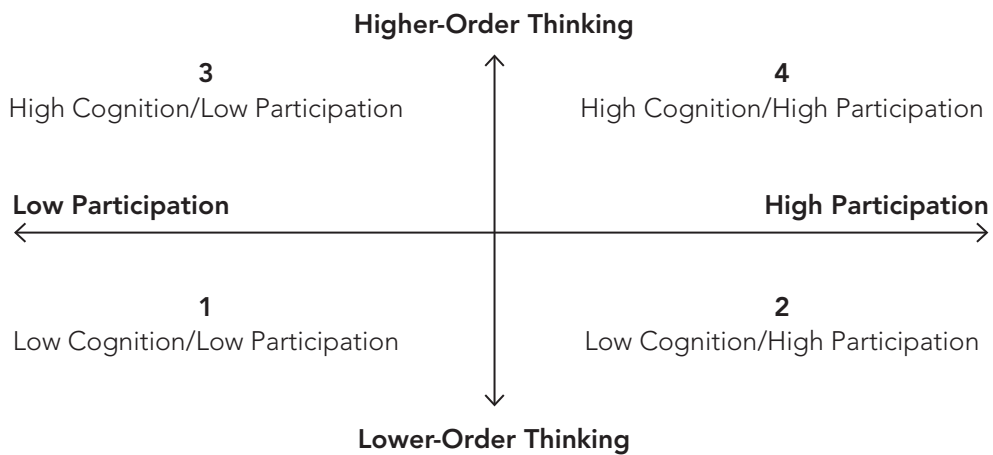


TPT Cognitive Engagement Model

Analyze one lesson that you taught this week. Place lesson elements into the appropriate quadrant of the TPT Cognitive Engagement Model. Identify what opportunities existed for your students to use higher-order thinking. Consider these questions: What were the prompts that you used? How many of your students were required to show evidence that they had processed those higher-order prompts?

Figure 2.1: Total Participation Techniques—Cognitive Engagement Quadrants



Source: From *Total Participation Techniques* (p. 15), by P. Himmele and W. Himmele, 2011, Alexandria, VA: ASCD. Reprinted with permission.

Identify the higher-order big ideas in the lesson.

How did you ensure that students were able to articulate these big ideas and deeper concepts? If you did not, how could you do so in the future?

In what areas could you improve an upcoming unit to promote cognitive engagement for all students?