








What trend(s) do you notice in scholar work?

- ☐ Fails to use relevant evidence to prove their answer
- ☐ Summarizing or restating question without making an argument
- ☐ All scholar work has near identical answers
- ☐ Articulates overly vague responses that do not demonstrate full understanding of the question or content
- ☐ Responses contain inaccuracies

What is the connection between these trends and teacher practice?

-  Teachers have accepted answers in class discussion and written work that contain accurate information, regardless of if they fully answer the question being asked or demonstrate an understanding of the big ideas.
-  Teachers have a misunderstanding of the content, which has led to inaccuracies in scholar work.
-  Teachers have failed to think flexibly and value arguments from multiple perspectives, resulting in a narrow range of accepted responses in discussion and written work.

What should an instructional manager do to support teacher practice?

-  Have a planning meeting with the teacher focused on understanding the content and exemplar response.
-  Have the teacher film themselves teaching a lesson. Watch the video together to debrief and give feedback on how the teacher presses scholars to articulate answers that have strong arguments.
-  Ensure the teacher understands the difference between responses that are a summary of facts versus arguments supported by accurate evidence.
-  Ensure the teacher understands the main idea/concept and intellectually prepared to lead a discussion rooted in the text/problem.