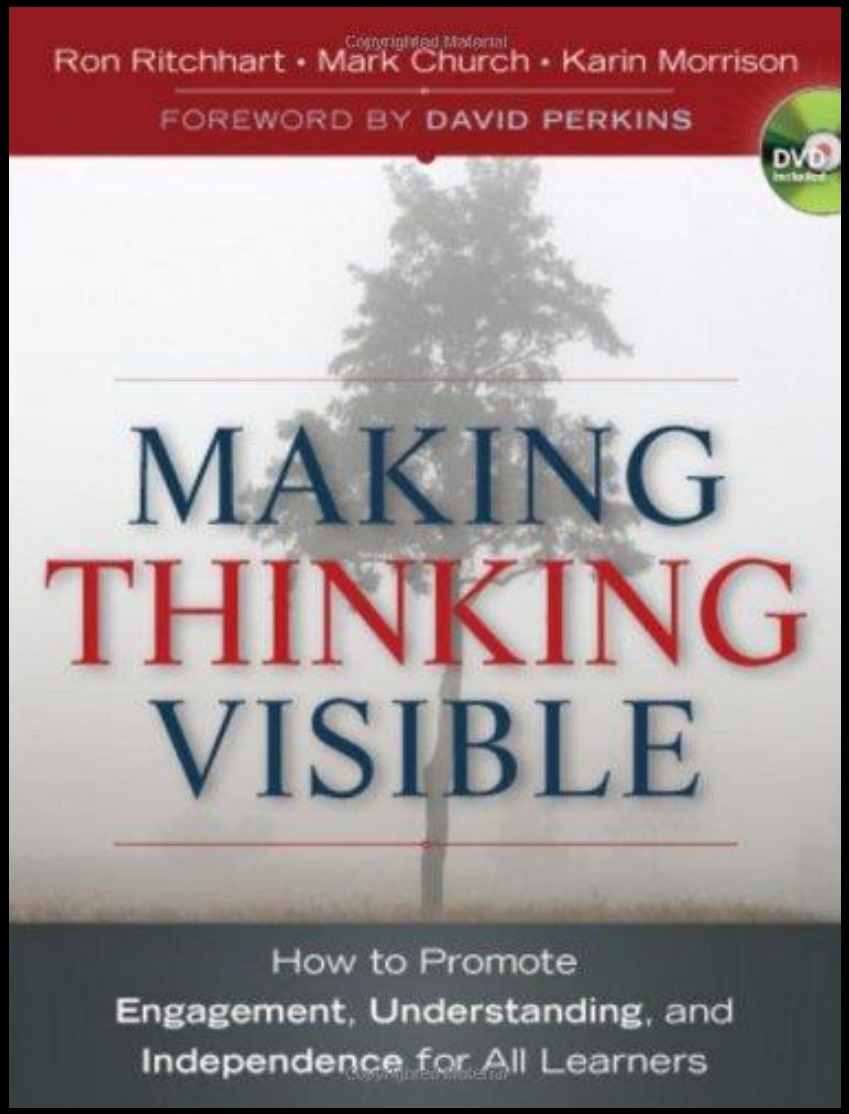

Michele McCurdy

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