs.
- The teacher groups students to achieve curricular goals.
- The teacher purposefully plans group composition.
- The teacher groups and re-groups students on the basis of the most recent information (e.g., assessment data) about the students' readiness, interests, and/or learning profiles.
- The teacher ensures that, over the course of a unit or semester, students experience varied roles and responsibilities within groups.
- The teacher has established routines for how students should transition between different instructional arrangements.
- The teacher plans for and clearly communicates what students should do when there is "down time" (e.g., when a group finishes a task early).
- There are multiple ways for individual students and groups of students to receive help during instructional segments.
- The teacher groups and regroups students on computers and takes advantage of the distributed resources available on computers.
- The teacher uses technology for whole class, small group, and individual work as well as for enrichment and for when a group finishes a task early. Technology is therefore not enrichment or "down time" activity but an integral part of how teaching and learning happens.

Rubric:

Instructional Arrangements	
Innovating 4	<ul style="list-style-type: none"> a. The teacher’s flow of instruction is characterized by a seamless, dynamic pattern of purposeful grouping and re-grouping. b. The teacher makes grouping decisions based on the most current, relevant assessments of students’ readiness, interests, and/or learning profiles. c. Classroom routines and structures allow for fluid movement between instructional arrangements, teach students how to be autonomous and reflective, and emphasize interdependence. Students are comfortable with and efficient in autonomously following routines and in supporting one another’s success. d. Technology is an integral element of instruction and class work, including enrichment activities that require high level technology use. e. The setup of computers, furniture, printers, scanners, projectors and other equipment facilitates habitual, goal-directed teacher and student use of technology between and within varied instructional arrangements and purposes.
Applying 3	<ul style="list-style-type: none"> a. The teacher incorporates multiple instructional arrangements throughout a unit. b. The teacher makes grouping decisions based on assessment data about readiness, interest, and/or learning profile for different lessons, appropriate to the curricular goals. c. Classroom routines and structures minimize “down-time” and support order, independent decision-making, and peer-to-peer assistance. Students are comfortable and able to follow routines with minimal guidance and direction. d. Technology is an integral element of instruction and class work, including enrichment activities. e. The setup of computers, furniture, printers, scanners, projectors and other equipment supports frequent focused teacher and student use of technology between and within varied instructional arrangements and purposes.
Moving 2	<ul style="list-style-type: none"> a. The teacher uses several instructional arrangements during a unit, with whole-group instruction at the forefront. b. Purposes for grouping may be tangential to curricular goals and group composition based on factors that cannot be substantiated by formal or informal assessment of readiness, interest, and/or learning profile. c. Classroom routines and structures impede orderly movement between instructional arrangements, encourage student dependence on the teacher, and isolate students from one another. Students may be able to follow routines if the teacher gives step-by-step directions. d. Technology is an observable element of instruction and class work.

	e. The setup of computers, furniture, printers, scanners, projectors and other equipment allows occasional, algorithmic teacher and student use of technology between and within varied instructional arrangements and purposes.
Beginning 1	<p>a. The teacher relies on static, teacher-centered instructional arrangements.</p> <p>b. The teacher either ignores student differences altogether in making grouping decisions or pigeonholes students into groups on the basis of past performance and the teacher’s personal preconceptions.</p> <p>c. Few, if any, management structures or routines exist to support a movement toward more flexible arrangements. When students do move or are asked to follow directions, they are inefficient and chaotic.</p> <p>d. Technology is either an intrusive or nonexistent element of instruction and class work. The setup of computers, furniture, printers, scanners, projectors and other equipment promotes aimless and/or intermittent teacher and student use of technology between and within varied instructional arrangements and purposes.</p>

Tips:

Instructional Arrangements	
Innovating 4	With which pattern(s) or sequence of instructional arrangements do your students experience the most success? How do you give students primary ownership over how the classroom “runs”? What is the instructional arrangement or group composition you use the most? Why? Which do you use the least? How have you set up computers, printers, scanners, projectors, etc. to offer the most flexible and ready access of technology throughout the day and to facilitate varying projects?
Applying 3	How do you think students view the various ways they are grouped for instruction in your class? How does the way you use assessment make flexible grouping possible? What additional supports could you incorporate in your classroom that would give you more time to work with individual or groups of students? How have you set up computers, printers, scanners, projectors, etc. to offer the most flexible and ready access of technology throughout the day and to facilitate varying projects?
Moving 2	How do using different instructional arrangements in your class allow you to address various student needs? How do you make decisions about how to group students? What management tools do you have in place that makes facilitating a flexible classroom easier? How have you set up computers, printers, scanners, projectors, etc. to offer the most flexible and ready access of technology throughout the day and to facilitate varying projects?
Beginning	What kinds of instructional arrangements do you use in your class? When

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do you use small groups in your class? What are some management challenges that using small groups poses? What strategies can a teacher use to overcome these challenges? How have you set up computers, printers, scanners, projectors, etc. to offer the most flexible and ready access of technology throughout the day and to facilitate varying projects?

