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?"