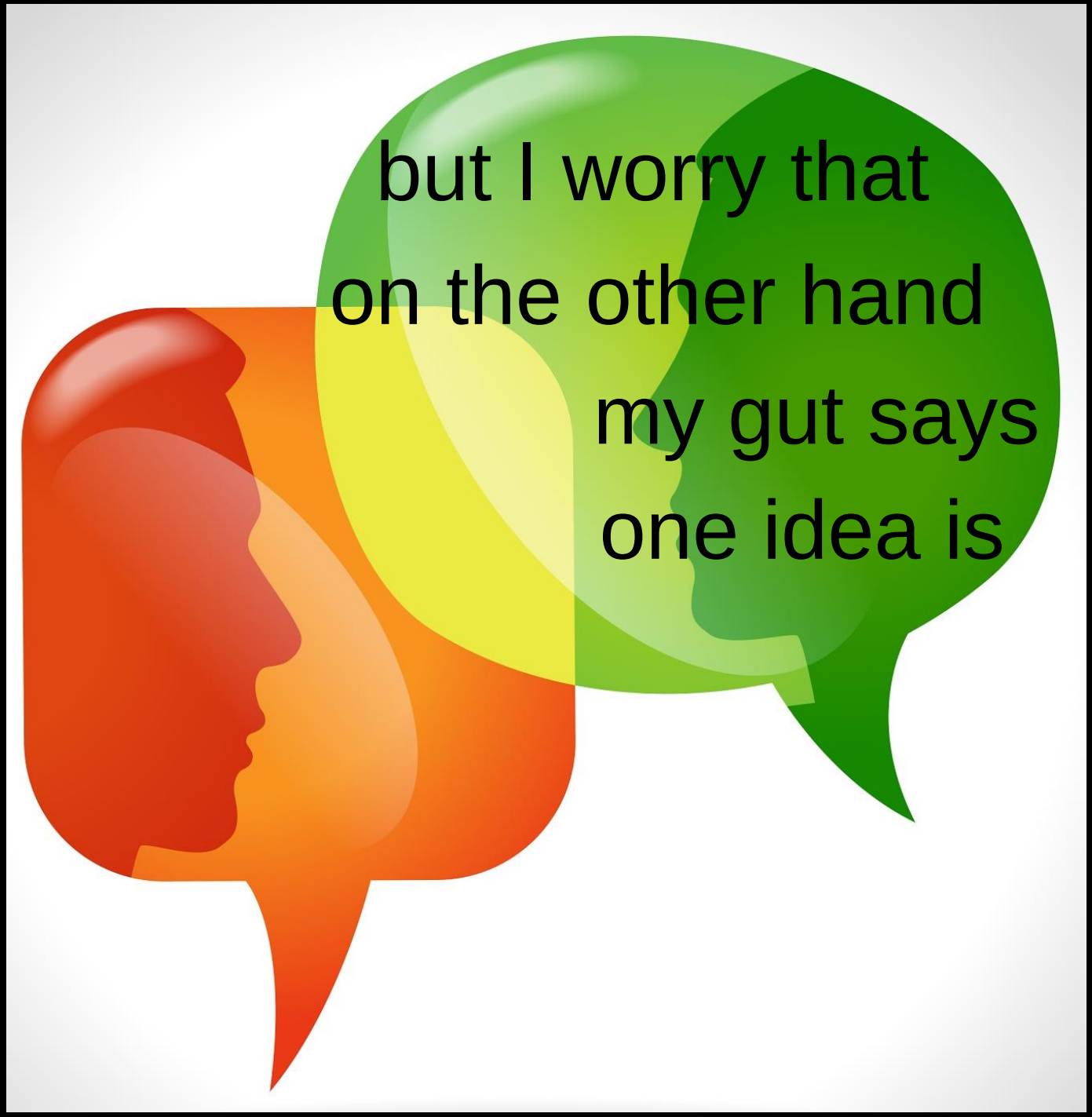
I will be immersed in a student learning experience to discover the importance of making thinking visible.

