

Adapts instruction
and/or activities
that meet
individual learner's
needs

Provides learners
with purposeful
feedback about
their progress
and/or needs

"Can I show
you a different
way?"

"I notice that
you can..... Can
you show/tell
me more?"

"What is
another way
you can find
the answer?"

"It sounds/looks like
this is a place that is
difficult, would you
like to talk to me
about it?"

"You may choose
how you want to
do the assignment,
as long as you
complete..."

"I am impressed
with how far you
have come
with....."

Delivers lessons
that are relatable
to the learners or
aligned to their
interests

Monitors learners'
understanding of
the content and/or
the acquisition of
skills

"Knowing how
to...is important
because..."

Teacher uses non-verbal
cues to check for
understanding, ex.
reassuring head nod;
thumbs-up; smile; use of
emojis

"How does this
relate to other
ideas/topics?"

"Show me
how have you
solved this...?"

"Where could
you see/use
this
information?"

"I see that you
can..., can you
explain what you
know about...?"

Implements lessons and/or activities that stimulate learners to use higher order thinking skills

Communicates clear explanations about the activities or tasks

"Explain your thinking about..."

"What are you expected to be able to do for this activity?"

"Tell me more"

"Why do we follow these steps?"

"What is your opinion about ... and what valid information supports it?"

"Who can repeat back to me what steps we are going to complete?"