Group Norms…

- At your table, silently and independently generate norms that will make group collaboration function well
- Share out within your group when you are finished
- Share out to the large group

# Group Norms

- Be present - Don't pull away
  - Hurts you and it hurts the group
  - In the words of Doc Brown "We could light a fire with the brain power in this room!"
- Value diverse perspectives and offer idea freely
- Honor complexity - give space to grapple with ideas, insights, confusions, questions
- Take risks
- Use honesty
- Give time to process ideas

Cultures of Thinking

What is Learning?

- Learning is a product of thinking.
- Lesson plans should involve what thinking students should do.
- Learning and thinking are a collective enterprise.
- Learning occurs at the point of challenge.
- Enter learning at a low threshold but have a HIGH CEILING.
- Learning is provisional and changes over time.
- Learning is an active process - get personally involved.
- Questions drive learning but are also outcomes of learning as well.
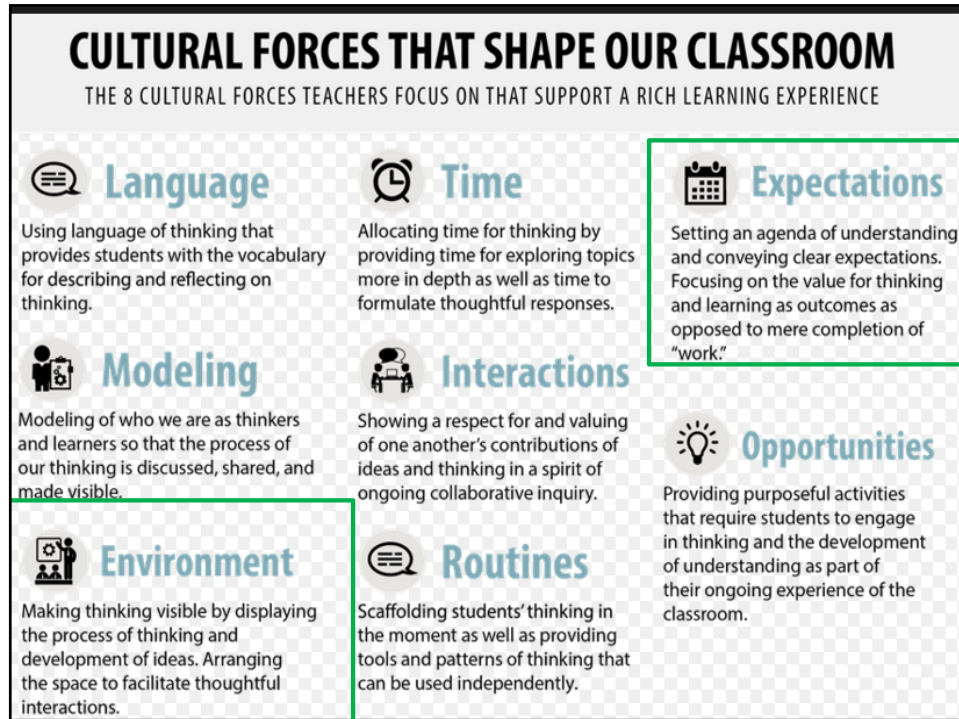
What is the thinking you want students to have?
Can students identify the kind of thinking you value?
How do assignments/activities support that?

Expectations

Setting an agenda of understanding and conveying clear expectations. Focusing on the value for thinking and learning as outcomes as opposed to mere completion of "work."

Standards vs. Expectations

Standards:

What we expect **OF** students

- ▶ Learning targets
- ▶ Assignments
- ▶ Grades
- ▶ Participation
- ▶ behavior

Expectations:

What we expect **FOR** students

Standards	Expectations
Surface Learning	Deep Learning
Knowledge	Understanding
Work	Learning

- Create a learning focus – what is your end goal?
- Challenge and question students beyond knowledge-based, surface level information
  - Move away from mastery
  - Make connections
  - Move towards application
  - Get students THINKING about what they are content
    - When they are challenged to think for themselves and make connections – THEY LEARN!

Video:

Showcase Expectations

Notice the…

- Teacher prompting and instructions.
- No memorization.
- But more so thinking WHY? What was the issue?
- What is the justification?
- Showcase of student work – challenge students to reflect on work beginning to end – re-visit!

Video:
Showcase Expectations

Is this evident in your class? 1.

Think about your classroom and daily expectations…

▶ Is there a "developed understanding" of the goal of the classroom activity and lessons versus knowledge acquisition only?

