

digiCOACH Common Core Edition

Foundations: Focus

Strategies

Summary	Full Text
Post the standard for a clear focus.	When you posted the standard, you provided a clear focus for the lesson.
Refer to the standard during the lesson.	When you referred back to the standard throughout the lesson, you connected the learning back to the standard.
Concise standard provides a strong foundation.	When your standard was clear and concise, you provided a strong foundation for the lesson.
Clarify the standard to identify a focus.	When you clarified the standard to the class, your students were able to identify the focus of the lesson.
Posted standard provides foundation to build upon.	When you discussed the posted standard, you provided a foundation for students to build their learning.

Coaching Tips

Summary	Full Text
Post the standard for a clear focus.	Foundations/Focus :To provide a clear focus for the lesson, post the standard.
Refer to the standard during the lesson.	To connect the learning back to the standard, refer to it throughout the lesson.
Concise standard provides a strong foundation.	To provide a strong foundation to the lesson, post a clear and concise standard.
Clarify the standard to identify a focus.	To help students identify the focus of the lesson, clarify the standard for the class.
Posted standard provides foundation to build upon.	To provide a foundation for students to build their learning, discuss the posted standard.

Foundations: Precision

Strategies

Summary	Full Text
Narrow alignment maximizes students' learning.	When your lesson aligns the standard to a narrow focus, you maximize students' learning.
Narrow alignment between standard and task.	When your lesson reflected an alignment between the standard and task, it provided a more narrow outcome.
Narrow focus allowed more time for each topic.	When your lesson demonstrated a narrow focus, you allowed more time to be spent on each topic.
Narrow focus for deep understanding of key concepts and skills.	When your lesson demonstrated a narrow focus, you provided a deeper understanding of key concepts and skills.
Precise goal to develop mastery of fundamental concepts.	When you had a precise goal for your lesson, you allowed students time to develop mastery of fundamental concepts.

Coaching Tips

Summary	Full Text
Narrow alignment maximizes students' learning.	To maximize students' learning, align the standard to a narrow focus.
Narrow alignment between standard and task.	To provide a more narrow outcome for the lesson, align the standard and task more precisely.
Narrow focus allowed more time for each topic.	To allow more time spent on each topic, ensure the lesson has a narrow focus.
Narrow focus for deep understanding of key concepts and skills.	To provide a deep understanding of key concepts and skills, ensure the lesson has a narrow focus.
Precise goal to develop mastery of fundamental concepts.	To allow students time to develop mastery of fundamental concepts, have a precise goal for your lesson.

Foundations: Coherence

Strategies

Summary	Full Text
Utilizing standard connections extends previous learning.	When your lesson extends upon previous learning, you utilized the natural connections among standards.
Connections among standards allows time for complex concepts.	When you utilized the natural connections among standards, you were able to introduce more complex concepts.
Cohesions across disciplines simplifies the amount to be learned.	When your lesson reflected cohesions across disciplines, you simplified the amount of new material for students to learn.
Cross referencing skills supports relationships between concepts.	When your lesson was cohesive, students were able to cross-reference skills to see the relatedness of concepts.
Standard progressions facilitate application of prior skills.	When your instruction was consistent with standard progressions, you empowered students to access prior skills and apply them to new topics.

Coaching Tips

Summary	Full Text
Utilizing standard connections extends previous learning.	To extend upon previous learning, utilize connection among standards.
Connections among standards allows time for complex concepts.	To introduce more complex concepts, utilize the natural connections among standards.
Cohesions across disciplines simplifies the amount to be learned.	To simplify the amount of new material for students to learn, build cohesions across disciplines into the lesson.
Cross referencing skills supports relationships between concepts.	To support students in seeing how concepts relate, build cross-referencing of skills into the lesson.
Standard progressions facilitate application of prior skills.	To empower students to apply prior skills to new concepts, align instruction with standard progressions.

