



**Step 1: OBSERVATION** (to be done independently & discussed in pairs)  
**WHAT STRATEGIES DID I SEE?**

TEACHER	STUDENTS		
<p><b>4. Teacher uses a variety of questioning strategies to develop critical thinking.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a. Asks students their opinions.</li> <li><input type="checkbox"/> b. Asks open-ended questions.</li> <li><input checked="" type="checkbox"/> c. Focuses on higher order thinking questions.</li> <li><input type="checkbox"/> d. Provides sufficient wait/processing time.</li> <li><input checked="" type="checkbox"/> e. Solicits contributions from all students.</li> <li><input type="checkbox"/> f. Engages students in self- or peer-assessment.</li> <li><input type="checkbox"/> g. Asks questions that lead to genuine discussion with and/or among students.</li> <li><input checked="" type="checkbox"/> h. Probes students responses beyond a(n) correct or incorrect answer.</li> <li><input type="checkbox"/> i. Elicits response from multiple students to the same question.</li> <li><input type="checkbox"/> j. Uses student responses and ideas to generate additional prompts/questions.</li> <li><input type="checkbox"/> k. Models/demonstrates own thinking process and/or metacognition.</li> <li><input type="checkbox"/> l. Asks a variety of questions to promote metacognition.</li> </ul>	<p><b>5. Students develop and/or demonstrate effective thinking process.</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> a. Participates in a discussion around an issue.</li> <li><input type="checkbox"/> b. Explain the meaning of a problem.</li> <li><input type="checkbox"/> c. Provide own opinions on a topic/issue</li> <li><input type="checkbox"/> d. Critique lab/learning procedure.</li> <li><input type="checkbox"/> e. Develop/demonstrate real world connections.</li> <li><input checked="" type="checkbox"/> f. Critique the reasoning of others.</li> <li><input checked="" type="checkbox"/> g. Provide verbal and/or written feedback to peers.</li> <li><input type="checkbox"/> h. Interpret, evaluate, and/or synthesize information.</li> <li><input type="checkbox"/> i. Identify an effective method or strategy they believe is most efficient.</li> <li><input checked="" type="checkbox"/> j. Explain thinking of problem-solving process/strategies to teacher or peers.</li> <li><input type="checkbox"/> k. Analyze and/or assess quality of work done by peers.</li> <li><input type="checkbox"/> l. Generate own ideas, questions, or hypotheses based on state information.</li> <li><input type="checkbox"/> m. Consider alternatives, explore the truth of conjectures and/or justify conclusions.</li> </ul>	<p><b>6. Students demonstrate that they are reflecting on a prompt &amp;/or on their own learning.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a. Reflect on whether results make sense.</li> <li><input type="checkbox"/> b. Examine own bias on an issue.</li> <li><input type="checkbox"/> c. Demonstrate cognition/metacognition.</li> <li><input type="checkbox"/> d. Explore how to improve a learning procedure.</li> <li><input type="checkbox"/> e. Participate in designing assessments for own work.</li> <li><input type="checkbox"/> f. Monitor own thinking and choose, use, or adjust strategies.</li> <li><input checked="" type="checkbox"/> g. Sets goals and/or monitor own personal records/achievement/growth.</li> <li><input type="checkbox"/> h. Design and or reflect on rubrics to gauge own personal performance.</li> <li><input type="checkbox"/> i. Reflect quietly to gain personal meaning (e.g., journals, exit slips, etc.)</li> <li><input type="checkbox"/> j. Make a text-t-o-text, text-to-self, and/or text-to-world connection</li> <li><input type="checkbox"/> k. Collect information from formative assessments and/or analyze and/or assess quality of own work.</li> <li><input type="checkbox"/> l. Rethink/revise work based on data, self-evaluation, and/or feedback based from peers/teachers</li> </ul>	<p><b>11. Students work collaboratively to provide social/peer support for learning.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a. Correct peer behavior when necessary.</li> <li><input type="checkbox"/> b. Ensure all voices are heard in a discussion.</li> <li><input type="checkbox"/> c. Participates in writing, peer editing, reading, research, lab, and/or problem solving groups.</li> <li><input type="checkbox"/> d. Take an active role in monitoring own behavior within a group.</li> <li><input type="checkbox"/> e. Contribute to the management of instructional groups.</li> <li><input type="checkbox"/> f. Practice active listening, extend discussions, enrich dialogue with peers.</li> <li><input type="checkbox"/> g. Communicate to peers precisely about thinking process.</li> <li><input type="checkbox"/> h. Make comments and/or respond to peers in a positive and constructive manner.</li> <li><input type="checkbox"/> i. Work together to share knowledge, explain thinking process, complete project, and/or critique others</li> <li><input type="checkbox"/> j. Receive social support for learning through periodic grouping with peers (e.g., response partner, turn and talk, small groups, think-pair-share, etc.)</li> </ul>

**Step 2: WHAT ARE SOME EXAMPLES?** (to be done in pairs)

Step 3: Where would we mark this on the continuum?



**Step 4: REFLECTION** (to be done in pairs)

**How could the focus indicators show up more in MY own classroom?**

Blank space for reflection notes.

**Step 5: COMMITMENT** (to be done individually or in pairs)

**What can I apply to MY own classroom?**

What instructional habits will I focus on?	When will I start?	Who will I share my commitment and outcomes with?