Look for 5: Respectful Tasks

The teacher provides optimal challenge for individual students and groups of students through respectful tasks.

Indicators:

- The teacher uses respectful tasks to meet students' varied readiness, interest, and learning profile needs.
- The teacher plans and delivers respectful tasks using a range of appropriate low-prep and high-prep strategies to adjust content, processes, and products.
- The teacher plans tasks that, whether completed alone or collaboratively, reinforce that all students are high-status students and should be engaged in meaningful work and that require higher level thinking.
- The teacher continually plans activities, projects and tasks that use technology for instruction and for individualized learning and for groups of students.
- The teacher demonstrates respect for student-learners by allowing frequent self-directed learning on technology; technology is not a reward but an integral element in the classroom.

Evidence:

- Tasks give all students access to the same clear, high-quality lesson/unit goals.
- Tasks require students to mimic or approximate the skills, thinking, habits, dispositions, or work of real-world professionals (e.g., mathematicians, biologists, writers).
- Tasks require all students to use higher-level thinking skills (e.g., analyzing, judging, and defending).
- Tasks are equally appealing and engaging from the students' perspective.
- The teacher scaffolds tasks using a variety of techniques.
- The teacher ensures all students equal access to technology for lessons and classroom work.
- The teacher ensures hands-on instructional tasks for all students, involving technology, designed to mirror and enhance skills that are required for real-world professionals to be successful.

Rubric:

Respectful Tasks	
Innovating 4	<ul style="list-style-type: none"> a. The teacher plans tasks that are focused on the same learning goals and mimic the work of an expert/professional in the discipline. b. The teacher articulates a continuum of criteria based on student readiness and provides multiple scaffolds to ensure successful, high-quality completion of the tasks. c. Side-by-side, the tasks are equally challenging and meaningful. d. Technology use is integral to all tasks and examples that emulate how experts in the discipline use technology are used throughout.
Applying 3	<ul style="list-style-type: none"> a. The teacher plans tasks that are focused on similar learning goals and suggest the work of an expert/professional in the discipline. b. The teacher articulates clear criteria and provides scaffolding to ensure successful, high-quality completion of the tasks. c. Side-by-side, the tasks are comparatively challenging and meaningful. d. Technology is used in tasks and examples that clearly illustrate how technology is currently used by professionals and experts in a given discipline.
Moving 2	<ul style="list-style-type: none"> a. The teacher plans tasks that are not aligned to the same learning goals and are loosely tied to the work of an expert/professional in the discipline. b. The teacher's criteria for successful completion are confusing or incomplete. The teacher provides some scaffolding, if students show a need for it. c. Side-by-side, one task may be more/less challenging and meaningful than another. d. Technology use is linked to real world application, but focuses more on productivity and does not provide an authentic experience.
Beginning 1	<ul style="list-style-type: none"> a. The teacher plans tasks without considering what all students should know, understand, and be able to do, or how an expert/professional in the discipline works. Tasks may be tangential to unit content. b. The teacher does not articulate criteria for quality or provide scaffolding for success. c. Tasks bore or frustrate students. d. Technology is not used to link the classroom to technology use in a real-world setting. The use of technology is seen as a reward.

Tips:

Respectful Tasks	
Innovating 4	What steps do you take in planning differentiated tasks to make sure each student is optimally challenged? How do you involve students in the process of determining task criteria? How do you decide what supports students might need? How can you research how professionals and experts in their fields use technology? How might you increase rigor and authenticity in the meaningful, hands-on activities that you use to provide students with a real-world application of technology?
Applying 3	What are the similarities between what the students are doing and what practicing professionals in the discipline (e.g., writers) do? If you have two or more versions of a task, which version do you design first? Why? How do you adjust the tasks for readiness, interest, or learning profile? How can you research how professionals and experts in their fields use technology? How can you incorporate technology into meaningful, hands-on activities with students?
Moving 2	Describe your process for planning a task or lesson that is differentiated for student readiness. How do ensure all students produce work that is high quality and meets your expectations? When you give a choice between differentiated tasks, how do you prevent your students from choosing an “easy” option? How can you research how professionals and experts in their fields use technology? How can you enhance your current technology use to provide a real-world connection to how professionals might use technology in the field?
Beginning 1	What do you want all students to know, understand, and be able to do upon completing these tasks? How do you decide what makes a worthwhile task? How might students’ differences in readiness, interest, and learning profile affect their capacity to complete a task successfully? How can you research how professionals and experts in their fields use technology? What opportunities in your curriculum exist to link technology use to real world application?

