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# ANALYTICAL AND CRITICAL THINKING

## ■ Guiding Questions

- Is student work focused around big, important themes and concepts? Are there considerations for all learners to access the work?
- What role have students taken in choosing the themes and concepts that are central to class? Is there a way to give them more choice?
- Are students provided with opportunities to perform further research on the themes discussed in class?
- Are students able to apply concepts learned in class to practical scenarios or authentic learning experiences?
- Are all assessments aligned cognitively with standards, learning goals, instruction, and learning activities?
- Do learning activities and assessments allow students to engage in complex and messy problem-solving? Are there scaffolds in place in case they are needed?
- Which tech programs could you utilize to deepen student learning? Which programs will help you craft activities that land higher on Bloom's Taxonomy?
- Have students set goals for mastering learning? Are they tracking those goals? Can students have more ownership over meeting the goals?