

TEACH 6: RESPOND TO STUDENT UNDERSTANDING

	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Scaffolding	When students demonstrate misunderstandings or partial understandings, the teacher always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the teacher might help the student find the error, eliminate incorrect answers, or provide a cue to help the student arrive at the correct answer.	When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*
Re-teaching	The teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.* The teacher also anticipates common misunderstandings (e.g., by offering a misunderstanding as a correct answer to see how students respond) or recognizes a student response as a common misunderstanding and shares it with the class to lead all students to a more complete understanding.**	The teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.* For example, the teacher might use a different approach to present a concept, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.	The teacher sometimes re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.*	The teacher does not re-teach effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.*
Probing	The teacher always probes students' correct responses, when appropriate, to ensure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.	The teacher sometimes probes students' correct responses, when appropriate, to ensure student understanding.	The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

* There are many factors that determine whether it is appropriate to scaffold or re-teach, including pacing, the extent of a student's misunderstanding, the importance of the concept, and the number of students who have a particular misunderstanding. If the misunderstanding is significant or shared by many students, scaffolding may be an inefficient or ineffective way to address it. For example, if students have a significant conceptual misunderstanding that would limit their ability to move toward mastery, the teacher should likely re-teach the concept to certain students or the whole class, as appropriate.

** In some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.

1. At some points in a lesson, it might not be appropriate to immediately respond to student misunderstandings (e.g., at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should not penalize the teacher in these situations, provided that the teacher arranges to address the misunderstandings later.