**Framework Implementation Guide**

**Close and Critical Reading**

Strategy: Thinking Maps

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| **Critical Component**  **(Non-negotiable)** | **Ideal “Gold Standard” of Implementation** | **Acceptable Variation of Implementation** | **Unacceptable Variation of Implementation** |
| Planning (process) | Thinking Maps are blended and part of the lesson plan.  Thinking Maps are intentional. | Teacher plans when to use Thinking Maps, but the method of which Thinking Map may change. | Thinking Maps happen on the fly—it is not planned. |
| Student Evidence (process) | Teacher collects student evidence through products, observations, and conferences.  Teacher triangulates data to adjust instruction. | Teacher occasionally collects student’s Thinking Maps as evidence through products, observations, and conferences. | Teacher collects student’s Thinking Maps as evidence from products only.  Data is not triangulated to adjust instruction. |
| Student and Teacher Analysis (process) | Students analyze their work in relation to the learning targets and across multiple Thinking Maps.  Analysis occurs within the lesson and after the lesson is finished.  Teacher plans to use Thinking Maps as tools to generate data for analysis. | Students analyze their work in relation to the learning targets, but not across multiple Thinking Maps  Analysis occurs within the lesson. | Students do not analyze their own work.  Analysis occurs only after the lesson is finished. |
| Instructional Decisions (process) | Teacher intentionally analyzes student evidence with next steps in mind.  Students make own decisions on learning tactics and make adjustments through self and peer assessment. | Teacher does not plan when and how to make instructional revisions. Decisions are made during instruction. | Students do not make their own learning decisions and adjustments.  Teacher analyzes student evidence summatively.  Instructional revisions are not based on the learning targets. |
| Activating prior knowledge (strategy) | Teacher uses Thinking Maps to activate prior knowledge of students when new information is presented or when reviewing.  Activating prior knowledge activities are part of the planned process. | Teacher occasionally uses Thinking Maps to activate prior knowledge of students. | Teacher does not include Thinking Maps to activate prior knowledge. |
| Self-Assessment (strategy) | Teacher models Thinking Maps and students are given guided practice.  Students are given the opportunity to gauge their learning in relation to the learning target.  Teachers provide the opportunity for students to compare their learning to a set of standards (criteria). |  | Students are not given the opportunity to self-assess. |
| Actionable (feedback) | Students are given the opportunity to use feedback.  Students are able to self-adjust based on the feedback. |  | Students are not given the opportunity to use the feedback to adjust their learning. |

