

# Teacher Sensitivity

Teacher Sensitivity reflects the teacher's timely responsiveness to the academic, social/emotional, behavioral, and developmental needs of individual students and the entire class.<sup>3</sup>

	Low (1,2)	Mid (3,4,5)	High (6,7)
<b>Awareness</b> <sup>Indicator</sup> <ul style="list-style-type: none"> <li>Checks in with students</li> <li>Anticipates problems</li> <li>Notices difficulties</li> </ul>	The teacher rarely monitors students for cues and/or consistently fails to notice when students need extra support or assistance.	The teacher sometimes monitors students for cues and notices when students need extra support or assistance, but there are times when this does not happen.	The teacher consistently monitors students for cues and notices when students need extra support or assistance.
<b>Responsiveness to academic and social/emotional needs and cues</b> <ul style="list-style-type: none"> <li>Individualized support</li> <li>Reassurance and assistance</li> <li>Adjusts pacing/wait time as needed</li> <li>Re-engagement</li> <li>Acknowledgement of emotions and out-of-class factors</li> <li>Timely response</li> </ul>	The teacher is unresponsive to, and/or dismissive of, students' academic and social/emotional needs and cues for support.	The teacher is sometimes responsive to students' academic and social/emotional needs and cues for support, but this responsiveness may be brief or not observed across the observation or across students.	The teacher is consistently responsive to students' academic and social/emotional needs and cues for support.
<b>Effectiveness in addressing problems</b> <ul style="list-style-type: none"> <li>Student issues/questions resolved</li> <li>Follow up</li> </ul>	The teacher is ineffective at helping students, allowing student problems and/or confusion to persist.	The teacher generally attempts to help students who need assistance, but these attempts are not consistently effective at addressing problems.	The teacher is consistently effective in addressing students' questions, concerns, and problems as observed by resolution.
<b>Student comfort</b> <ul style="list-style-type: none"> <li>Seek support and guidance <sup>teacher is approachable</sup></li> <li>Take risks</li> <li>Participate freely</li> </ul>	Students rarely seek support, share their ideas with, or respond to questions from the teacher.	Students sometimes seek support, share their ideas with, or respond to questions from the teacher; however, these types of interactions are not consistent or not observed across the majority of students.	Students consistently appear comfortable seeking support from, sharing their ideas with, and responding freely to the teacher.

<sup>3</sup> At times there are very few problems in a classroom, and it can be more difficult to judge Teacher Sensitivity in these contexts. However, in order for the segment to be scored in the high range, teachers need to demonstrate that they are actively working to be aware of student's potential academic or social needs. Observers should attend to even minor signs of difficulties as opportunities for teachers to demonstrate responsiveness and effectiveness. However, if the teacher demonstrates a high degree of awareness, it is possible to score Teacher Sensitivity in the high range if no problems or difficulties arise during the observation.