

# Differentiation Grows Up: A Continuum of Teacher Growth

Key DI Element	Low Proficiency			High Proficiency
<b>Learning Environment</b>	Flat or Rigid Fixed Mindset Low Teacher-Student Connections "Unsafe" or unwelcoming for Some Students	General Awareness of, Respect for Students General Teacher-Student Connections Still Largely Fixed Mindset Some Community Building	General Teacher Emotional Support Growth Mindset Fairly Consistent General Sense of Community Most Students Seem to "Belong"	Teacher Emotional Support for all Students Class Works, Supports One Another Like a Team High Teacher-Student Connections Feels Like a Good "Home" for all Students
<b>Curriculum</b>	Fact, Skills Based Right-Answer Oriented Low Relevance Low Goal Clarity	Some Goal Clarity More Coherent More Focus on Understanding More Thoughtful Periodic Relevance	Consistent Goal Clarity Understanding Often Emphasized Planned for Engagement Generally Relevant for a Wide Range of Students	Understanding-Focused High Relevance High Authenticity Includes Student Voice
<b>Assessment</b>	Assessment OF Learning Fact & Skills Based Low Alignment Little Emphasis on Understanding	Assessment FOR Learning Some Alignment w/ KUDs & Instruction Some Emphasis on Understanding	Assessment FOR Learning General Alignment Regularly Studies Students Focused Feedback	Assessment FOR & AS Learning Students Clearly understand the Role of Assessment in Teaching & Learning Tight Alignment w/ KUDs & Instruction Authentic, Understanding-Focused Differentiated
<b>Instruction</b>	Teacher-Centered Mostly One-Size-Fits-All Low Alignment between KUDs & Instruction	Student Choice Better Alignment Low Prep Reactive Differentiation	Interest/Learning Profile Differentiation Prevail Generally Proactive Differentiation Generally Good Alignment Flexible Grouping Generally Used Plans DI "from the middle out"	High Alignment Proactive Differentiation Regularly Teaches Up Strong Readiness Differentiation Respectful Tasks Consistently Evident
<b>Leadership &amp; Management</b>	Compliance-Focused Rule-Oriented Low Trust of Students Manages Kids	Some Flexibility Following Rules still often Trumps Student Needs Some Opportunity for Flexible Learning	Carefully Plans, Teaches Routines Teacher Explains his/her Thinking to Students Empowers Students to Assist with Routines in Varied Ways Elicits Student Input on Improving Learning	Philosophy-Guided Student-Centered Learning-Oriented Full Student-Teacher Partnership Teacher Leads Kids, Manages Routines Clear balance between Flexibility and Predictability Students work together Effectively & Efficiently