SIX – Introduction of New Knowledge

	Excellent Learning Environment ←	Proficient	Developing	Limited Learning Environment
TEACHER				
Activating Prior Knowledge	• I regularly and purposefully activate prior knowledge to engage all students.	• I activate prior knowledge to engage all students.	• I sometimes activate prior knowledge to engage all students.	• I rarely activate prior knowledge to engage all students.
	• I regularly and purposefully encourage individual interests around the new knowledge.	• I encourage individual interests around the new knowledge.	• I sometimes encourage individual interests around the new knowledge.	• I rarely encourage individual interests around the new knowledge.
Engagement	• I regularly and purposefully introduce new knowledge to hook and engage the learner.	• I introduce new knowledge to hook and engage the learner.	• I sometimes introduce new knowledge to hook and engage the learner.	• I rarely use hook and/or engage the learner.
Questioning	• I regularly and purposefully ask questions that encourage all students to make personal connections to the knowledge and skills.	• I ask questions that encourage all students to make personal connections to the knowledge and skills.	• I sometimes ask questions that encourage all students to make personal connections to the knowledge and skills.	• I rarely ask questions that encourage all students to make personal connections to the knowledge and skills.
Formative Data	• I regularly and purposefully gather formative data to inform the next instructional strategies.	• I gather formative data to inform the next instructional strategies.	• I sometimes gather formative data to inform the next instructional.	• I rarely gather formative data to inform the next instructional.
STUDENT				
Pre-Assessment	• Students regularly and purposefully demonstrate prior understanding through the pre-assessment process that recognizes differences in learning styles and ability.	• Students demonstrate prior understanding through the pre-assessment process that recognizes differences in learning styles and ability.	• Students sometimes demonstrate prior understanding through the pre-assessment process that recognizes differences in learning styles and ability.	• Students rarely demonstrate prior understanding through the pre-assessment process that recognizes differences in learning styles and ability.
Self-Reflection & Goal Setting	• Students regularly and purposefully self-reflect on their understanding of the new knowledge and set goals for further learning.	• Students self-reflect on their understanding of the new knowledge and set goals for further learning.	• Students sometimes self-reflect on their understanding of the new knowledge and set goals for further learning.	• Students rarely self-reflect on their understanding of the new knowledge and/or set goals for further learning.