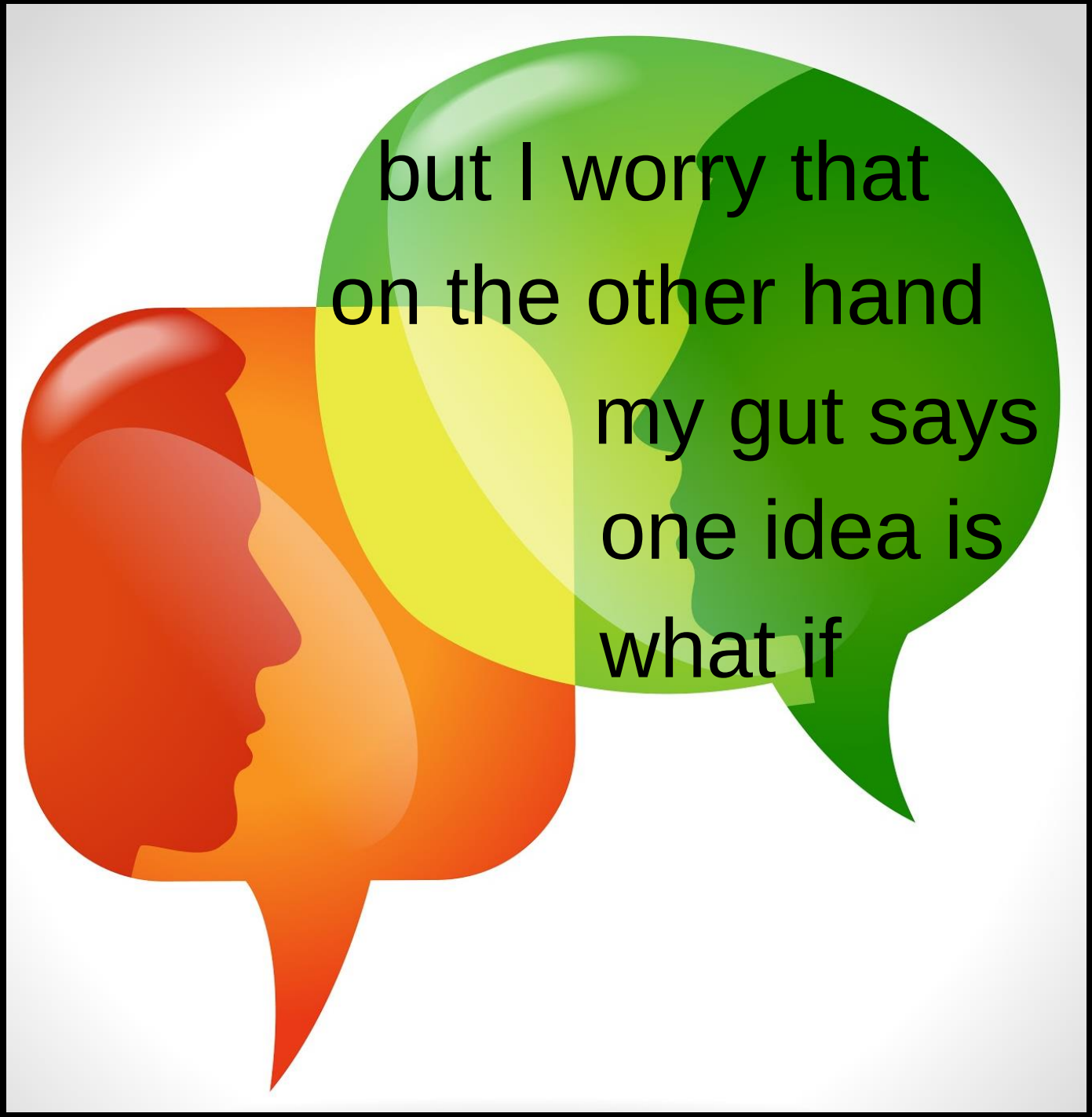
Write what you think this phone conversation was about.
What was the rest of the story?