Foundations: Technology

Strategies

Summary	Full Text
Access to multimedia tools deepens understanding of concepts.	When you provided access to a range of multimedia tools, students deepened their understanding of concepts.
Use of multimedia tools broadens understanding of concepts.	When your lesson provided opportunities for students to use multimedia, you broadened their understanding of concepts.
Teacher modeling of multimedia tools promotes student use.	When your instruction included multimedia, you modeled the integration between technology and the concept for the students.
Access to multimedia tools reaches multiple learning modalities.	When you provided access to a wide range of multimedia tools, you were able to reach the different learning modalities of students.
Strategic multimedia tools support differentiated instruction.	When your lesson provided strategic multimedia tools for the students, you differentiated the instruction for individual student needs.

Coaching Tips

Summary	Full Text
Access to multimedia tools deepens understanding of concepts.	To deepen students' understanding of concepts, provide access to a range of multimedia tools.
Use of multimedia tools broadens understanding of concepts.	To broaden students' understanding of concepts, provide opportunities for students to use multimedia tools.
Teacher modeling of multimedia tools promotes student use.	To encourage the students to use multimedia tools, model their appropriate uses during instruction.
Access to multimedia tools reaches multiple learning modalities.	To reach the different learning modalities of students, provide access to a wide range of multimedia tools.
Strategic multimedia tools support differentiated instruction.	To differentiate the instruction for individual student needs, provide strategic multimedia tools for students.

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Rigor and Relevance: Tasks

Strategies

Summary	Full Text
Apply core knowledge to teach others.	When you had the students apply core knowledge to teach other students, you made the learning more meaningful.
Transfer skills to another context.	When you had the students transfer the skill to another context, you ensured that the acquired skills had relevance.
Authentic and complex problems for multiple solutions.	When you provided authentic and complex problems, students had opportunities to determine multiple solutions.
Make connections across disciplines for richer context.	When the task required students to make connections across disciplines, it provided a richer context for the lesson.
Solving real-world problems to demonstrate learning.	When you had students solve real-world problems, you provided a range of opportunities to demonstrate their learning.

Coaching Tips

Summary	Full Text
Apply core knowledge to teach others.	To make the learning more meaningful, have the students apply core knowledge by teaching other students.
Transfer skills to another context.	To ensure that acquired skills have relevance, have the students transfer the skill to another context.
Authentic and complex problems for multiple solutions.	To have students determine multiple solutions to a problem, provide them with authentic complex problems.
Make connections across disciplines for richer context.	To provide a richer context to the lesson, require students to make connections across disciplines.
Solving real-world problems to demonstrate learning.	To have students demonstrate their learning in a variety of ways, have them solve real-world problems.

Rigor and Relevance: Inquiry

Strategies

Summary	Full Text
Visual displays are relevant use of multimedia.	When you had students present information using visual displays, you facilitated relevant usage of multimedia.
Writing with digital resources is real-world communication.	When you had students produce and publish writing using digital resources, you promoted real-world communication processes.
Students evaluate the appropriate tool for the task.	When you provided access to a wide range of multimedia tools, you allowed students to evaluate the appropriate tool for the task.
Support students in managing the flow of information.	When you guided students through effective use of multimedia tools, you supported them in managing the flow of information.
Students use time strategically with digital media.	When you narrowed the range of available digital media, you focused students for strategic use of their time.

Coaching Tips

Summary	Full Text
Visual displays are relevant use of multimedia.	To facilitate relevant usage of multimedia, have students present information using visual displays.
Writing with digital resources is real-world communication.	To promote real-world communication processes, have students produce and publish writing using digital resources.
Students evaluate the appropriate tool for the task.	To have students evaluate the appropriate tool for the task, provide access to a wide range of multimedia tools.
Support students in managing the flow of information.	To support students in managing the flow of information, guide them through the effective use of multimedia tools.
Students use time strategically with digital media.	To focus students for strategic use of their time, narrow the available range of digital media.

Rigor and Relevance: Application

Strategies

Summary	Full Text
Students create solutions to apply knowledge.	When you had students create solutions to problems, you enabled them to apply knowledge in a real-world context.
Students draw from knowledge across content areas.	When you prompted students to draw from their knowledge across content areas, you created the opportunity to apply knowledge in meaningful ways.
Unpredictable situations encourage creativity and motivation.	When you allowed students to apply their learning to unpredictable situations, you encouraged their creativity and increased their motivation.
Applying knowledge to create a design.	When you had students apply knowledge to create a design, you extended the significance of the concept.
Engage in a simulation or role-play to extend the learning.	When you had students engage in a simulation or role-play around the learning, you constructed applications for the knowledge.

Coaching Tips

Summary	Full Text
Students create solutions to apply knowledge.	To have students apply knowledge in real-world context, have students create solutions to problems.
Students draw from knowledge across content areas.	To create opportunities to apply knowledge in meaningful ways, prompt students to draw from their knowledge across content areas.
Unpredictable situations encourage creativity and motivation.	To encourage the creativity and motivation of students, allow them to apply their learning to unpredictable situations.
Applying knowledge to create a design.	To extend the significance of a concept, have students apply knowledge to create a design.
Engage in a simulation or role-play to extend the learning.	To construct applications to the knowledge, have students engage in a simulation or role-play around the learning.

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Rigor and Relevance: Rigor

Strategies

Summary	Full Text
Include interacting and overlapping ideas in the lesson.	When the lesson included interacting or overlapping ideas, you challenged the students' level of thinking.
Have students justify a position from a dilemma.	When the students evaluated dilemmas from the content, it prompted them to justify a position.
Defending a position requires active participation.	When the students had to use their learning to defend a position, it required students to actively participate in the lesson.
Inquiry engages self-directed learning.	When you guided students through the stages of inquiry, they were able to engage in self-directed learning.
Inductive reasoning promotes analysis of observations and patterns.	When students had the opportunity to apply inductive reasoning, they were able to make observations, find patterns, and confirm their theories.

Coaching Tips

Summary	Full Text
Include interacting and overlapping ideas in the lesson.	To challenge the students level of thinking, include interacting or overlapping ideas in the lesson.
Have students justify a position from a dilemma.	To prompt students to justify a position, have them evaluate dilemmas from the content.
Defending a position requires active participation.	To require students to actively participate in the lesson, have them use their learning to defend a position.
Inquiry engages self-directed learning.	To engage students in self-directed learning, guide them through the stages of inquiry.
Inductive reasoning promotes analysis of observations and patterns.	To support the confirmation of a theory, provide opportunities for students to discuss observations, find patterns, and establish relevant support to confirm their findings.

Literacy Across Content Areas: Vocabulary

Strategies

Summary	Full Text
Working with a partner provides practice for vocabulary words.	When you had the students work with a partner during the lesson, it provided them with opportunities to practice the vocabulary.
Interdisciplinary connections to vocabulary synthesizes knowledge.	When you emphasized how today's vocabulary had an interdisciplinary connection, students were able to synthesizes their knowledge from other content areas.
Repeated exposure allows greater understanding of text.	When you repeatedly exposed the students to new vocabulary words, you prepared the students to read the text with greater understanding.
General academic words (Tier 2) assist with complex text.	When you exposed the students to general academic words (Tier 2), you empowered them to decipher more complex text.
Range of contexts provides reinforcement of vocabulary.	When you exposed the students to vocabulary words in a range of context, it provided them with opportunities to reinforce the vocabulary.

Coaching Tips

Summary	Full Text
Working with a partner provides practice for vocabulary words.	To provide students with opportunities to practice the vocabulary, have them work with a partner during the lesson.
Interdisciplinary connections to vocabulary synthesizes knowledge.	To assist students in synthesizing their knowledge from other content areas, emphasize vocabulary that has interdisciplinary connections.
Repeated exposure allows greater understanding of text.	To prepare students to read text with greater understanding, repeatedly expose them to new vocabulary words.
General academic words (Tier 2) assist with complex text.	To empower students with deciphering more complex text, expose students to general academic words (Tier 2).
Range of contexts provides reinforcement of vocabulary.	To provide students with opportunities to reinforce the vocabulary, expose the students with a wide range of contexts for the words.

Literacy Across Content Areas: Complex Text

Strategies

Summary	Full Text
Text from a range of disciplines strengthens literacy skills.	By providing your students with complex text from a range of disciplines, you are strengthening their literacy skills across the curriculum.
Text with multiple levels of meaning promotes critical thinking.	When you provided your students complex text with multiple levels of meaning, you promoted critical thinking and exchange of ideas.
Text with unconventional structures for a wider variety of literature.	When you created opportunities for students to interact with complex text containing unconventional structures, you expose them to a wider variety of literature.
Challenge students' perspectives with texts that contain opposition.	When you incorporated complex text with perspectives in opposition to the students', you challenged them to think about alternative points of view.
Minimal scaffolding to acquire skills, concentration, and stamina.	When you had the students comprehend primary sources with minimal scaffolding, students acquired the skills, concentration, and stamina to read texts independently.

Coaching Tips

Summary	Full Text
Text from a range of disciplines strengthens literacy skills.	To strengthen literacy skills across the curriculum, provide students with complex text from a range of disciplines.
Text with multiple levels of meaning promotes critical thinking.	To promote critical thinking and exchange of ideas, provide students with complex text with multiple levels of meaning.
Text with unconventional structures for a wider variety of literature.	To expose students to a wider variety of literature, create opportunities for students to interact with complex text containing unconventional structures.
Challenge students' perspectives with texts that contain opposition.	To challenge students to think about alternative points of view, incorporate complex text with perspectives in opposition to those of the students.
Minimal scaffolding to acquire skills, concentration, and stamina.	For students to acquire the skills, concentration, and stamina needed to comprehend primary sources independently, have them read with minimal scaffolding.

Literacy Across Content Areas: Evidence

Strategies

Summary	Full Text
Defending claims prompts a rigorous examination of the topic.	When you had the students defend a claim, you required students to conduct a rigorous examination of the topic.
Supporting claims with evidence is thinking at higher levels of cognition.	When you had the students support their claim with evidence, you caused your students to think at higher levels of cognition.
Credible evidence leads to well-reasoned and logical arguments.	When you had students select credible evidence to support their claims, it allowed them to construct a well-reasoned and logical argument.
Validate analyses with relevant facts and evidence from the text.	When you had students defend their interpretations with evidence from the text, you required them to validate their analysis with relevant facts.
Evidence from multiple sources creates more sound arguments.	When you had students compile evidence from multiple sources, they were able to formulate more sound arguments.

Coaching Tips

Summary	Full Text
Defending claims prompts a rigorous examination of the topic.	To conduct a rigorous examination of a topic, have students defend their claims.
Supporting claims with evidence is thinking at higher levels of cognition.	To cause students to think at higher levels of cognition, have them support their claims with evidence.
Credible evidence leads to well-reasoned and logical arguments.	To allow students to construct well-reasoned and logical arguments, have them select credible evidence to support their claims.
Validate analyses with relevant facts and evidence from the text.	To require students to validate their analysis with relevant facts, have them defend their interpretations with evidence from the text.
Evidence from multiple sources creates more sound arguments.	To have students formulate more sound arguments, have them compile evidence from multiple sources.

Literacy Across Content Areas: Writing

Strategies

Summary	Full Text
Students write a synthesis as part of the learning process.	When you had students write a synthesis about the parts of a particular topic, you required them to use writing as part of their learning process.
Students complete a Think-Pair-Write-Share as Formative Assessment	When you had students complete a Think-Pair-Write-Share during the lesson, you added a Formative Assessment component to guide instruction.
Student writing opportunities promote active learning and engagement	When you provided students with writing opportunities during instruction, you promoted active learning and engaged involvement in class.
Student writing tasks strengthen fluency and clarity	When you had the students complete a writing task related to the learning objective, you strengthened their overall fluency and clarity of writing.
Students engage in collaborative writing opportunities to raise discussion level	When you had students engage in collaborative writing opportunities, it raised the level of discussion about the topic and continued the learning.

Coaching Tips

Summary	Full Text
Students write a synthesis as part of the learning process.	To require students to use writing as part of their learning process, have them write a synthesis about the parts of a particular topic.
Students complete a Think-Pair-Write-Share as Formative Assessment	To add a Formative Assessment component to guide instruction, have the students complete a Think-Pair-Write-Share during the lesson.
Student writing opportunities promote active learning and engagement	To promote active learning and engaged involvement in class, provide students with writing opportunities during instruction.
Student writing tasks strengthen fluency and clarity	To strengthen the students' overall fluency and clarity of writing, have them complete a writing task related to the learning objective.
Students engage in collaborative writing opportunities to raise discussion level	To raise the level of discussion about the topic and continue the learning, have students engage in collaborative writing opportunities.

Thinking Process: Procedural Fluency

Strategies

Summary	Full Text
Introduce new skill with clear model of procedure	When you introduced a new skill with a clear model of the procedure, you demonstrated your expectation for the desired level of automaticity students will need for fluency.
Segment the learning objective into separate skills	When you segmented the learning objective into separate skills within a larger procedure, you create a manageable set of skills for students to master.
Students practice microprocedures frequently throughout the lesson	When students practiced microprocedures frequently throughout the lesson, they were able to connect separate skills to develop procedural fluency.
Involve students in well-structured opportunities to practice a procedure	When you involved students in well-structured opportunities to practice a procedure, you guided the development of their fluency.
Design practice tasks around fluency development to maximize student efficiency	When you designed guided practice tasks focused around fluency development, you maximized students' success towards efficiency.

Coaching Tips

Summary	Full Text
Introduce new skill with clear model of procedure	To demonstrate your expectation for the desired level of automaticity students will need for fluency, introduce a new skill with a clear model of the procedure.
Segment the learning objective into separate skills	To create a manageable set of skills for students to master, segment the learning objective into separate skills within a larger procedure.
Students practice microprocedures frequently throughout the lesson	To connect separate skills to develop procedural fluency, have students practice microprocedures frequently throughout the lesson.
Involve students in well-structured opportunities to practice a procedure	To guide the development of students' fluency, involve them in well-structured opportunities to practice a procedure.
Design practice tasks around fluency development to maximize student efficiency	To maximize students' success towards efficiency, design guided practice tasks around fluency development.

Thinking Process: Conceptual Understanding

Strategies

Summary	Full Text
Students identify simple relationships between concepts and their main ideas	When you had students identify simple relationships between concepts, you provided a meaningful structure for linking main ideas to a central concept.
Students use models to complete a problem-solving task	When you had students use models to complete a problem-solving task, you created an opportunity for them to demonstrate their conceptual understanding of the learning objective.
Students identify examples and non-examples of a concept	When the task required students to identify examples and non-examples of a concept, it reinforced the attributes of the concept.
Students build conceptual hierarchies	When you had the students build conceptual hierarchies, you challenged them to align the relationships within the concept.
Concept webs provide a framework for more complex understandings	When you guided students through the completion of a concept web, you provided a framework to scaffold their understandings from simple to more complex.

Coaching Tips

Summary	Full Text
Students identify simple relationships between concepts and their main ideas	To provide a meaningful structure for linking main ideas to a central concept, have students identify simple relationships between concepts.
Students use models to complete a problem-solving task	To create an opportunity for students to demonstrate their conceptual understanding of the learning objective, have them use models to complete a problem-solving task.
Students identify examples and non-examples of a concept	To reinforce the attributes of a concept, have the task require students to identify examples and non-examples of a concept.
Students build conceptual hierarchies	To challenge students to align the relationships within a concept, have them build conceptual hierarchies.
Concept webs provide a framework for more complex understandings	To provide a framework for students to scaffold their understandings from simple to more complex, guide them through the completion of a concept web.

Thinking Process: Evaluation

Strategies

Summary	Full Text
Students use reason and logic to defend claims or solutions	When you had students defend their claim or solution, you provided an opportunity for them to reason and use logic.
Examples of misinformation prompt students to assess validity	When you provided examples of specific situations that often involve misinformation, such as fake websites, you prompted students to assess the validity of the information.
Students utilize cue words to distinguish between fact and opinion	When you had the students utilize cue words within documents, such as "I think . . ." and "I feel . . .", you provided them with a concrete strategy for distinguishing between fact and opinion.
Argumentation opportunities demonstrate evaluation of evidence	When the students participated in formal argumentation opportunities, such as debates and editorials, they demonstrated their evaluation of evidence to formulate a position.
Develop evaluations skills by conducting and presenting research	When you had the students engage in opportunities to conduct and present research, you fostered the development of their evaluation skills.

