Differentiated Learning Objectives (TEI Alignment 1.5, 2.1, 2.2)

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Practicing</th>
<th>Achieving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives are <strong>never</strong> differentiated based on students' levels of mastery, i.e., all students address the same learning objective at the same time.</td>
<td>Learning objectives are <strong>rarely</strong> differentiated based on students' levels of content mastery.</td>
<td>Learning objectives are <strong>sometimes</strong> differentiated based on students' levels of content mastery.</td>
<td>Learning objectives are <strong>regularly</strong> differentiated based on students' levels of content mastery.</td>
</tr>
</tbody>
</table>

Look- Fors During Observation

**Beginning/ Developing**
- The teacher almost always or always has **one learning objective** posted for the whole class.
- The **LO is not differentiated** to address different student needs.
- If the LO is indeed differentiated, differentiation may not align to student needs or goals, as demonstrated by data. I.e., **differentiation is not purposeful.**
- **Students can articulate the LO** and why it’s important.

**Practicing/ Achieving**
- The teacher may have **several different learning objectives** posted to meet various student needs and goals. E.g., each station/group of students may be assigned a different learning objective.
- Alternately, the whole class may be addressing the same learning objective, but **groups of students may be engaging with the LO at different levels of rigor.** E.g., groups of students may be assigned a different text aligned to their Lexile level to master a common LO about theme.
- **Differentiation of LOs is purposeful** and reflects student data. Depending on the needs of the class, multiple LOs may not always be appropriate.
- **Students can articulate** the LO, why it’s important, and how it’s aligned to their **individual needs** and goals.

Questions to Guide Observation
- Is one or more LO evident in the classroom (either on the wall, at a station, or on a virtual platform)? If so, is the LO differentiated to address various student needs and goals?
- Can students define the LO in their own words, describe why it’s important, and identify how it’s aligned to their individual needs and goals?
- What trends do you notice over time when observing?