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| Section III: Instructional Rigor & Student Engagement | | | |
| A teacher supports and encourages a student’s commitment to initiate and complete complex inquiry-based learning requiring creative and critical thinking with attention to problem-solving. | | | |
| A. | Teacher instructs the complex processes, concepts, and principles contained in state and national standards using differentiated strategies that make instruction accessible to all students. | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| B. | **Teacher scaffolds instruction to help students reason and develop problem-solving strategies based on historical inquiry and relevant issues** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| C. | **Teacher facilitates effective classroom discussions, questioning, and learning tasks that promote higher-order thinking skills.** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| D. | **The teacher** connects social studies concepts across time (past, present, future) and place, sub-domains, and content areas. | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| E. | **Teacher challenges students to think** innovatively, critically, creatively, socially, civically and ethically about **problems and encourages/models a variety of approaches to a solution.** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| F. | **Teacher facilitates a variety of learning resources with classroom instruction to increase learning options using a variety of resources and mediums.** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| G. | **Teacher structures and facilitates ongoing formal and informal discussions based on a shared understanding of rules and discourse.** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| H. | **Teacher facilitates the application of inquiry skills into learning experiences through focus of** integrates the application of historical inquiry, value based decision making on controversial issues, examination and evaluation of public policy, critical analysis of conflicting sources of information, cause effect, problem solution, interpretive analysis of historical artifacts, and primary and secondary source documents into learning experiences. | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| I. | **Teacher clarifies and shares with students learning intentions/targets and criteria for success.** | Is this present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |

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| Domain I: Planning & Preparation (1C – 1F) | | | |
| *1C - Setting*  *Instructional*  *Outcomes* | * Most outcomes represent rigorous and important learning in the discipline. * All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. * Outcomes reflect several different types of learning and opportunities for coordination. * Outcomes take into account the varying needs of groups of students. | Are these practices present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| *1D - Demonstrating*  *Knowledge of*  *Resources* | Teacher displays awareness of resources – not only through the school and district but also through sources external to the school and on the Internet – available for classroom use, for the expansion of his or her own knowledge, and for students. | Are these practices present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| *1E - Designing*  *Coherent Instruction* | * Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. * The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. * The lesson or unit has a clear structure, with appropriate and varied use of instructional groups. | Are these practices present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |
| *1F - Designing*  *Student Assessments* | * Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. * Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. * Teacher intends to use assessment results to plan for future instruction for groups of students. | Are these practices present in the Inquiry Study created today?  Yes No | Evidence of presence and/or ways to incorporate: |