# SEVEN – Experiencing and Developing the New Knowledge

| | Excellent Learning Environment ← | Proficient | Developing | Limited Learning Environment ← |
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| **TEACHER** | | | | |
| **Variety of Instructional Stragegies** | • I regularly and purposefully implements and support students by using of a variety of instructional strategies, including 21$^{st}$ Century skills, to practice the outcome(s)/learning goals (*such as nonlinguistic representation, graphic organizers, mnemonic devices, summarizing and note taking, compare & contrast, etc.*) | • I implement and support students by using a variety of instructional, including 21$^{st}$ Century skills, to practice the outcome(s)/learning goals (*such as nonlinguistic representation, graphic organizers, mnemonic devices, summarizing and note taking, compare & contrast, etc.*) | • I sometimes implement and support students by using a variety of instructional strategies, including 21$^{st}$ Century skills, to practice the outcome(s)/learning goals (*such as nonlinguistic representation, graphic organizers, mnemonic devices, summarizing and note taking, compare & contrast, etc.*). | • I rarely implement and support students by using a variety of instructional strategies to practice the outcome(s)/learning goals). |
| **Chunking** | • I regularly and purposefully give students the opportunity to interact with the outcome(s)/individual learning goals in small chunks that require descriptions, discussions, and predictions. | • I give students the opportunity to interact with the outcome(s)/individual learning goals in small chunks that require descriptions, discussions, and predictions. | • I sometimes give students the opportunity to interact with the outcome(s)/individual learning goals in small chunks that require descriptions, discussions, and predictions. | • I rarely give students the opportunity to interact with the outcome(s)/individual learning goals. |
| **Questioning** | • I regularly and purposefully use questioning techniques that require students to elaborate on and interact with the outcome(s)/individual learning goals. | • I use questioning techniques that require students to elaborate on and interact with the outcome(s)/individual learning goals. | • I sometimes use questioning techniques that facilitate student interaction with the outcome(s)/individual learning goals. | • My questioning techniques are limited. |
| **Differentiation** | • Practice activities are regularly and purposefully designed and differentiated for high engagement. Learning tasks consider ability levels, interests, readiness, and learning styles. | • Practice activities are designed and differentiated for high engagement. Learning tasks consider ability levels, interests, readiness, and learning styles. | • Practice activities are sometimes designed and differentiated for high engagement. Learning tasks sometimes consider ability levels, interests, readiness, and learning styles. | • Limited differentiation is planned. |
| **Collaboration** | • I regularly and purposefully encourage collaboration | • I encourage collaboration between students (physically or | • I sometimes encourage collaboration between students | • I rarely encourage collaboration between students (physically or |

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| | between students (physically or virtually) to develop their understanding of the outcome(s)/individual learning goals (*reciprocal teaching, jig saw, think-pair-share, etc.*). | virtually) to develop their understanding of the outcome(s)/individual learning goals (*reciprocal teaching, jig saw, think-pair-share, etc.*). | (physically or virtually) to develop their understanding of the outcome(s)/individual learning goals (*reciprocal teaching, jig saw, think-pair-share, etc.*). | virtually) to develop their understanding of the outcome(s)/individual learning goals. |
| **Review** | ● I regularly and purposefully revisit and review the outcome(s)/individual learning goals to ensure understanding. | ● I revisit and review the outcome(s)/individual learning goals to ensure understanding. | ● I sometimes revisit and review the outcome(s)/individual learning goals. | ● Limited or no review of the outcome(s)/individual learning goals is evident. |
| **STUDENT** | | | | |
| **Developing Understanding** | ● Students regularly and purposefully utilize a variety of methods to develop an understanding of the outcome(s)/individual learning goals (*compare & contrast, predictions, reciprocal teaching, academic vocabulary, etc.*) | ● Students utilize a variety of methods to develop an understanding of the outcome(s)/individual learning goals (*compare & contrast, predictions, reciprocal teaching, academic vocabulary, etc.*) | ● Students sometimes utilize a variety of methods to develop an understanding of the outcome(s/ individual learning goals (*compare & contrast, predictions, reciprocal teaching, academic vocabulary, etc.*) | ● Students rarely utilize a variety of methods to develop an understanding of the outcome(s)/ individual learning goals. |
| **Differentiation** | ● Students regularly and purposefully interact with the outcome(s)/individual learning goals based on their interests, levels of abilities, and/or learning styles. | ● Students' interaction with the outcome(s)/individual learning goals is based on their interests, levels of abilities, and/or learning styles. | ● Students' interaction with the outcome(s)/individual learning goals is sometimes based on their interests, levels of abilities, and/or learning styles. | ● Students' interaction with the outcome(s)/individual learning goals has little or no differentiation. |
| **Student Collaboration** | ● Students are regularly and purposefully involved with others (physically or virtually) as they practice or interact with the outcome(s)/individual learning goals. | ● Students are involved with others (physically or virtually) as they practice or interact with the outcome(s)/ individual learning goals. | ● Students are sometimes involved with others (physically or virtually) as they practice or interact with the outcome(s)/individual learning goals. | ● Students are rarely involved with others (physically or virtually). |
| **Engagement** | ● Regular and purposeful student engagement is evident as they interact and practice with the outcome(s)/individual learning goals. | ● Student engagement is evident as they interact and practice with the outcome(s)/individual learning goals. | Student engagement is sometimes evident as they interact and practice with the outcome(s)/individual learning goals. | ● Engagement is limited. |
| **Reflection** | ● Students regularly | ● Students practice | ● Students sometimes | ● Reflection and self- |

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| | and purposefully practice reflection and self-evaluation in relation to the outcome(s)/individual learning goals.  All students can identify what they have learned, why they have learned it and where to proceed. | reflection and self-evaluation in relation to the outcome(s)/ individual learning goals.  All students identify what they have learned, why they have learned it and where to proceed. | practice   reflection and self-evaluation in relation to the outcome(s)/learning goals. | evaluation are not evident. |
| **Homework** | ● Students regularly and purposefully complete homework. | ● Students complete homework. | ● Students sometimes complete homework. | ● Students rarely complete homework. |