



## Evidence of Standards

Name \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Standard #3	Evidence of practice
The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.	
The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.	
The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.	
The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.	
The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.	
The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e. g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).	
The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.	
The teacher creates a learning community in which individual differences are respected.	