

Domain 3: Instruction



Component 3e. Demonstrating Flexibility and Responsiveness

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 3: Instruction

3a. Communicating with Students

3b. Using Questioning and
Discussion Techniques

3c. Engaging Students in Learning

3d. Using Assessment in Instruction

**3e. Demonstrating Flexibility and
Responsiveness**

Learning Outcomes:

3e. Communicating with Students

- Understand the elements of 3e
- Distinguish the difference in levels of performance
- Review examples of 3e evidence
- Identify my level of performance on 3e
- Create next steps to improve my level of performance in 3e

Understanding 3e. Demonstrating Flexibility and Responsiveness

- Teachers will exhibit flexibility and/or responsiveness in generally three situations: 1. the first is during an instructional activity that is not working; 2. the second situation is instinctual as a result of an unexpected event and 3. the third addresses a teacher's sense of being responsible and committed to students who have not achieved the goal of learning.
- Not all instruction will lead to a need for flexibility and responsiveness.
- Experience with implementing instruction will build capacity for appropriate flexibility and responsiveness.

Elements of 3e

1. Lesson Adjustments

- ▶ Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.*

*Proficient Level of Performance

Elements of 3e

2. Response to students

- ▶ Teacher successfully accommodates students' questions or interests.*

*Proficient Level of Performance

Elements of 3e

3. Persistence

- ▶ Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.*

*Proficient Level of Performance

TESS Evidence for 3a

Observer's notes

- Teacher and/or Student quotes
- Teacher and/or Student behavior
- Observations of the classroom environment
- Numerically-qualified statements of instructional implementation

Artifacts (Products of teacher or student work)

Planning for 3e Evidence

If the teacher's goal is to make a lesson adjustment during instruction, then

1. Should a teacher be able to predict where there may need to be a time for lesson adjustment? Could this become part of the lesson plan?
2. What are 'teachable moments'? Are they always connected to content standards and learning objectives?
3. How might reflective documentation lead to your improvement in this area?
4. Will every lesson require adjustment?

Planning for 3e Evidence

If the teacher's goal is to successfully respond to students' questions or interests, then

1. What strategies could be used to elicit student responses addressing their level of understanding or interests for further study?
2. What is the best response to a student question during the lesson that is irrelevant to the content of the learning?
3. What is KWL? Would this strategy benefit this skill?

Planning for 3e Evidence

If the teacher's goal is to persist in finding approaches for students who are having difficulty, then

1. How can a lesson plan provide insight to whether additional teaching formats and learning resources will be required for students?
2. Where could a teacher find additional resources for this process, both inside and outside school?

Which 3e element does this observation evidence address?

Teacher: We have done this before. I know you remember that for the 'K column' we write down what we know about body systems, and in the 'W column' we will write what we want to know."

- a. Lesson adjustment**
- b. Response to students**
- c. Persistence**

Answer is b.

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Which 3e element does this observation evidence address?

Teacher: “Yesterday we learned about adjectives. Guess what? Today we are going to do something that’s fun, and it’s still about adjectives. Let’s look at what we will do today. . .”

- a. Lesson adjustment**
- b. Response to students**
- c. Persistence**

Answer is c.

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Which 3e element does this observation evidence address?

After three students don't respond to the teacher's instructions, she says, "Well, it's okay. You may not understand what we need to do. Class, please stop your work for a moment and let's talk about instructions for our work."

- a. Lesson adjustment**
- b. Response to students**
- c. Persistence**

Answer is a.

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Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 3e?

1. The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 3a?

2. The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 3a?

3. The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 3e?

4. The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Unsatisfactory
- 2) Basic
- 3) Proficient
- 4) Distinguished

Any surprises?

What does 3e look like?

When observing a lesson in your classroom, your principal or other evaluator/observer may look for the following:

- Adjustments that improve student experience or clarify confusion
- Changes providing for needs specific learners (visual, auditory, slower, brighter, etc.)
- Teachers that abandon lesson all together or coordinates with a spontaneous event
- Teachers that possess an extensive repertoire of strategies such that transitions are seamless; students may not be aware that a change has occurred

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 3e: Demonstrating Flexibility and Responsiveness**, do you recall lessons which have required adjustments?
- How will you improve your content knowledge to teach state standards?
- Have you learned observed other lessons which should have had a change in plans during the instruction?
- What pedagogical ideas can you find which would allow you to more effectively match the learning to the learner?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson