

# Critical Thinking and Problem Solving

Students will think critically to deepen understanding, make informed decisions, and solve real-world problems using appropriate tools and resources.

	<b>Foundation</b> (Teacher directed, recall of information, foundational knowledge)	<b>Adoption</b> (Teacher directed elements - teaching the skills/the how)	<b>Adaptation</b> (Student freedom, scaffolded approach)	<b>Infusion</b> (Student-centered, researching global resources, integrated - part of natural practice/the learning environment - student empowerment)
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Directs questioning and student responses</li> <li>• Provides class assignments that emphasize recall and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Directly instructs on and/or models effective questioning, critical thinking and problem solving strategies and use of appropriate tools and resources</li> <li>• Provides opportunities for students to make decisions and solve basic problems with guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunities for students to think critically to deepen understanding, make informed decisions and solve real-world problems</li> <li>• Supports students as they engage challenges and problems purposefully</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates and formatively assesses student-chosen tasks where students are engaged in deeper understanding, informed decision making, and real-world problem solving</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>• Responds to, but does not justify, their answers to teacher-initiated questions</li> <li>• Works on class assignments through collection of knowledge</li> <li>• Works from a single or imposed perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to higher order questions</li> <li>• Justifies their decision-making or problem-solving practices when prompted</li> <li>• Applies teacher selected tools to think critically and solve problems</li> <li>• Works from more than one perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in open-ended learning experiences that require higher order thinking skills</li> <li>• Justifies decision-making or problem-solving practices without prompting</li> <li>• Applies student selected tools to think critically and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Selects the most appropriate tools, as well as questioning, critical thinking, and problem solving strategies to solve real-world problems</li> <li>• Considers how student-selected real-world problems can be solved in various ways given multiple perspectives</li> <li>• Reflects on their decisions and solutions and set goals for the future</li> </ul>





# *New Kent County Public Schools - Instructional Framework*

08/01/2015

*Modified:*

# Research and Information Literacy

Students will access and evaluate information through guided and independent research opportunities using appropriate tools and resources to create meaning, make informed decisions and generate products.

	<b>Foundation</b> (Teacher directed, recall of information, foundational knowledge)	<b>Adoption</b> (Teacher directed elements - teaching the skills/the how)	<b>Adaptation</b> (Student-centered, scaffolded approach)	<b>Infusion</b> ( Student-centered, researching global resources, integrated - part of natural practice/the learning environment - student empowerment)
<b>Teacher</b>	<ul style="list-style-type: none"> <li>• Directs student use of print and digital resources</li> <li>• Provides print and digital resources for research and information acquisition</li> <li>• States topic and questions to be researched</li> </ul>	<ul style="list-style-type: none"> <li>• Directly instructs search techniques and analysis of various information sources</li> <li>• Directly instructs how to determine the validity and accuracy of sources</li> </ul>	<ul style="list-style-type: none"> <li>• Models strategies to guide student inquiry and investigation</li> <li>• Supports students as they acquire, evaluate, and apply information</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates and formatively assesses real-world tasks where students are engaged in research and using information fluently</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>• Acquires information using provided resources</li> <li>• Follows teacher direction to complete class assignments</li> <li>• Responds to, but does not expand upon teacher prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Locates, acquires, and documents the source of information.</li> <li>• Applies search techniques demonstrated by teacher.</li> <li>• Responds to class assignments that prompt analysis of information</li> </ul>	<ul style="list-style-type: none"> <li>• Constructs questions to guide research.</li> <li>• Critiques and selects information from a variety of resources</li> <li>• Selects most appropriate tools to organize information and address real-world tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate tools to evaluate and utilize information</li> <li>• Uses tools to assemble, present, and interact with information</li> <li>• Uses information and resources to accomplish real-world tasks</li> </ul>



# Communication and Collaboration

Students will communicate and collaborate effectively to reach a common goal or create a product. Students will reach a variety of audiences using appropriate tools and resources.

	<b>Foundation</b> (Teacher directed, recall of information, foundational knowledge)	<b>Adoption</b> (Teacher directed elements - teaching the skills/the how)	<b>Adaptation</b> (Student freedom, scaffolded approach)	<b>Infusion</b> ( Student-centered, researching global resources, integrated - part of natural practice/the learning environment - student empowerment)
<b>Teacher</b>	<ul style="list-style-type: none"> <li>Provides information and assignment expectations with limited student interaction</li> <li>Initiates and regulates communication opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Directly instructs on use of approved communication methods and associated digital tools</li> <li>Defines structures for student communication within the classroom</li> <li>Provides opportunities and structures for students to work in groups on class assignments</li> </ul>	<ul style="list-style-type: none"> <li>Models effective communication and digital tools</li> <li>Teaches students how to collaborate without direct supervision</li> <li>Provides opportunities for students to make global connections</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates and formatively assesses real-world tasks where students are engaged in meaningful communication and purposeful collaboration</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>Works independently or in a small group toward a common product without collaborating</li> <li>Relies on teacher prompts to ask questions or communicate with others</li> </ul>	<ul style="list-style-type: none"> <li>Works in teacher-selected groups with defined roles to accomplish class assignments</li> <li>Uses approved digital tools to communicate and collaborate within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Communicates with audiences within and beyond the classroom</li> <li>Uses appropriate digital tools to facilitate collaboration</li> <li>Assumes one or more roles within their team to more effectively create collaborative products</li> </ul>	<ul style="list-style-type: none"> <li>Selects appropriate digital tools to communicate and collaborate with peers and experts, regardless of time zone or physical distance</li> <li>Reflects on their roles as communicators and collaborators and set goals for future growth</li> </ul>

# Creativity and Imagination



**Students will apply research methods, critical thinking and problem solving skills, and effective communication tools to develop original ideas, create products, and voice their learning in a variety of ways.**

	<b>Foundation</b> (Teacher directed, recall of information, foundational knowledge)	<b>Adoption</b> (Teacher directed elements - teaching the skills/the how)	<b>Adaptation</b> (Student freedom, scaffolded approach)	<b>Infusion</b> ( Student-centered, researching global resources, integrated - part of natural practice/the learning environment - student empowerment)
<b>Teacher</b>	<ul style="list-style-type: none"> <li>Provides instruction that gives minimal options for student choice</li> <li>Provides assignments that emphasize student products over process</li> <li>Instruction is limited to specific content without opportunities for expansion</li> </ul>	<ul style="list-style-type: none"> <li>Provides instruction that accommodates a limited range of learning styles, interests and abilities.</li> <li>Encourages the students to see trends and connections between subject matter and current events</li> </ul>	<ul style="list-style-type: none"> <li>models strategic risk taking, creativity and craftsmanship in instruction</li> <li>designs opportunities for students to utilize skills from the other three focus areas to address an authentic task</li> </ul>	<ul style="list-style-type: none"> <li>Develops, facilitates and assesses a learning environment where students are regularly engaged in opportunities involving creativity and innovation</li> <li>Allows for student creativity and innovation to guide instructional process</li> </ul>
<b>Student</b>	<ul style="list-style-type: none"> <li>Creates standard products following the teacher directions</li> <li>Responds to teacher direction to complete class assignments</li> </ul>	<ul style="list-style-type: none"> <li>Engages in activities that allow for some aspects of personal choice to generate new ideas</li> <li>Questions, summarizes, and makes predictions on the student's existing knowledge using provided digital tools/resources</li> </ul>	<ul style="list-style-type: none"> <li>Creates meaningful, original work within the assignment parameters</li> <li>Analyzes trends and make predictions that inspire new solutions to authentic tasks</li> <li>Applies existing knowledge to create new ideas and products</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes existing knowledge to create new ideas and products that extend the parameters of the assignment</li> <li>Takes risks that support innovation</li> <li>Reflects on the creative/innovation process and sets goals for the future</li> </ul>

