

Danielson Focused Learning Walks

Date:

Observer:

Domain3: **Instruction**

3e: Demonstrating Flexibility and Responsiveness

Elements	Critical Attributes
a. Teachers promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. b. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.	a. Teacher makes necessary adjustments to the lesson to enhance understanding by groups of students. b. Teacher incorporates students' interests and questions into the heart of the lesson. c. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.
<p>Not Observable Clearly Observable</p>  <p>Subject:</p> <p>Grade:</p>	

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Reflection

Demonstrating flexibility and responsiveness could have been more clearly observable if...

What will I do differently in my own practice to communicate with students?

When will I implement the change?

What colleague(s) will I share my commitment and outcomes with?

Unsatisfactory	Basic	Proficient	Distinguished
The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.