



Standard 1 Rubric
Essential Element 1.5 for Practitioners with Temporary and Probationary Status

| Essential Element 1.5 | Not Meeting Standards | Meeting Standards | | | |
|---|--|---|--|---|--|
| | | Developing | | | |
| <p><i>Promoting critical thinking through inquiry, problem solving, and reflection</i></p> | <p>Questions are rapid-fire and convergent, with a single correct answer or focus on factual knowledge and comprehension.</p> <p>Questions do not or rarely invite student thinking.</p> <p>The teacher does not ask students to explain their thinking.</p> | <p>Regularly asks questions that address factual knowledge and comprehension.</p> <p>Rarely asks students to interpret or think critically.</p> | <p>Regularly guides students to think critically through use of questioning strategies, solving problems, and reflecting on issues in content.</p> | <p>Regularly supports students in developing questions, posing problems, and reflecting on multiple perspectives.</p> | <p>Regularly facilitates opportunity for students to apply critical thinking by designing inquiries into complex problems.</p> |

Adapted from the Continuum of Teaching Practice



1.5 Promoting critical thinking through inquiry, problem solving and reflection.

Strategies below are suggestions NOT requirements

| How might I ... | P-12 Strategies |
|--|---|
| <p>-encourage students to use multiple approaches and solutions to solve problems?</p> | <ul style="list-style-type: none"> ▪ Model and demonstrate ways to develop the ability to think independently, creatively, or critically in order to solve problems ▪ Encourage students to develop confidence in their ability to think independently, creatively, and critically in order to solve problems ▪ Ask questions to facilitate discussion, clarify and extend students' thinking ▪ Assign activities that include more than one method of approaching or completing the work ▪ Conduct debates from a variety of perspectives ▪ Allow for the teacher and students to share their thinking processes (e.g. think aloud) ▪ Employ group problem-solving ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals ▪ Other |
| <p>-encourage students to ask critical questions and consider diverse perspectives about subject matter?</p> | <ul style="list-style-type: none"> ▪ Teach students how to reflect on their progress and direct their own learning ▪ Facilitate interactive student practice activities while monitoring and providing feedback (e.g. cooperative learning, think-pair-share) ▪ Plan time in lessons for student reflection ▪ Use and promote brainstorming, webbing and the use of thinking maps ▪ Use open-ended questions and activities ▪ Use Socratic seminars ▪ Use Philosophical Chairs ▪ Teach students to use inquiry methods ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals |



| How might I ... | K-12 Strategies |
|---|--|
| <p>-provide opportunities for students to think about, discuss, and evaluate content?</p> | <ul style="list-style-type: none"> ▪ Provide opportunities for paired and group work ▪ Use think-pair-share ▪ Use open-ended journal prompts ▪ Provide opportunities for students to design and use rubrics ▪ Provide opportunities for students to present and reflect upon their own work ▪ Use reciprocal teaching ▪ Use close reading strategies ▪ Routinely provide discussion time at end of the class/period for review or reflection on work across content areas ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals ▪ Other |
| <p>-ask questions to facilitate discussion, clarify, and extend students’ thinking?</p> | <ul style="list-style-type: none"> ▪ Helps students become familiar with their progress towards standards ▪ Use open-ended, higher-order questions ▪ Check for understanding (e.g. thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers, student responders) ▪ Engage in class discussions ▪ Use “What if” questions, and higher order questioning strategies ▪ Use kinesthetic modality ▪ Give oral quizzes ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals ▪ Other |



| How might I ... | P-12 Strategies |
|---|--|
| <p>-support students to think and communicate with clarity and precision ----help students apply previous learning to new situations?</p> | <ul style="list-style-type: none">▪ Allow adequate wait time for students to think▪ Connect new learning to prior learning▪ Use graphic organizers to connect new learning with prior content▪ Include oral responses to allow students to explain their thinking▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals▪ Other |
| <p>-help students apply previous learning to new situations</p> | <ul style="list-style-type: none">▪ Students will use content knowledge from one subject area to demonstrate knowledge in another area (e.g. painting, music, radio show, dancing, power point)▪ Use Venn diagrams to compare and contrast previous learning to new concepts▪ Refer to previously taught skills when introducing new concepts▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals▪ Other |



| How might I ... | P-12 Strategies |
|--|---|
| <p>-encourage students to create, imagine, and innovate?</p> | <ul style="list-style-type: none"> ▪ Model constructivist methods ▪ Assign activities that include more than one method or approaching or completing the task ▪ Allow students to demonstrate understanding of the content through a variety of products (e.g. painting, music, radio show, dancing, power point) ▪ Use Socratic seminars ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals ▪ Other |
| <p>- help students to develop and use strategies and technologies for accessing knowledge and information?</p> | <ul style="list-style-type: none"> ▪ Integrate technology through the lens of instruction (e.g. choose technology to enhance learning) ▪ Provide credible resources to assist students in accessing knowledge ▪ Demonstrate appropriate use of technology ▪ Provide time for students to utilize technology to access information (e.g. internet, webcasts, podcasts, video conferencing, Skype) ▪ Provide opportunities for students to collect and analyze data ▪ Use GLAD strategies – 10/2 lecture, Observation Charts, Inquiry Charts, Comparative Input Chart, Mind Maps, Process Grids, Expert Groups, ELD reviews, Numbered Heads, Cooperative Strip Paragraphs, Writers Workshop, Learning Logs, Interactive Journals ▪ Other |

* Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.