

Supporting Rigorous Instructional Practices

| Content What students learn and think about | Evidence | |
|--|--|---|
| | Observable | Non-observable |
| Selection of rigorous instructional materials: Provocative, Ambiguous, Complex and/or Emotional | Teacher Behaviors Looks Like / Sounds Like: Student Behaviors Looks Like / Sounds Like: | What are the questions that can be asked about teacher planning? What are the questions that can be asked of students? |
| Cognitive dissonance | | |
| Relevant content | | |
| Multiple sources of rich content | | |
| Focus on issues and big ideas | | |
| Emphasis on depth not coverage | | |
| Integration of thematic units and enduring understandings | | |
| Critical thinking skills | | |
| Essential questions | | |