3e. Demonstrating Flexibility and Responsiveness

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| 4 | The teacher’s adjustments to the lesson are designed to assist individual students. |
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| 4 | Teacher seizes on a teachable moment to en.hance a lesson |
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| 4 | The teacher conveys to students that s/he won’t consider a lesson “finished” until every student understands, and that s/he has a broad range of approaches to use. |
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| 4 | In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students. |
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| 3 | Teacher incorporates students’ interests and questions into the heart of the lesson. |
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| 3 | The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. |
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| 3 | In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. |
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| 3 | Teacher’s efforts to modify the lesson are only partially successful. |
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| 2 | Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. |
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| 2 | The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. |
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| 2 | In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. |
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| 1 | In reflecting on practice, the teacher does not indicate that it is important to reach all students. |
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