

Samples and Artifacts

From Spingbrook Middle School, Adrian Public Schools, Adrian, Michigan:

STRATEGIES TO EXTEND STUDENT THINKING

- **Share your goals and outcomes**
Today we are going to learn about (comparing and contrasting)(questioning strategies) (Persistence) (_____).
- **Remember Wait Time:**
Provide at least three seconds of thinking time after a question and after a response.
- **Utilize "Think-pair-share"**
Allow individual thinking time, discussion with a partner and then open up the class discussion.
- **Ask follow-up questions**
Do you agree? Why? Can you elaborate? Tell us more. What might be some examples?
- **Withhold judgment**
Respond to student's answers in a non-judgmental way: paraphrasing, acknowledging, empathizing.
- **Ask for summaries to promote active listening**
Would you please summarize John's explanation.
- **Survey the class**
"How many agree with the author's point of view?"
(Thumbs up, thumbs down) Tell us why.
- **Encourage student calling**
"Richard, will you please call on someone to respond to share their explanations."
- **Encourage reciprocity**
Require students to defend their reasoning for or against different points of view and to defend both sides of an issue.
- **Invite metacognition**
(Think Aloud Problem Solving)
"Describe how you arrived at your answer."
- **Call on students randomly**
Not just those with raised hands.
- **Encourage student questioning**
Invite the students to develop their own questions for tests and study guides.

THOUGHT IS TAUGHT AT SPRINGBROOK MIDDLE SCHOOL

YOU ARE TEACHING THINKING SKILLS

Recall - Identifying, gathering, observing, remembering information

Who?, What?, When?, Where? Which?

Describe, define, identify

Process - Organizing, selecting, relating facts and ideas; separating wholes into parts

Retell in your own words.

What is the main idea_____?

What are the parts or features of_____?

Classify according to_____

How does ___(compare) (contrast) with _____?

What conclusions can you draw about_____?

What inferences are you making about _____?

What patterns do you see in_____?

What connections are you making between_____?

Application - Using conclusions, rules, principles, combinations of ideas, developing opinions, judgments and decisions. Speculating, hypothesizing, evaluating, predicting.

How is ___an example of _____?

How is ___ related to_____?

Why is _____significant?

What would you predict/infer from_____?

What ideas can you add to _____?

How would you create/design a new_____?

What might happen if you_____?

What solutions would you suggest for_____?

What is your opinion of_____?

Which do you prefer?

What solutions would you suggest for_____?

What is the most important_____?

How would you decide_____?

By what criteria would you assess_____?

How would you prioritize_____?

• **Cue student responses**

"There is no single correct answer for this question. I want you to consider alternatives."

**SPRINGBROOK:
A SCHOOL OF THOUGHT**

From Spingbrook Middle School, Adrian Public Schools, Adrian, Michigan:

**GETTING INTO THE HABIT AT
SPRINGBROOK MIDDLE
SCHOOL**

1. Persisting
2. Managing Impulsivity
3. Listening To Others With Understanding And Empathy
4. Thinking Flexibly
5. Thinking about Thinking (Metacognition)
6. Striving for Accuracy
7. Questioning and Posing Problems
8. Applying Past Knowledge to New Situations
9. Thinking and Communicating with Clarity and Precision
10. Gathering Data through All Senses
11. Creating, Imagining, Innovating.
12. Responding with Wonderment and Awe.
13. Taking Responsible Risks
14. Finding Humor
15. Thinking Interdependently
16. Remaining Open to Continuous Learning

NAME: _____

MY GOAL IS TO IMPROVE HABIT OF MIND # _____

BEGINNING DATE:

COMPLETION DATE:

TEACHER'S SIGNATURE:

PARENT'S SIGNATURE:

SPRINGBROOK:
A
SCHOOL THAT'S A HOME FOR
THE MIND
Adapted From Costa and
Kallick's, *Teaching and
Assessing Habits of Mind*

Blue Ribbon Award, Wasatch Elementary School, Salt Lake City, Utah:

**CULTIVATING HABITS OF MIND IN THE CLASSROOM:
A TEACHER'S SELF-ASSESSMENT**

In my classroom: HABITS OF MIND	We have not touched on this behavior	We refer to this behavior on occasion	We practice this behavior regularly	Students monitor their own use of this behavior
1. Persisting				
2. Managing Impulsivity				
3. Listening With Understanding And Empathy				
4. Thinking Flexibly				
5. Thinking about Thinking (Metacognition)				
6. Striving for Accuracy				
7. Questioning And Posing Problems				
8. Applying Past Knowledge New Situations				
9. Thinking and Communicating with Clarity and Precision				
10. Gathering Data through All Senses				
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