Look for 6: 21st Century Skills:

Teacher supports student use of 21st century skills and technology.

Indicators:

- Provides opportunities for development of 21st Century skills
- Allows for the student demonstration of their understanding about technology and how to use it effectively to achieve a specific purpose.
- Provides practice for students to find, access, and use credible information.
- Establishes teams of students who accomplish a shared goal while exhibiting trust and respect for each other.
- Guides students to recognize, understand, and respond positively to any and all types of changes.
- Provides opportunities for students to work independently whether it is in developing goals, managing time, or evaluating their learning or progress.
- Allows students the opportunity to prioritize, plan, and manage their learning to accomplish a goal.
- Encourages effective use of real-world tools by students to communicate, collaborate, and accomplish tasks.

Evidence:

- The teacher uses technology is an integral part of how teaching and learning happens.
- The teacher uses technology for whole class, small group, and individual work.
- The teacher empowers students with technology tools, encouraging and facilitating student learning.
- The teacher infuses the teaching and development of the following 21st Century skills into instruction:
 - Creativity and innovation
 - Critical thinking and problem solving
 - Communication and collaboration skills
 - Information literacy
 - Flexibility and adaptability
 - Initiative and self-direction
 - Productivity and accountability
 - Leadership and responsibility
- The teacher ensures hands-on instructional tasks for all students, involving technology, designed to mirror and enhance skills that are required for real-world professionals to be successful
- The teacher groups and regroups students on computers and takes advantage of the distributed resources available on computers.

Rubric:

21st Century Skills	
Advanced 4	<p>The teacher continuously supports student use of 21st century skills and technology.</p> <p>As a result, the class is characterized by high levels (almost all students, almost all of the time, successfully) of the following: self-direction, initiative, and autonomy by students (individually or in groups); students critical reflection and review of their own and others' work; collaborative work on a complex project; understanding, valuing, and acceptance of traditions, beliefs, knowledge, language, and practices of diverse social groups; effective use of current technologies to enhance learning, communication, and real-world connections.</p>
Proficient 3	<p>The teacher usually supports student use of 21st century skills and technology.</p> <p>As a result, the class incorporates some of the following for most students to successful levels: self-direction, initiative, and autonomy by students (individually or in groups); students critical reflection and review of their own and others' work; collaborative work on a complex project; understanding, valuing, and acceptance of traditions, beliefs, knowledge, language, and practices of diverse social groups; use of current technologies to enhance learning, communication, and real-world connections.</p>
Basic 2	<p>The teacher occasionally supports student use of 21st century skills and technology.</p> <p>As a result, students are provided few opportunities to do any of the following and students show only minimal competence: self-direction, initiative, and autonomy by students (individually or in groups); students critical reflection and review of their own and others' work; collaborative work on a complex project; understanding, valuing, and acceptance of traditions, beliefs, knowledge, language, and practices of diverse social groups; use of current technologies to enhance learning, communication, and real-world connections.</p>
Below Basic 1	<p>The teacher does not support student use of 21st century skills and technology.</p> <p>As a result, students have no, or only minimal, opportunities to develop 21st century skills and to use technology to enhance learning. Learning activities are not collaborative, diversity is not recognized or valued, and technology is outdated.</p>

Tips:

21st Century Skills	
Advanced 4	What have you learned from your students? How do you incorporate and share their knowledge with each other in collaborative ways? In what areas has available technology assisted your students—e.g., online research, communication, problem solving, publication? What would you like to do more of or differently?
Proficient 3	What are some strategies you use to encourage students to become more self-directed in their learning? How do you have students access and use tools of real-world experts (scientists, mathematicians, historians) to investigate problems and develop solutions or explanations? What additional types of media could students use in the production of products or performances that exhibit or enhance their learning?
Basic 2	How do you determine the technology skill levels of your students and their ability to use these tools collaboratively? What supports do you need in order to become more proficient in your uses of technology? When planning your lessons, what criteria do you use to determine when and how technology might be integrated into your instruction to enhance learning? What help do you need in identifying specific resources (e.g. real world experts, media tools, instructional strategies) that will support learning?
Below Basic 1	When planning your lessons, what criteria do you use to determine when and how technology might be integrated into your instruction to enhance learning? On a scale from beginner to expert, where would you put yourself in terms of technology skills to support teaching and learning? How could these skills be enhanced?

Differentiating Authentic Instruction in the 21st Century
Course Objectives

1. Distinguish between what differentiated instruction is and is not.
2. Construct a rationale for differentiated instruction.
3. Incorporate routines and systems for building a student-centered learning environment.
4. Apply strategies that support principles of sound management, assessment, and flexible grouping in a differentiated classroom.
5. Adjust content, process, and product for student readiness, interest, and learning profile.