



Own the Thinking

Design for Cognitive Complexity Educators take an asset-based approach to create conditions for learning that expect students to engage in higher-order thinking.	Peer-to-Peer Engagement Educators will create opportunities for students to consolidate and apply their thinking and learning with their peers.	Independent Engagement Educators will develop strategic opportunities for students to independently engage in a productive struggle, apply what they have learned, and provide space for students to ask new questions about the world around them.
Support students in developing a Growth Mindset, feelings of self-efficacy, and creating a safe and secure learning environment that raises the level of cognitive demand. • 10 Strategies for Fostering a Growth Mindset in the Classroom • Teaching Strategies that Sustain Growth Mindsets • Effective Effort Rubric: This can be used to understand where a learner falls on a fixed/ growth mindset continuum. • Support students in creating goals, establish plans for achieving those goals, and reflecting on their progress during learning and throughout the year. E.g. using strategies such as Goal Cards. • Take the stance of a “warm demander.” ◦ Warm Demander Chart Design learning experiences that incorporate the science of how students learn such as the WHERE TO model for brain-sensitive teaching. • Supporting Dependent Learners to Become Independent Thinkers Use open-ended and higher-order questioning and intentional lesson design to engage students in critical thinking at the upper levels of Bloom’s Taxonomy and Cognitive Rigor Matrices.	Student Talk and Voice: Teachers will create opportunities for all students to participate in structured class discussions and to provide feedback to each other. • Discussion Strategies • Math Language Routines • EL Classroom Protocols • Boost students’ confidence with thoughtful descriptive feedback such as the “Glow & Grow” tool. Cooperative Learning: Students will apply skills and knowledge they have been taught and turn to one another for support and enrichment • Basic Group Work: Clarifying beliefs, values, or ideas, sharing, not solving, no individual accountability through strategies such as Think, pair, share, Opinion stations, Carousel, etc. • Productive Group Work: Consolidating understanding using argumentation, resolving problems, racing consensus, or identifying solutions, individual accountability using strategies such as: ◦ Conversation roundtable ◦ Collaborative posters ◦ Reciprocal teaching ◦ Jigsaw	Employ student-centered, inquiry-based instruction to engage students in actively discovering information and accumulating evidence to support their investigations. • Inquiry-based Instructional Strategies • “From Challenges to Controversies” – Students extend and apply critical content knowledge as they generate and test ideas. • Responding to Stimuli using Evidence: Students will respond to a text using a variety of skills to demonstrate their understanding and Using LDC templates (linked above) Engage students in Metacognition strategies such as: • Conferencing with students • Students self-identify success criteria that will be difficult for them • Thumbs-Up When Ready & Processing Cards

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