

CULTURES OF THINKING OBSERVATIONS

Looking into Classrooms to See *Where & How* Thinking Is Valued, Visible & Actively Promoted

THINKING IS VALUED

- What specific kinds of thinking seem to be the focus of this lesson? *Note: You may want to refer to the Understanding Map.*
- Where & when did you see the teacher showing an interest in and curiosity toward/about students' thinking?
- To what extent are the learning opportunities of this lesson likely to yield new understanding, original thinking, active engagement, and/or creative problem solving?

THINKING IS VISIBLE

- What routines, structures, prompts, and/or questions does the teacher use to elicit thinking from students? What do you notice about how these tools work to encourage deeper levels of thinking and learning?
- How is the ongoing thinking and learning of the group made evident in the physical environment of the classroom?
- How does the class capture and document the ongoing process of thinking and learning?

THINKING IS ACTIVELY PROMOTED

- Where, when & how are students pushed to elaborate their responses, to reason, and to think beyond a simple answer or statement?
- When & how does the teacher challenge, or invite others to challenge, the ideas and comments being made?
- How does the teacher provide the "space" for students to extend, elaborate, or develop both their own ideas and the ideas of others?

Reason with Evidence

Why do you think so?

Consider Different Viewpoints

What's another angle on this?

Wondering

What are you curious about here?

Describe What's There

What do you see and notice?

Build Explanations

What's really going on here?

Make Connections

How does this fit with what you already know?

Uncovering Complexity

What lies beneath the surface of this?

Capture the Heart and Form Conclusions

What's at the core or center of this?