8. Blends facilitated instruction with student self-directed learning

(e.g. promotes exploration or discussion of topic, encourages students to consider response in larger framework, prompts students to find solutions to unanswered questions or steers them in right direction)

- Demonstrates flexibility in allowing class time to explore a new or novel question raised by students
- Models conceptual thinking by placing facts into larger frameworks and constructs
- Encourages students to think conceptually by asking questions that require students to provide a larger framework rather than simple, factual responses
- Challenges students to analyze or evaluate new concepts
- Maintains a “parking lot” of important unanswered questions; highlights these at the end of class and encourages students to pursue these
- Provides guidance and support as students work through a problem, but does not give the answer
- Designs session so that students approach material from multiple ways
- Demonstrates patience if a student seems confused; allows time for student to think through issues and acquire own understanding
- Gives students time and space to plan, think, and do
- While encouraging students to explore their own questions, effectively conveys availability to provide guidance in this process