Coaching Tips

Summary	Full Text
Students use reason and logic to defend claims or solutions	To provide an opportunity for students to reason and use logic, have them defend a claim or solution.
Examples of misinformation prompt students to assess validity	To prompt students to assess the validity of information, provide examples of specific situations that often involve misinformation, such as fake websites.
Students utilize cue words to distinguish between fact and opinion	To provided students with a concrete strategy for distinguishing between fact and opinion, have them utilize cue words within documents, such as "I think . . ." and "I feel . . .".
Argumentation opportunities demonstrate evaluation of evidence	To have students demonstrate their evaluation of evidence used to formulate a position, have them participate in formal argumentation opportunities, such as debates and editorials.
Develop evaluations skills by conducting and presenting research	To foster the development of students' evaluation skills, have them engage in opportunities to conduct and present research.

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Thinking Process: Extension

Strategies

Summary	Full Text
Simulation activities create interests and persistence of effort	When the students extended the topic to a simulation activity, such as a virtual tour, it created a consistency of interests and persistence of effort.
Arguing opposing positions challenges students to persevere through a concept	When your lesson provided an opportunity for students to argue opposing positions, it challenged them to process and persevere through the complexity of a concept.
Cooperative learning encourages students to work steadfastly towards a common goal	When you had the students extend concepts for complexity during a cooperative learning activity, you allowed the the students to work steadfastly on one goal over a period of time.
Presentations or exhibitions provide sustained practice and expertise	When the students extended the concept through a culminating project, such as a presentation or exhibition, it provided an opportunity for sustained practice and content expertise.
Self-assessment internalizes successful strategies and reinforces mindsets	When the students reflected during a self-assessment of their performance upon completion of a task, it provided them with an opportunity to internalize successful strategies to reinforce mindsets.

Coaching Tips

Summary	Full Text
Simulation activities create interests and persistence of effort	To create a consistency of student interests and persistence of effort, have them extend the topic to a simulation activity, such as a virtual tour.
Arguing opposing positions challenges students to persevere through a concept	To challenge students to process and persevere through the complexity of a concept, provide opportunities for students to argue opposing positions.
Cooperative learning encourages students to work steadfastly towards a common goal	To encourage students to work steadfastly on one goal over a period of time, have them extend concepts for complexity during a cooperative learning activity.
Presentations or exhibitions provide sustained practice and expertise	To provide an opportunity for sustained practice and content expertise, have students extend the concept through a culminating project, such as a presentation or exhibition.
Self-assessment internalizes successful strategies and reinforces mindsets	To provide students with an opportunity to internalize successful strategies and reinforce mindsets, have them reflect with a self-assessment of their performance upon completion of a task.

College and Career Readiness: Communication

Strategies

Summary	Full Text
Students describe thought process to others.	When you had the students describe their thought process to others, it strengthened their verbal communication skills.
Students engage in explicit listening activities.	When you had the students engage in an explicit listening activity, you promoted real-world interpersonal skills.
Students reflect and respond to peers' opinions.	When you prompted students to reflect and respond to their peers' opinions, you encouraged respectful dialogue.
Students use multiple registers to communicate.	When students responded for a particular audience in writing, you strengthened their awareness of the multiple registers needed to communicate in diverse environments.
Students use the language of the discipline.	When you had students use the language of the discipline, you maximized their ability to transfer communication skills to a related context.

Coaching Tips

Summary	Full Text
Students describe thought process to others.	To strengthen the verbal communication skills of students, have them describe their thought process to others.
Students engage in explicit listening activities.	To promote real-world interpersonal skills for students, have them engage in an explicit listening activity.
Students reflect and respond to peers' opinions.	To encourage a respectful dialogue among students, have them reflect and respond to their peers' opinions.
Students use multiple registers to communicate.	To strengthen students' awareness of the multiple registers needed to communicate in diverse environments, have them respond in writing for a particular audience.
Students use the language of the discipline.	To maximize students' ability to transfer communication skills to a related context, have them use the language of the discipline.

College and Career Readiness: Collaboration

Strategies

Summary	Full Text
Structure the task around rich discussion.	When you structured the task around rich discussion, you provided students opportunities to demonstrate their ability to collaborate with others.
Collaborative environment with flexibility and compromise	When the learning task required students to exercise flexibility, it promoted a willingness to compromise in a real-world collaborative environment.
Shared responsibility embedded in the learning task.	When shared responsibility was embedded in the learning task, students were able to work within the constructs of a dynamic group to accomplish a common goal.
Sentence frames facilitate the use of academic language.	When you provided sentence frames to facilitate the use of academic language, you supported rich discussion during student collaboration.
KWL charts provide reflection towards collective learning goals.	When you had groups of students complete and share KWL charts, it provided students the opportunity to reflect and process ideas for their collective learning goals.