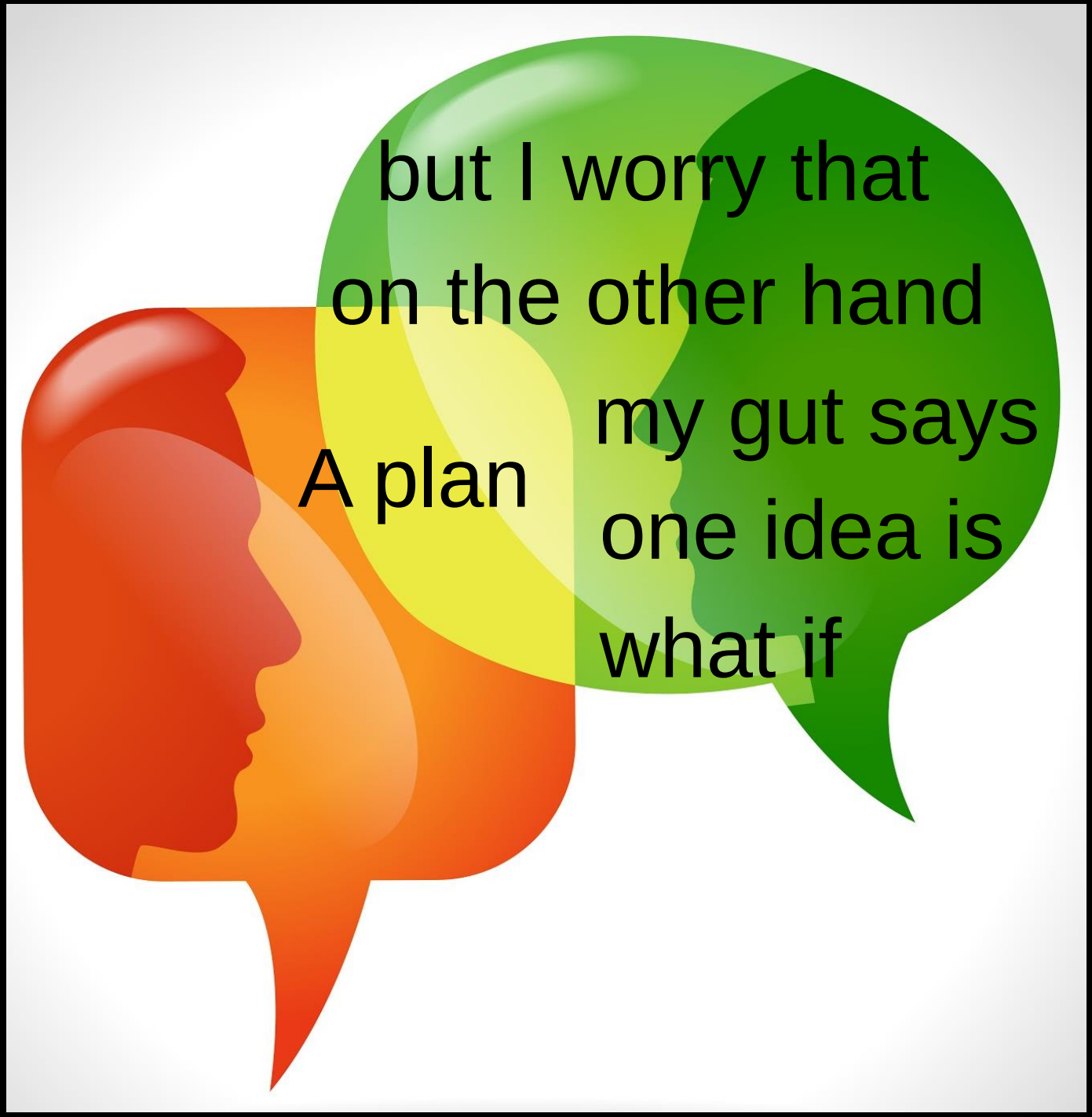

but I worry that


but I worry that
on the other hand


but I worry that
on the other hand
my gut says


but I worry that
on the other hand
my gut says
one idea is


but I worry that
on the other hand
my gut says
one idea is
what if


but I worry that
on the other hand
my gut says
A plan
one idea is
what if

Look at teaching through Lens of Thinking

What kinds of thinking do you value and want to promote in your classroom?

