

Standard 4(c) Rationale: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

For this criterion, I included a typical seating chart from one of my classes. This seating chart demonstrates flexibility and responsiveness in adjusting instruction to meet student needs, because of how students are color-coded according to reading proficiency. This seating chart is an informational tool that I utilize in many ways when adjusting instruction to meet student needs. First, I use it when I am calling on students to reading aloud for the class. I believe that students with low reading proficiencies should not be forced to embarrass themselves in front of their peers, because this creates a negative association with reading. However, I also believe that students should both be challenged when reading and experience success. Therefore, I also use this color-coding system to differentiate readings in my class, especially when we are working with primary sources. I normally have three different levels of a primary source prepared for when students work in groups so that students are adequately challenged according to their level of proficiency. I also use this chart to create homogeneous or heterogeneous in-class groupings depending on the class activity.

Standard 4(c) Artifact:

