



# COMPETENCY 7: Critical Thinking

(EDUCATOR ACCOMPLISHED PRACTICE 7: *Critical Thinking*)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Effectively integrates critical thinking into planning</i>	<ul style="list-style-type: none"> <li>Works with department, team, grade-level, school-wide or district-wide performance standards to identify higher-order thinking skills and designs and implements training</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes student performance standards to identify associated higher-order thinking skills, and designs and implements individualized and group learning strategies to evoke these higher order skills</li> </ul>	<ul style="list-style-type: none"> <li>Designs and implements learning and performance strategies to evoke higher-order skills</li> </ul>	<ul style="list-style-type: none"> <li>Infrequently implements learning strategies and performance strategies to evoke higher-order skills</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of implementation of learning strategies to evoke higher-order skills</li> </ul>
<i>Effectively integrates critical thinking into instruction</i>	<ul style="list-style-type: none"> <li>Works with department, team, grade-level, school-wide or district-wide to assist colleagues and educational professionals in the development of lessons or activities that effectively integrate higher order thinking skills into the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Assists students in designing and completing open-ended projects and assignments that involve the need to gather information and solve authentic problems</li> <li>Poses problems, dilemmas, and questions in individual and cooperative lessons that involve value knowledge and that require evaluative thinking</li> <li>Using a variety of strategies (including modeling) instills in students the habit of applying the rules of evidence that govern the acceptability of judgments and conclusions</li> <li>Using a variety of strategies (including modeling), inculcates in students the habit of evaluating the reliability of data, the plausibility of claims, or the validity of interpretations in the field of study</li> <li>Poses age-appropriate questions and dilemmas whose solutions or implications are ambiguous, and assists students in developing habits of the mind sufficient to tolerate such ambiguity, and to make decisions despite incomplete or contradictory data</li> </ul>	<ul style="list-style-type: none"> <li>Assists students in completing assignments that involve gathering information to help solve problems</li> <li>Poses problems and questions in lessons that involve value knowledge and evaluative thinking</li> <li>Assists students in applying the rules of evidence that govern the acceptability of conclusions</li> <li>Guides students in evaluating the reliability of data, or the plausibility of claims or interpretations in the field of study</li> <li>Values the various instructional roles of the teacher (e.g., instructor, diagnostician, designer, coach, mentor, audience, critic, model, etc.) and frequently assumes these roles as indicated by the lesson at hand or by specific student needs, including the needs of exceptional students and students of diverse academic, cultural, or linguistic backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Infrequently or ineffectively implements lessons that involve evaluative thinking</li> <li>Infrequently or ineffectively assists students in applying the rules of evidence that govern the acceptability of conclusions</li> <li>Infrequently or ineffectively guides students in evaluating the plausibility of claims or interpretations in the field of study</li> </ul>	<ul style="list-style-type: none"> <li>Assumes only a limited number of teacher-centered instructional roles</li> <li>No evidence of integration of strategies designed to evoke higher level thinking</li> <li>Ineffectively implements assignments that involve gathering information to help solve problems</li> </ul>
<i>Effectively integrates critical thinking into assessment</i>	<ul style="list-style-type: none"> <li>Facilitates or instructs educational professionals in adjusting assessment strategies in response to student need</li> </ul>	<ul style="list-style-type: none"> <li>Monitors student work and adjusts individualized assessment strategies in response to student needs and successes in creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Monitors student work and adjusts assessment strategies in response to student needs and successes in creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Monitors student work but rarely adjusts assessment strategies in response to student needs and successes in creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of critical thinking skill integration into assessment practice</li> </ul>