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| ***The teacher…*** | ***Comments****Record teacher questions, reactions, & supports* | ***Reflecting on the Evidence*** |
| 1. Provides accurate information, examples, models; asks questions that reflect substantive understanding of the concepts & schemas. (**DOK 2**)
2. Models probing questions and allows adequate wait time for all students (e.g., what makes you say that? Can you find/show some evidence?).

Encourages all students to actively grapple with concepts and freely exchange ideas.- uses a range of formative probes(**DOK 1-3**)- encourages student-student discourse- asks to support their reasoning with examples, evidence. (**DOK 3**)1. Emphasizes **DEEPER** thinking.

Tasks ask all students to make**AND JUSTIFY/SUPPORT** connections made (e.g., students cite sources, analyze their supporting evidence).(**DOK 3-4**)1. Closely monitors all students' understanding and **SCAFFOLDS** instruction to advance/deepen student thinking. Assists all students in grappling with confounding factors. (e.g., provides examples & non-examples, alternate models, counter points, organizers)

(**DOK 1-4**)1. Provides time for all students to review, reflect on and articulate what was learned (e.g., exit slips, peer-peer conferencing, favorite “no”).
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| ***All students…*** | ***Comments****Record student questions, ideas, & responses* | ***Reflecting on the Evidence*** |
| 1. Engage in substantive discourse about concepts, relationships, observations, predictions (if- then). (**DOK 2**)

2. Provide responses that reflect real thinking, not just "canned answers" or simple procedural explanations. (**DOK 2-3-4**)3. Persevere when encountering challenges (e.g., planning, multi-step tasks, alternate approach if 1st one does not work). **Note examples how they do this**.1. Generate ideas, questions, propositions, alternative strategies, representations, examples in extended tasks. **LIST student questions/ideas:**

**-Procedural? (DOK 1-2)****-Conceptual?** (**DOK 2**)**-Contextual? Conditional? Problem finding** (**DOK 3**)**-Planning/Reasoning/****strategizing?** (**DOK 3**)**-Seeking/connecting sources?** (**DOK 3-4**)5. Do not dismiss ideas of others, but challenge each other respectfully and ask probing questions, providing their own evidence, qualifiers. (**DOK 3**) |  |  |