Who’s doing the heavy lifting?

bit.ly/CIC18Day

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What: I can use strategies that prompt students to think critically

How: By hearing about 5 strategies and reflecting on a graphic organizer as to how these strategies apply to my content and grade level

Why: ____________?
Beliefs:

All students can and will think at high levels given the right conditions and appropriate scaffolding.

We become better critical thinkers with practice.
Teaching \hspace{1cm} \rightarrow \hspace{1cm} Learning
Passive learners \hspace{1cm} \rightarrow \hspace{1cm} Active learners
Teacher centered \hspace{1cm} \rightarrow \hspace{1cm} Student centered

Graphic organizer

1:00

1
Ask better questions
Critical thinkers wrestle with important questions.
Planning Your Questions in Advance -
Dr. Dylan William

“Calling on someone should be the last thing you do.”

DOK question stems
Costa’s Levels of Thinking
100 Q’s that Promote Mathematical Discourse
Social Studies Question Stems by Strand

“Calling on someone should be the last thing you do.”
Ask better questions
Draft some questions to cause thinking for a current or upcoming unit.

How might you structure the responses to ensure all students engage with the question(s)?

Opinion & prediction
Critical thinkers seek evidence to confirm or disprove their ideas and make changes accordingly.
“The responsive reader is present, in mind and heart, when he is reading the text. Rather than simply collecting facts or trying to remember information, that unless it matters, will remain pointless, he is trying make sense.”

Opinion and Prediction

Before learning → Students make a prediction/form an opinion and explain their thinking

During learning → Students seek evidence that proves/disproves initial thinking

After learning → Student reflect if prediction was accurate or opinion changed and why. How were my assumptions challenged?

Evidence log

Online Polling

The Envelope Please...
Opinion/Prediction

Plan an opinion or prediction prompt that would apply to a current or upcoming unit.

How will you collect their initial thoughts and how will students revisit or reflect on their opinions or predictions after the learning?

3

Rank and defend

Critical thinkers assign value and can explain their reasoning.

Students rank concepts and justify their thinking
Teacher or students could generate list for ranking
Opinion based (no correct answer)
Discussion pairs well with 4 corner debate or Socratic Seminar

Rank and Defend
Examples:

- Who would win in a debate between Andrew Jackson & Donald Trump?
- Determine 3 ways to solve the problem and explain which is best.
- List 4 major effects of the Great Depression from least to most impactful on the United States today.
- Would you rather live in a world powered completely by solar power or by fossil fuels? Why?
- What are the top 10 key terms from this unit? Star the top key term and explain what makes it the most important.
- Rank the characters in the story from most changed to least changed.
- List 5 reasons Cesar was betrayed, starting the top reason.

Rank and defend

Plan a rank and defend question or prompt that would apply to a current or upcoming unit.
Critical thinkers make explicit connections between discrete concepts.

- Students make explicit connections between concepts:
  - within a unit
  - across units
  - across grade levels
  - across disciplines

Connect the dots
Vocabulary dominos
Concept mapping
Conceptual connections

Brainstorm concepts in a current or upcoming unit that you would like students to make conceptual connections between.

2:00

Peer & self assessment

Critical thinkers evaluate work and products against criteria.
The most ubiquitous form of evaluation, grading, is so much a part of the school landscape that we easily overlook its utter uselessness as actionable feedback. Grades are here to stay, no doubt — but that doesn’t mean we should rely on them as a major source of feedback.

- Grant Wiggins

Tools for self and peer assessment

- Scored exemplars
- Rubrics or quality criteria
- Modeling evaluative thinking
- Time spent defining constructive criticism with feedback examples
Ideas for peer and self-assessment

Peer assess, agree/disagree
Students peer assess work. Recipient of feedback determine whether he/she agrees/disagrees and why. Unresolved disputes go to second assessor and/or the teacher.

Plus/Delta Gallery Walk
Student participate in plus/delta gallery walk and give each other feedback on post-its left on desk.

Self-Assessment Conference
Student self assesses conference with teacher to explain their rationale

Feedback mix-up
Teacher provides several pieces of feedback to a group, and students have to determine what feedback goes with what work.

Let’s recap!

Ask better questions
Rank and defend
Opinion/Prediction
Peer and self assessment

Conceptual connections
Let's recap!

Ask better questions
Opinion/Prediction
Rank and defend
Conceptual connections
Peer and self assess

Review your notes from today and put a star next to the strategy you are most eager to try.

Be ready to pair share:
- What strategy did you pick?
- Why?
- How you will use it?

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Work Cited


