|  |  |  |
| --- | --- | --- |
| **Component** | **Students…** | **The Teacher…** |
| **Standards and IB components**(Key and Related Concepts, Statements & Questions of Inquiry, Global Contexts(TKES Standard1) | * Use and explain the major components of the standard Statement of Inquiry in class discussions and activities. **(You do)**
 | * Explains the connection of the standard to the student task and the Statement of Inquiry. **( I do)**
* Uses the language of the standards and IB language throughout the class period. **(I do, We do, You do together, You do)**
* Performance based objective and vocabulary (related to the lesson) should be posted in **large print** in front of class.
 |
| **Flexible Grouping and Differentiation**(TKES Standard 4 & Standard 6) | * Work in various types of groups throughout the class period.**(You do together)**
* Contribute purposefully during group work. **(You do together)**
 | * Facilitates learning by walking around the room, providing feedback, adjusting instruction, and monitoring progress. **( I do)**
* Uses various types of formative assessment to determine groups and to design leaning tasks.**( I do)**
 |
| **Inquiry-Based Learning**(TKES Standard 2 & Standard 3) | * Work independently and with others to investigate real-world problems.**(You do together)**
* Question, collaborate, and discuss concepts, problems/issues, texts, artifacts, etc.**(You do together)**
* Engage in discussions about factual, conceptual, and debatable questions.**(We do, You do together)**
* Uses academic vocabulary.
 | * Limits teacher-centered practices (e.g., worksheets, and lectures.) **( I do)**
* Provides opportunities for students to demonstrate learning through purposeful, student-centered tasks. **(I do)**
* Facilitates learning with creative problem solving, interdisciplinary connections, and real-world application. ( **I do, We do)**
* Facilitates discussions around factual, conceptual, and debatable inquiry questions.  **(I do, We do)**
* Spend time breaking down the objectives for students.
* Uses academic vocabulary
* Current Learning anchor charts are posted to units of students.
 |
| **Approaches to Learning**(TKES Standard 1) | * Are actively reflecting on their work.**(You do)**
* Take ownership of their own learning by setting goals, evaluating their own work, and explaining how they understand and learn best.**(You do)**
* Manage their own behavior so that they can use class time wisely.**(You do)**
 | * Structures activities that provide opportunities for meaningful feedback and reflection. **( I do)**
* Models reflection and approaches to learning skills. **(I do)**
* Current student data displayed
 |
| **Literacy & Content Integration**(TKES Standards 2 &8) | * Use discipline-specific purposes for their writing. **(We do, You do together, You do)**
* Write evidence-based explanations to synthesize information and to demonstrate learning of content. **(We do, You do together, You do)**
* Read and support evaluations of engaging text. **(We do, You do together, You do)**
 | * Uses engaging content and texts that promote multiple interpretations. **(I do, We do)**
* Connects reading and writing tasks to real-world topics and audiences and to multiple content areas.  **(I do, We do)**
 |

**MYP Instructional Practices: A Classroom Description**