

Teacher Growth Guide 4.2

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging		Developing		Proficient		Distinguished	
4E2) The emerging teacher...		4D2) The developing teacher also...		4P2) The proficient teacher also...		4S2) The distinguished teacher also...	
Uses a variety of instructional resources to enhance the teaching and learning process.		Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.		Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.		Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.	
Professional Frames							
<p>Evidence of Commitment <i>Lesson design includes the use of instructional resources, including technology</i></p> <p>Evidence of Practice <i>Delivered instruction includes resources and technologies to enhance the teaching and learning process</i></p> <p>Evidence of Impact <i>Students use new information and technology skills to create accurate products</i></p>		<p>Evidence of Commitment <i>Lesson design includes developmentally appropriate resources</i></p> <p>Evidence of Practice <i>Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance</i></p> <p>Evidence of Impact <i>Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions</i></p>		<p>Evidence of Commitment <i>Lesson design includes resources that promote complex thinking skills and student use of technology</i></p> <p>Evidence of Practice <i>Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills</i></p> <p>Evidence of Impact <i>Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems</i></p>		<p>Evidence of Commitment <i>Lesson design includes research-based resources and technology</i></p> <p>Evidence of Practice <i>Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others</i></p> <p>Evidence of Impact <i>Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products</i></p>	
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
<ul style="list-style-type: none"> Lesson plans/unit plans Lesson design 	<ul style="list-style-type: none"> Planned resource list including technology resources Instructional strategies list 	<ul style="list-style-type: none"> Planned Cooperative learning strategies (list) Plans for projects and activities 	<ul style="list-style-type: none"> Student learning expectations Flexible grouping plans Professional reading/research documentation
Professional Practice			
<ul style="list-style-type: none"> Selects and utilizes developmentally appropriate instructional resources including technology Adapts instructional resources to promote complex thinking and technology skills attainment Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals. 	<ul style="list-style-type: none"> Implements learning activities focused on higher order thinking and problem-solving skills Utilizes cooperative learning strategies that promote collaborative learning Utilizes class debates and other methods requiring students to defend their thinking and solutions Uses independent, collaborative and whole-class learning situations 	<ul style="list-style-type: none"> Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations 	<ul style="list-style-type: none"> Provides frequent opportunities for students to use critical thinking and problem solving Uses advanced instructional techniques to create a high level of student achievement Overall effectiveness is enhanced through the use of instructional resources and technology Serves as a resource providing collegial support and modeling
Professional Impact			
<ul style="list-style-type: none"> Student work/projects Observation of student participation in collaborative learning activities Observation/examples of student directed inquiry and problem Performance assessments data 	<ul style="list-style-type: none"> Technology literacy inventories Student assessment data Student questions/discussions (higher level questions) Student presentations/research/reports Student application/use of technology tools - demonstrations, projects, products, etc. 	<ul style="list-style-type: none"> Student feedback/comments Student reflection/journals Student structured interviews Anecdotal data and formative evaluations Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products 	<ul style="list-style-type: none"> Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) Demonstration/examples that students are able to explain their reasoning Observations or examples of students ability to pose and answer own questions pursuant to learning objectives