Coaching Tips

Summary	Full Text
Structure the task around rich discussion.	To provide students opportunities to demonstrate their ability to collaborate with others, structure the learning task around rich discussion.
Collaborative environment with flexibility and compromise	To promote a willingness to compromise in a real-world collaborative environment, the learning task should require students to exercise flexibility.
Shared responsibility embedded in the learning task.	To foster students' ability to work within the constructs of a dynamic group to accomplish a common goal, embed shared responsibility in the learning task.
Sentence frames facilitate the use of academic language.	To support rich discussion during student collaboration, provide sentence frames to facilitate the use of academic language.
KWL charts provide reflection towards collective learning goals.	To guide student processing of ideas and reflection towards collective learning goals, have groups of students complete and share KWL charts.

College and Career Readiness: Critical Thinking

Strategies

Summary	Full Text
Students use a rubric to assess themselves	When you had students generate a rubric and use it to assess themselves, you facilitated critical reflection of their progress towards the learning objective.
Students utilize an Anticipation Guide before content instruction	When you had students utilize an Anticipation Guide before content instruction, you structured opportunities for students to review, reflect upon, and modify their answers.
Students select from several graphic organizers	When students were given autonomy in selecting from several graphic organizers, they demonstrated their ability to evaluate their own learning style.
Students use self-generated notes to explain learning	When students used their self-generated notes to explain what they have learned, it created opportunities for them to think critically about the content.
Students initiate think-aloud questions prior to writing	When you had students initiate the use of think-aloud questions in academic conversations prior to writing, you scaffolded their critical thinking process.

Coaching Tips

Summary	Full Text
Students use a rubric to assess themselves	To facilitate the students' critical reflection of their progress towards the learning objective, have them generate a rubric and use it to assess themselves.
Students utilize an Anticipation Guide before content instruction	To structure opportunities for students to review, reflect upon, and modify their answers, utilize an Anticipation Guide before content instruction.
Students select from several graphic organizers	To have students demonstrate their ability to evaluate their own learning style, give them autonomy in selecting from several graphic organizers.
Students use self-generated notes to explain learning	To create opportunities for students to think critically about the content, have them use their self-generated notes to explain what they learned.
Students initiate think-aloud questions prior to writing	To scaffold the students' critical thinking process, have them initiate the use of think-aloud questions in academic conversation prior to writing.

College and Career Readiness: Creativity

Strategies

Summary	Full Text
Brainstorming activities encourage new ideas and ambiguity	When you led students through a brainstorming activity, you encouraged them to be open to new ideas and tolerant of ambiguity.
Students suggest hypotheses in response to open ended questions	When you had students suggest hypotheses in response to an open-ended question, you prompted an analysis and evaluation of the evidence for possible solution.
Students think in original and flexible ways	When you posed questions that prompted students to change their initial ideas or see things from a different perspective, you challenged them to think in original and flexible ways.
Students apply imagination within the context of a lesson	When you provided students an opportunity to speculate possible outcomes for solving a problem, you fostered their ability to apply imagination within the context of the lesson.
Students take risks and view failures as opportunities to learn	When students engaged in structured extension activities, you established a foundation for them to take risks and view failures as opportunities to learn.

Coaching Tips

Summary	Full Text
Brainstorming activities encourage new ideas and ambiguity	To encourage students to be open to new ideas and tolerant of ambiguity, lead them through a brainstorming activity.
Students suggest hypotheses in response to open ended questions	To prompt an analysis and evaluation of the evidence for possible solutions, have students suggest hypotheses in response to an open-ended question.
Students think in original and flexible ways	To challenge students to think in original and flexible ways, pose questions that prompt them to change their initial ideas or see things from a different perspective.
Students apply imagination within the context of a lesson	To foster students' ability to apply imagination within the context of the lesson, provide students an opportunity to speculate possible outcomes for solving a problem.
Students take risks and view failures as opportunities to learn	To establish a foundation for students to take risks and view failures as opportunities to learn, have them engage in structured extension activities.