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

<table>
<thead>
<tr>
<th>Essential Element 1.5</th>
<th>Not Meeting Standards</th>
<th>Developing</th>
<th>Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoting critical thinking through inquiry, problem solving, and reflection</strong></td>
<td>Questions are rapid-fire and convergent, with a single correct answer or focus on factual knowledge and comprehension. Questions do not or rarely invite student thinking. The teacher does not ask students to explain their thinking.</td>
<td>Regularly asks questions that address factual knowledge and comprehension. Rarely asks students to interpret or think critically.</td>
<td>Regularly guides students to think critically through use of questioning strategies, solving problems, and reflecting on issues in content.</td>
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</tbody>
</table>

Adapted from the Continuum of Teaching Practice
### 1.5 Promoting critical thinking through inquiry, problem solving and reflection.

*Strategies below are suggestions NOT requirements*

<table>
<thead>
<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
</thead>
</table>
| - encourage students to use multiple approaches and solutions to solve problems? | - 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, an 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  
- Other |
| - encourage students to ask critical questions and consider diverse perspectives about subject matter? | - 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  
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| provide opportunities for students to think about, discuss, and evaluate content? | - 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  
- Other |
| ask questions to facilitate discussion, clarify, and extend students’ thinking? | - 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  
- Other |
### How might I ...

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<tr>
<th>-support students to think and communicate with clarity and precision</th>
<th>P-12 Strategies</th>
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</table>
| help students apply previous learning to new situations? | - 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  
- Other |

| -help students apply previous learning to new situations | - 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  
- Other |
### How might I ...

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<th>- encourage students to create, imagine, and innovate?</th>
<th>P-12 Strategies</th>
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<td>Model constructivist methods</td>
<td>- Integrate technology through the lens of instruction (e.g. choose technology to enhance learning)</td>
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<tr>
<td>Assign activities that include more than one method or approaching or completing the task</td>
<td>- Provide credible resources to assist students in accessing knowledge</td>
</tr>
<tr>
<td>Allow students to demonstrate understanding of the content through a variety of products (e.g. painting, music, radio show, dancing, power point)</td>
<td>- Demonstrate appropriate use of technology</td>
</tr>
<tr>
<td>Use Socratic seminars</td>
<td>- Provide time for students to utilize technology to access information (e.g. internet, webcasts, podcasts, video conferencing, Skype)</td>
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<tr>
<td>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</td>
<td>- Provide opportunities for students to collect and analyze data</td>
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<td>Other</td>
<td>- 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</td>
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<th>- help students to develop and use strategies and technologies for accessing knowledge and information?</th>
<th>Other</th>
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</table>

* 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.