

“Making Thinking Visible”



Workshops & Mini Courses - Descriptions

10:15 - 12:00

Making Thinking Visible in Mathematics Mark Church (Room 314)

Learning is a consequence of thinking, yet with the demands teachers and students face today, real cognitive endeavors can get easily buried or missed altogether. Assignments and projects often become work for work's sake rather than being real opportunities for students to get their heads around concepts that challenge and expand their developing mathematical understanding. In this workshop, participants will discuss experiences of creating a culture of thinking in the mathematics classroom and explore what difference it makes to student learning when thinking drives the mathematics classroom agenda.

Making Thinking Visible by: *Looking Closely, Exploring Complexity and Finding Opportunity* Andrea Croft & Nina Strelec (Room 320)

Imagine what your community of students could see, learn, and discover if you skillfully created opportunities to slow down, look closely, and dissect complex problems. How can hearing and seeing the thinking of others deepen and enrich the learning outcomes of all students in your classroom? Close looking allows students and teachers to uncover and discover complexity and find meaning within systems. When teachers deliberately create opportunities to slow down, thoughtfully take apart intricate systems, and visually document thinking, meaningful conversation and deeper understanding unfold. During this session you will be participating in a hands-on (take apart), minds-on (visible thinking strategies) experience, exploring how close looking can benefit various subject matter, across the grade levels.

Create, Engage, and Reflect: Capturing Transformation in Learning Erik Lindemann & Heidi Doucette (Room 302)

How can we motivate and empower students to take bigger role in their own learning? Two classroom teachers share routines to capture the behaviors and capitalize on the energy of discovery by documenting and analyzing thinking and learning. We will explore what experiences and interactions might lead us to “aha” moments. In a central task, participants create concept-supporting structures using mixed media to demonstrate a deeper understanding of a rich text.

Using our artifacts we will complete reflection protocols to trace the metacognitive dance between the abstract and concrete. The session goal is to illuminate transformation in thinking within the process and product. Teacher-student interactions during the task are modeled to maximize the benefits of mid-task engagement and assessment vs. end-of task evaluation. What learning behaviors can we name and notice? What are the implications for the story of learning in our classrooms?

Perspective-Taking to Foster Deeper Understanding

Ryan Kelly (Room 312)

As educators we design, implement, facilitate and enact curriculum for the purpose of engaging our students in understanding. However, the challenge to facilitate deeper learning for all students is often the struggle we face as classroom teachers. Therefore, we are in the constant pursuit to locate effective resources, ideas and strategies. A specific approach for encouraging deeper understanding with our students is through the use of perspective-taking. In this session, we will explore the journey to achieve deep learning through perspective-taking. Join our eighth grade classroom where we will navigate authentic classroom examples and experience of American History.

Creating Engaging Learning Opportunities Through Discourse and The Learning Environment

Kerry McGrath Benson, Olivia Magnuson, Dana Simile and Jenn Stewart (Room 316)

How can we use classroom conversations, language, and discussion to foster deep thinking and build understanding? How can we design dialogue and discourse that encourage authentic engagement for all students? How can we create purposeful learning environments that will engage all learners?

We will explore these questions by reflecting on our own teaching and sharing tangible practices that engage and empower students while fostering deep understanding. The workshop will explore discussion, questioning, and classroom conversation techniques that require students to engage in challenging and meaningful discourse as a way to build understanding. We will also explore the use of small group instruction and close looking to foster deep understanding in secondary classrooms.

Making Thinking Visible in the World Language Classroom

Stephanie Deluca & Tara Surloff (Room 215)

What role can thinking routines play in uncovering and exploring new content? How do we help our students get to deeper learning? The world language classroom can be a place where students feel overwhelmed by vocabulary lists, flashcards, conjugation charts, and robotic-like voices on CDs. In this interactive course, participants will dive deep into thinking routines to help make thinking visible, uncover deeper understanding, encourage shared learning, and make global connections. Not a world language teacher? That's okay - join us to discuss and discover how interdisciplinary connections help students deepen understanding by using thinking to recognize patterns, solve problems, utilize close looking, create, and reflect on their learning.

Making Thinking Visible Through Maker-Centered Learning

Tom Forrest & Christine Forrest (Room 230)

As the maker movement spreads in both school and after school settings, many educators are left with questions: *How does making apply to my content area? What are students really learning while doing projects in a makerspace?*

In this 90-minute session, we will explore how maker-centered thinking can be applied in traditional content areas. Moreover, we will examine how the act of making can be used to reveal student thinking and understanding--in essence Making Thinking Visible. Each participant will participate in a design challenge and have the opportunity to workshop an existing project or lesson that they teach, integrating maker-centered thinking practices.

Special Interest Sessions - Descriptions
1:00 – 1:45

Forging Relationships That Empower Learners
Amy Keller (Room 326)

What interactions and relationships exist in your school setting? What is the nature of these relationships? This workshop will encourage participants to explore these questions and consider how intentionally fostering supportive interactions among teachers and students, students and students, and teachers and teachers can shape a culture of thinking. Group participants will consider the relationships that are at play in their current situations, share their thinking with each other in order to enhance current practice, and participate in thinking routines, which encourage authentic interactions.

Depth vs. Breadth - Teaching for Understanding in the A.P. Curriculum
Michael Pastor (Room 325)

This course will invite participants into a discussion of instructional practices that focus on teaching for understanding in the A.P. curriculum. Many A.P. teachers struggle with the need to cover the breadth of the curriculum, while sometimes sacrificing opportunities for deep thinking. This course is designed to examine the relationship between depth and breadth as well as to provide a forum for instructional practices that achieve both.

Engage in Dialogue with Current Events
John Doucette (Room 305)

How might we intentionally design learning experiences to facilitate student interactions and ensure that equity of learning exists within the classroom? In this session, we will engage in a mock classroom using current events as a frame for a tangible technique that fosters student engagement and dialogue.

Mindset Theory: Incorporating a Growth Mindset approach into Teaching and Learning
Matt Parrish (Room 205)

This is an introduction to Mindset Theory research, highlighting the educational and developmental benefits of fostering a Growth Mindset approach. Participants will examine how educator mindsets can directly and indirectly impact classroom pedagogy, while identifying practical ways to promote a growth mindset.

Making Visible Our Core Values in Learning
Jeff Evancho (Room 315)

The Reggio Emilia approach to documentation and assessment has inspired a method for refining our lens for looking at learning and thinking about assessment. When asked, “What do we want children to be like as adults?” often we come to the conclusion of dispositional outcomes (curiosity, problem solvers, grit...) However, if we want our learners to be curious, we should be asking ourselves if we know how to document and assess curiosity. What does curiosity look like? In this session we will briefly explore the core dispositions that are specific to our teaching context. Additionally, we will engage in dialogue about how to shift our lens towards looking at learning, make visible our core dispositions related to value-based assessment.

Special Interest Sessions - Descriptions

1:50 – 2:35

Making Visible Our Core Values in Learning

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Making Thinking Visible to Promote Global Thinking

Erik Lindemann (Room 302)

Explore an elementary thinking routine designed to support global competence across the curriculum. Concrete classroom examples showcase learning benefits inspired by *Creating a Culture of Thinking* and *Making Thinking Visible*.