  ▶ Where? How so?

▶ Are thinking and learning occurring versus completion of work?

  ▶ Where? How so?

▶ Student independence is being actively cultivated so that students are not dependent on the teacher to answer all questions and direct all activity.

  ▶ Where? How so?

1.
Expectations

2. Place examples of lessons/activities that support your understanding and learning goals.

Is this evident in your class? 1.

Think about your classroom and daily expectations…

▶ Is there a "developed understanding" of the goal of the classroom activity and lessons versus knowledge acquisition only?
  ▶ Where? How so?

▶ Are thinking and learning occurring versus completion of work?
  ▶ Where? How so?

▶ Student independence is being actively cultivated so that students are not dependent on the teacher to answer all questions and direct all activity.
  ▶ Where? How so?

Is this evident in your class?   2.

▶ Place examples of lessons & activities that support your understanding and learning goals.

▶ Draw lines connecting your lessons & activities to your list of daily expectations.

▶ Along the lines, state how the lessons & activities support the expectations.

Share out with your table

As a group,
create a common
concept map
illustrating thinking and learning
in your classroom
and across the curriculum .

Physical Environment

What words come to mind when viewing this classroom?

What words come to mind when viewing this classroom?

Classroom A

Classroom B

Environment

Why do schools look the way they do?
Schools developed and grew out of the effort to end child labor
- School = children's work
- Factory Model of schooling→ standardization, efficiency, control
- Cells and Bells- equating classrooms not only with factories but with prisons

Environment

Learners benefit from the records and documentation of the group's learning journey. This practice allows both individuals and the group to see where they have been, recognize growth, make connections, and raise new questions *(Ritchhart, Church, Morrison 244)*

Creating Environments to Enhance Learning and Build Culture : Four Fronts

Visibility: **inspire** through showing quality of work, **invite** opportunities to reflect on and interact with the documentation and **inform**

Flexibility: desk arrangement, building of zones for different activities, movement

Comfort: light, color, temperature and noise (light and temp are top factors!)

Invitational Quality: Classrooms are individual homes, shaped by the community with great pride of ownership
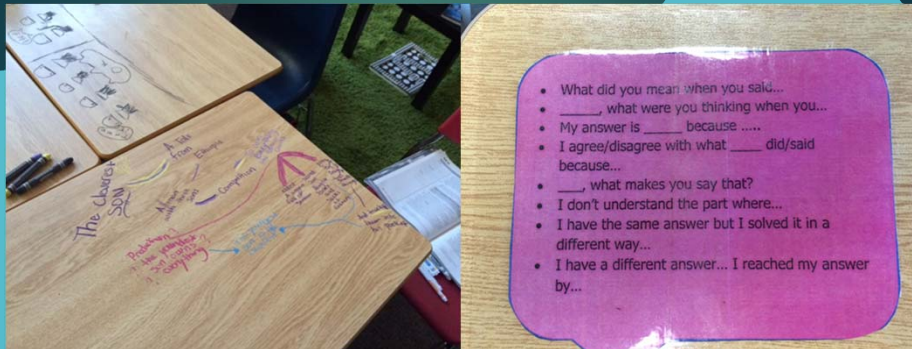
Ron Clark Academy: Atlanta, GA

Environment

Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.

Desks

Natalie James's classroom, Reuther Middle School

No Desks

Michael Medvinsky's
classroom,
West Hills Middle
School

Steps to help you transform your classroom environment

Below is a list of five ideas to consider when creating a Culture of Thinking in your classroom

1. Displays in the room inspire learning in the subject area and connect students to the larger world of ideas by displaying positive messages about learning and thinking.

2. The space in your classroom is arranged to facilitate thoughtful interactions, collaborations, and discussion.

3. The wall displays have an ongoing, inchoate, and/or dialogic nature to them versus only static display of finished work.

4. A variety of ways are used to document and capture thinking, including technology.

5. A visitor would be able to discern what is cared about and valued when it comes to learning

Ghost Walk

What messages can you identify when teachers and students aren't present?

1. What is the invitational quality of the room?
2. What kinds are thinking and learning are valued?

Claim: _____ is taking place by evidence of....

Support: I know this because......

Question: I don't understand/ I wonder why...

Pulling evidence from RHS

1. Staying with your groups, travel to classrooms around RHS.

2. Evaluate and provide constructive feedback on these 2 Cultural Forces:
   - ▶ *Environment*
   - ▶ *Expectations*