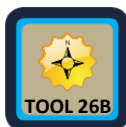




## Planning for/Observing Evidence of (Shifting) Teacher & Student Roles

DOK Levels	Teacher Roles	Evidence Planned for/Observed	Student Roles	Evidence Planned for/Observed
<b>1 Acquire Foundation</b>	<ul style="list-style-type: none"> <li>Questions to focus attention (<i>Who? What? Where? How? When?</i>)</li> <li>Directs, leads, demonstrates, defines, provides practice</li> <li>Scaffolds for access &amp; focus</li> </ul>		<ul style="list-style-type: none"> <li>Acquires vocabulary, facts, rules</li> <li>Memorizes, recites, quotes, restates</li> <li>Retrieves information</li> <li>Practices &amp; self-monitors basic skills</li> <li>Clarifies procedures, asks for support using resources, tools</li> </ul>	
<b>2 Use, Connect, Conceptualize</b>	<ul style="list-style-type: none"> <li>Questions to build schema: differentiate parts-whole, classify, draw out inferences</li> <li>Models &amp; scaffolds conceptual understanding (<i>Why? Under what conditions? Gives example/non-example?</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Explains relationships, sorts, classifies, compares, organizes information</li> <li>Makes predictions based on estimates, observations, prior knowledge</li> <li>Proposes problems or issues/questions to be investigated</li> <li>Raises conceptual or strategy questions</li> </ul>	
<b>3 Deepen &amp; Construct Meaning</b>	<ul style="list-style-type: none"> <li>Questions to probe reasoning, thinking, &amp; promote peer discourse/self-reflection; links Big Ideas (<i>How will you know/do this? Where is the evidence?</i>)</li> <li>Designs tasks requiring proof, justification, analysis of evidence quality &amp; accuracy</li> </ul>		<ul style="list-style-type: none"> <li>Uncovers relevant, accurate, credible information, flaws in a design, or proposed solution &amp; links with “Big Ideas”</li> <li>Plans how to develop supporting (hard) evidence for conclusions or claims</li> <li>Researches/tests ideas, solves non-routine problems; perseveres</li> <li>Self-assesses; Uses feedback to improve</li> </ul>	
<b>4 Extend, Transfer, Broaden Meaning</b>	<ul style="list-style-type: none"> <li>Questions to extend thinking, explore sources, broaden perspectives/Big Idea (<i>Are there potential biases? Can you propose an alternative model?</i>)</li> <li>Encourages &amp; scaffolds use of relevant &amp; valid resources, peer-to-peer discourse/self-reflection</li> </ul>		<ul style="list-style-type: none"> <li>Initiates, transfers, and <i>constructs</i> new knowledge/insights linked to “Big Ideas”</li> <li>Modifies, creates, elaborates based on analysis and interpretation of multiple sources</li> <li>Investigates real-world problems and issues; perseveres; manages time-task</li> <li>Self-assesses; Uses feedback to improve</li> </ul>	



<b>Does the teacher...</b>	<i>Record teacher /student questions, reactions, tasks, &amp; strategic supports</i>	<b>Do all students...</b>
<ol style="list-style-type: none"> <li>1. Provide accurate conceptual information, examples, models; ask questions that reflect substantive understanding of the <u>concepts &amp; builds overall schemas</u> (e.g. parts of the whole, essential criteria/characteristics). (DOK 2)</li> <li>2. Model <u>probing questions</u> and allow adequate wait time for all students (e.g., what makes you say that? Can you find/show some evidence?). Encourage all students to actively grapple with concepts and freely exchange ideas.               <ul style="list-style-type: none"> <li>o uses a range of formative probes (DOK 1-3)</li> <li>o designs lessons for student-student discourse</li> <li>o encourages self/peer assessment (DOK 3)</li> <li>o asks students to support reasoning, elaborating on examples, analyzing evidence (DOK 3)</li> </ul> </li> <li>3. Provide tasks emphasizing <b>DEEPER</b> thinking linked to Big Ideas, not simply correct answers. Tasks ask all students to make <b>AND JUSTIFY or SUPPORT</b> connections made (e.g., students cite sources; analyze relevance and accuracy of evidence). (DOK 3-4)</li> <li>4. Closely monitor all students' understanding and <b>STRATEGICALLY SCAFFOLDS</b> instruction to <u>advance/deepen student thinking</u>. Assist all students in grappling with confounding factors. (e.g., provides unambiguous mentortexts, examples &amp; non-examples, organizers, alternate models, counter points) (DOK 1-4)</li> <li>5. Provide <b>REFLECTION TIME</b> during the lesson (every 10-15 min) for all students to <u>review/react to what was learned</u> and <u>consolidate learning</u> (e.g., exit slips, peer-peer conferencing, self- or peer- assessment, such as “favorite no”). (DOK 2-4)</li> </ol>		<ol style="list-style-type: none"> <li>1. Engage in substantive discourse about concepts, relationships, observations, predictions (e.g., if- then; compare- contrast, cause-effect). (DOK 2)</li> <li>2. Provide responses that reflect real thinking, <u>not just recall of "canned answers" or basic procedural explanations</u>.               <ul style="list-style-type: none"> <li>o (DOK 2) shows conceptual understanding</li> <li>o (DOK 3) analyzes evidence; links to Big Ideas</li> <li>o (DOK 4) draws evidence across multi sources</li> </ul> </li> <li>3. Generate ideas, questions, propositions, alternative strategies, representations, examples in <u>extended tasks</u>. <b>RECORD student questions/ideas/insights</b>.               <ul style="list-style-type: none"> <li>o <b>Procedural?</b> (DOK 1-2)</li> <li>o <b>Conceptual?</b> (DOK 2)</li> <li>o <b>Contextual? Conditional?</b> (DOK 2-3)</li> <li>o <b>Problem finding</b> (DOK 3)</li> <li>o <b>Planning/Reasoning/Strategizing?</b> (DOK 3)</li> <li>o <b>Seeking or connecting sources?</b> (DOK 3-4)</li> </ul> </li> <li>4. Persevere when encountering challenges (e.g., revising/rethinking steps of multi-step tasks, try alternate approach if one does not work, self-monitors). <b>Document examples of <u>how</u> they do this.</b></li> <li>5. Do not dismiss ideas of others; can challenge each other respectfully and ask probing questions; <u>provide their own evidence, claims, qualifiers; willing to self-assess and revise thinking using feedback and success criteria.</u> (DOK 3-4)</li> </ol>