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| **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**