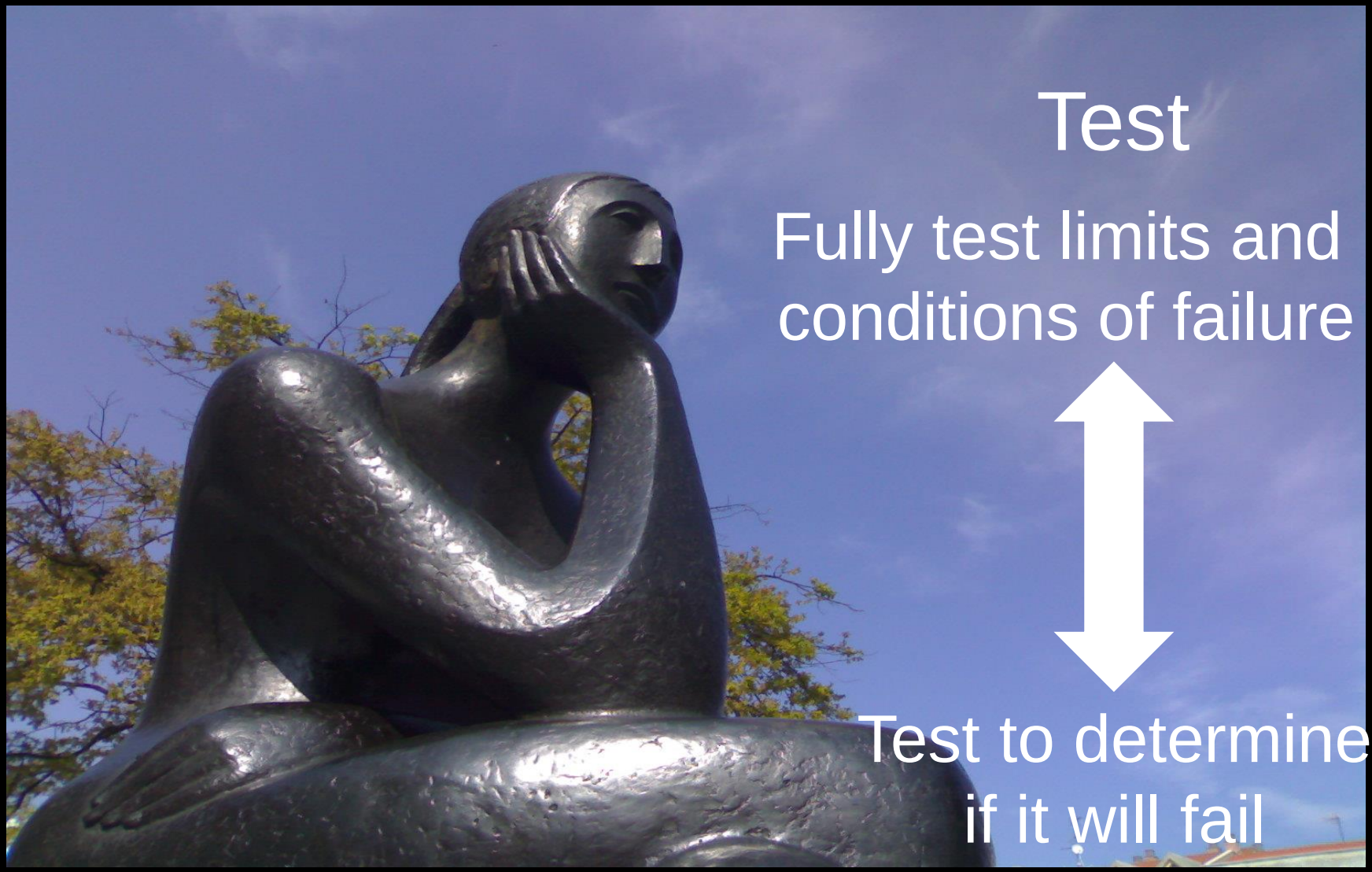
Think of one of your past lessons, what kinds of thinking did the lesson force students to do?

Think of one of your past lessons, what kinds of thinking did the lesson force students to do?

