Teaching Strategies

Consistent use of scaffolding techniques.

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Implied	Partially Observed	Fully Implemented
One scaffolding technique was used briefly during the observed lesson.	A couple of scaffolding techniques were used in isolation and did not support the instruction of content presented during the lesson.	Appropriate scaffolding techniques were used throughout the lesson and provided support of content information.

	Examples of Scaffolding Techniques
	▪ Modeling ▪ Visuals ▪ Gestures ▪ Demonstrations ▪ Guided practice ▪ Preview/review ▪ Review of key vocabulary

Use of a variety of questioning types (Bloom's Taxonomy).

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Implied	Partially Observed	Fully Implemented
Questions are geared at the knowledge or comprehension level and do not extend students' thinking.	Questions are derived from two or three levels of Bloom's Taxonomy but do little to extend students' thinking.	Questions reflect a balance of all levels of Bloom's Taxonomy.

Vocabulary is explicitly taught.

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Implied	Partially Observed	Fully Implemented
Vocabulary related to the lesson is posted on the board or word wall but is not explicitly taught during observed time.	Vocabulary is briefly explained during the observed time but taught in depth.	Vocabulary is introduced, taught, and reinforced during observed time.