

## EXCELLENCE IN TEACHING

### AREA IV: CURRICULUM

**Characteristic IV (b):** Uses learning experiences that match the diversity of our students and their learning styles.

**Professional Understanding:** Students have various learning styles that necessitate well-matched learning experiences.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Sets Social and Personal Context</b>	<i>Curriculum is inclusive of different genders, ethnicities, and learning styles.</i>	Provides a curriculum that is inclusive of all students.	Provides a curriculum that is inclusive of most students.	Provides a curriculum that is inclusive of few students.
<b>Integrates Conventional Sources</b>	<i>Curriculum draws on texts, libraries, the Internet, film, personal expertise, and outside experts.</i>	Curriculum uses many different sources of information.	Curriculum uses sufficient sources of information.	Curriculum uses few sources of information.
<b>Chooses Cooperative or Competitive Learning Activities</b>	<i>Learning activities are appropriately cooperative or competitive.</i>	Activities are always appropriately cooperative or competitive.	Activities are often appropriately cooperative or competitive.	Activities are rarely appropriately cooperative or competitive.
<b>Selects Concrete or Abstract Learning Experiences</b>	<i>Learning experiences are either concrete or abstract and appropriately located on Bloom's taxonomy.</i>	Experiences are always appropriately located on Bloom's taxonomy, and are purposefully concrete or abstract.	Experiences are often appropriately located on Bloom's taxonomy, and are often purposefully concrete or abstract.	Experiences are rarely appropriately located on Bloom's taxonomy, and are not purposefully concrete or abstract.
<b>Chooses Group or Individual Learning Activities</b>	<i>Learning experiences vary between collaborative group activities and solitary work based upon desired outcomes.</i>	Teacher's selection of learning activities is always appropriately balanced between collaborative and solitary tasks.	Teacher's selection of learning activities is often appropriately balanced between collaborative and solitary tasks.	Teacher's selection of learning activities is rarely appropriately balanced between collaborative and solitary tasks.
<b>Utilizes Multisensory Learning Experiences</b>	<i>Learning experiences use different senses and require different forms of output.</i>	Teacher provides experiences that are always multisensory.	Teacher provides experiences that are often multisensory.	Teacher provides experiences that are rarely multisensory.