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| --- | --- |
| Name:  Date: | Cooperating Teacher:  School Site:  Grade Level: |
| Danielson Framework Component: 3c Engaging Students in Learning | |
| Danielson Framework Component: 3e Demonstrating Flexibility and Responsiveness | |

**Early Field JOURNAL PROMPT #6 Instruction**

Introduction to Journal Topic:

*“Flexibility and responsiveness” refers to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes. However, even the most-skilled and best-prepared teachers will on occasion find that either a lesson is not going as they like or that a teachable moment has presented itself. They are ready to respond to such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage each student in learning. Student engagement refers to when a student is intellectually active in learning important and challenging content.*

Use the following guiding questions to help you write your reflective journal.

1. How do you know the students are engaged in the learning tasks and that they understand the skills presented?
2. Discuss a moment in your teaching in which you demonstrated flexibility and responsiveness to student needs. Explain how you identified the teachable moment and how you responded to it. Think about the specific instructional strategy or strategies you implemented once you realized modification was necessary.
3. Discuss a time during instruction when all students were not engaged. Give an example of how you modified your instruction to engage all students in the learning. (Be sure you are discussing when students were cognitively engaged in learning, not just demonstrating attentive behaviors).

Required Elements:

In this journal, you must address all of the above indicators. Be sure to include distinct pieces of evidence of the teaching moment and reflect on how you responded to students. Consider what you would do differently in the future.

Evaluation Rubric:

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| **CATEGORY** | **2 POINTS** | **1 POINT** | **0 POINTS** |
| Required Elements | Addresses all questions | Addresses one required question | Does not address questions |
| Evidence (Support) from Field Placement Experiences | Provides specific classroom evidence for all questions | Provides general evidence or evidence only relates to one question | Does not provide evidence from the classroom |
| Relationship to Course/Seminar Learning | Connects evidence to theory, concepts, and discussion from course work and seminar | Connects evidence to discussion from course work and seminar, but not to theory | Does no connect evidence to course work or seminar |
| Reflective Disposition | Thoughtfully addresses connections to personal teaching practice and implications to future teaching | Addresses only connections to current field placement | Makes no connection to practice |
| Grammar/Conventions/Quality of Writing | Free of errors | Relatively free of errors | Has significant errors |

**TOTAL= \_\_\_\_\_/10**

Comments: