Teacher Quality Standard III

Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Element D

Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.

What does this element look like in virtual or hybrid teaching and learning environments?

The teacher can:

- Use think-aloud models frequently in videos/audio alongside lesson activities.
- Use whiteboard or screen sharing opportunities to make thinking transparent in recorded sessions.
- Segment learning into units for students to discuss throughout to monitor their thinking and check for understanding.
- Use and label anchor documents to help students access and reach higher levels of thinking.
- Provide instruction and modeling on how students should actively take notes to help activate thinking and record questions throughout lesson videos, links, and texts.
- Utilize whiteboard, chat, or discussion board functions to have students comment on other students' thinking.
- Plan for student work products that are intentional to help students move through stages of idea generation, creation, analysis and drawing conclusions/justifying solutions.
- Determine how students will interact with the materials to prompt different types of problem-solving (e.g., carefully constructed questions).
- Include questions that require students to make connections between the content and current socio-political ideas (within the community and globally), such as through discussion boards and chat.
- Include intentional opportunities where students prepare products to share/post for an audience, such as through an online submission tool and/or video.
- Plan and record a variety of key question types on slides at opportune times to prompt reflection.
- Plan for opportunities for students to generate their own questions using a collaborative document tool or platform.
- End the lesson with a reflective question(s) aligned to the objective for students to respond to in a collaborative document tool or platform.

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Considerations for observing this element in virtual or hybrid teaching and learning environments:

The evaluator/observer might/will:

- Monitor the educator's lesson plans for evidence of questioning strategies and/or opportunities for students to problem solve.
- Consider the use of various tools and technologies for supporting problem solving and critical thinking among students.