Focus Thinking

Focus Thinking

Focus Thinking



Focus Thinking

Focus Thinking

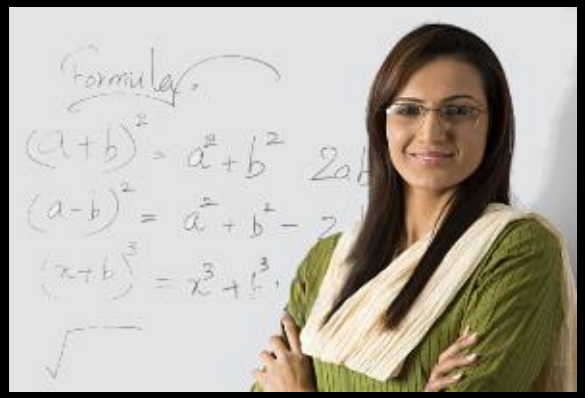
Create Actions List

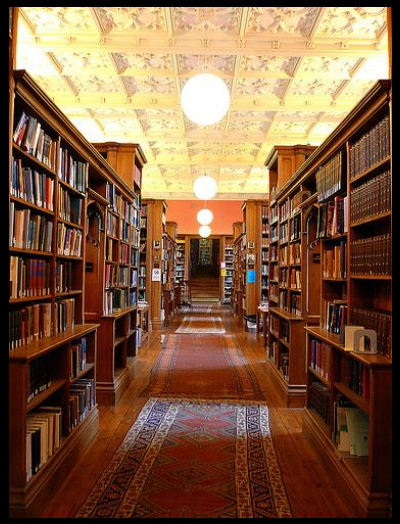
Create Authentic List

Create Remembered List

Compare List

Kinds of Thinking





High Leverage Thinking Moves

(for Understanding)

1. Observing closely and describing what's there.
2. Building explanations and interpretations.
3. Reasoning with evidence.
4. Making connections
5. Considering different viewpoints and perspectives.
6. Capturing the heart and forming conclusions.
7. Wondering and asking questions.
8. Uncovering complexity and going below the surface of things.

High Leverage Thinking Moves

(for Problem Solving, Decision Making and Forming Judgements)

1. Identifying patterns and making generalizations.
2. Generalizing possibilities and alternatives.
3. Evaluating evidence, arguments, and actions.
4. Formulating plans and monitoring actions.
5. Identifying claims, assumptions, and bias.
6. Clarifying priorities, conditions, and what is known.

Being clear in our own minds about kinds of thinking we want students to do.

Leads to more effective instructional planning

Where opportunities are created for the kinds of thinking we value and want to make the expectation.

Allowing us to target and promote those valued types of thinking in our questioning and interactions with students.

Making students thinking about thinking visible.

Observe and Explain

Observe and Explain

Write what you have observed and explain why you think it happened. Use drawings to help with explanation.

Observe and Explain

State any questions you have. I wonder……

Share Initial Observations

T – “What makes you say that?” to help students elaborate on their observations.

Switch - Observe and Explain

Write what you have observed and explain why you think it happened. Use drawings to help with explanation.

Share Reactions and Discuss

By allowing students theories to be the object of continual
DISCUSSION, JUSTIFICATION, and REFINEMENT
we allow students to be in charge of
DEVELOPING THEIR UNDERSTANDING
and not merely provide information
for memorization on a test.

MYST Thinking Protocol

ME, YOU, SPACE, TIME: "MYST"

A routine to help teachers prepare and reflect on making thinking visible.

Me:	How do I make my own thinking visible?
You:	How do I make my students' thinking visible?
Space:	How is space in the classroom organized to help facilitate thinking?
Time:	How do I give thinking time? How does thinking develop over time?

Ask yourself the following questions. Think about what you do now in your classroom. Try to capture ideas to use in the future, too.

When we reduce the amount of thinking we ask of our students, we reduce the amount of learning as well.

1. Reflect on a lesson from the past few weeks – **redesign the lesson to increase the amount of thinking**?

2. How can you **make this increased thinking visible** so you can respond to students learning needs?

“Children grow into the intellectual life of those around them” (p. 88).

What are my students learning about learning?

What messages am I sending through the opportunities I create for my students about what learning is and how learning happens?