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| **Indicator** | **Exemplary** | **Proficient** |
| **Thinking** | The teacher thoroughly teaches three types of thinking:   * analytical thinking where students analyze, compare and contrast, and evaluate and explain information. * practical thinking where students use, apply, and implement what they learn in real-life scenarios. * creative thinking where students create, design, imagine and suppose. * research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.   The teacher consistently provides opportunities where students:   * generate a variety of ideas and alternatives. * analyze problems from multiple perspectives and viewpoints. * monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | The teacher thoroughly teaches two types of thinking:   * analytical thinking where students analyze, compare and contrast, and evaluate and explain information. * practical thinking where students use, apply, and implement what they learn in real-life scenarios. * creative thinking where students create, design, imagine and suppose. * research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.   The teacher regularly provides opportunities where students:   * generate a variety of ideas and alternatives. * analyze problems from multiple perspectives and viewpoints. |
| **Problem Solving** | The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solutions * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements activities that teach and reinforce 2 of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing |
| **Description of Qualifying Measures** | Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning. | Some Evidence of Student Centered Learning/ Student Ownership of Learning- Teacher Facilitates the Learning. |

**Protocol for Planning Video Coaching**

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| 1. **Why?** (teacher need) | 3. **How?** a) What worked in the lesson? What evidence do we have of student mastery and progress? b) What student and teacher behaviors showed evidence of the area we’re focus on? c) What did I see that I could use? d) When can I (the teacher) try a little something different in the next week? |
| 1. **What?** (rubric descriptor and video to focus on) | 4. **When?** (time and space to talk with teacher) |

**Protocol for Planning Video Coaching**

|  |  |
| --- | --- |
| 1. **Why?** (teacher name and need) | 3. **How?**  a) What worked in the lesson? What evidence do we have of student mastery and progress?  b) What student and teacher behaviors showed evidence of the area we’re focus on?  c) What did I see that I could use?  d) When can I (the teacher) try a little something different in the next week? |
| 1. **What?** (rubric descriptor and video to focus on) | 4. **When?** (time and space to talk with teacher) |

**Resources**

**Educator Effectiveness:** [**https://ed.sc.gov/educators/educator-effectiveness/**](https://ed.sc.gov/educators/educator-effectiveness/)

**Leadership Development:** [**https://ed.sc.gov/educators/school-and-district-administrators/**](https://ed.sc.gov/educators/school-and-district-administrators/)