

Course Title – GVWP Demonstration Lab, 2017: Making Thinking Visible (4-12)

Great Valley Writing Project at CSU Stanislaus

45 hours; 3 units of extended education credit available

Course Text – This text is provided; the cost is included in the online signup fee.

- Ritchhart, Ron, Mark Church, and Karin Morrison. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. San Francisco, CA: Jossey-Bass, 2011. Print.

Learning Goals – Find ways to improve student learning by making thinking visible.

- In a 2-week laboratory classroom, create open-ended opportunities for thinking, utilizing “thinking routines” (aka *visible thinking tools*) to enhance engagement, develop critical thinking skills, explore interdisciplinary content, and address diverse student needs.
- Practice oral and written strategies that make thinking visible: (1) asking questions that model an interest in ideas, help to construct understanding, and illuminate student thinking; (2) actively listening to student responses and seizing opportunities to help students elaborate and clarify their thinking; and (3) documenting the process to help students develop greater awareness of their thinking processes and to advance learning.
- Help students create visible products that document their thinking routines (including charts, graphic organizers, drawings, writings, multimedia presentations, and other types of visible communication) while supporting the prior knowledge and engagement necessary for students to use these thinking routines independently.
- Utilize best practices to ensure that all students are engaged in thinking routines, creation of visible products, and peer response.
- Target interdisciplinary thinking and writing skills outlined in the California State Content Standards and standards for English Language Development, and discuss ways that the lessons demonstrated by course leaders can help students develop these skills.
- Read and discuss research to develop sound rationales that explain when and why certain types of thinking routines should be used to support specific types of instructional goals.
- Use technology in authentic, meaningful ways to support students through processes of thinking, writing, and learning.
- Discuss the value of publishing student learning products (including notes, graphics, multimedia presentations, and writings), explore a variety of options for classroom publishing, and create opportunities for student authors to connect with real audiences.
- Assess and improve the effectiveness of classroom instruction: (1) facilitate student self-assessments; (2) observe learning outcomes; (3) use quality criteria to assess student-generated products; (4) revise content to improve, expand, or regenerate learning.

Dates, Times, Location:

11 Weekdays, June 16-30, from 8:20 am - 12:40 pm at River Islands Technology Academy (Lathrop).

Course Assignments and Expectations:

In this eleven-day course, each team of 6-8 teachers spends ten weekday mornings implementing curriculum plans with real students in a self-contained classroom. (30 hours in lab with students + 16 hours meeting with other teachers at orientation, pre-sessions, and post-sessions.)

Day 1 (Orientation): The course leaders set the stage and introduce the assigned reading schedule.

Days 2-11 (Demonstration Workshop + Daily Debriefing)

From 8:20-8:30, before students arrive, teachers review their roles for the upcoming day, discuss the lesson content, and try to predict possible outcomes. Leaders may highlight specific teacher actions and/or student behaviors that observers should look for and record.

From 8:30-11:30, teachers are active collaborators in a self-contained workshop classroom with a group of real students (including EL and special needs). Each day, teachers observe classroom implementation of selected ideas from the assigned text. In addition, they observe and interact with a small group of students to determine what those students are actually learning from the activities.

From 11:30 to 12:40, after students leave, teachers meet with colleagues to reflect on observations, revisit their readings, and discuss their thoughts. They compare experiences, assess outcomes, and provide constructive feedback. They analyze their findings to determine which types of curriculum content and classroom practices can best achieve desired instructional outcomes. Together, they draw correlations between assigned text and the California state standards, and they discuss additional ways to help ALL students meet targeted standards for academic writing skills.

At least four times during the eleven-day course, all participants submit reflective journal entries to document their growth.

Grading Policy:

To receive course credit, attendance is required. (See Attendance and Make-Up policies below.)

On the final day of the course, teachers who have participated in the daily activities and documented their growth through journal entries may apply for up to three units of extended education credit from CSU, Stanislaus.

All grades will be posted simply as (CR) Credit / NC (No Credit).

Attendance Policy:

You are expected to arrive on time and to inform your team coordinator about any known conflicts, just as you would do at your own school site.

Absences during the Demonstration Lab are strongly discouraged, because those absences negatively impact the collaborative relationships that support our mutual learning.

If you have an unavoidable one-day conflict, the team leaders will design a make-up assignment that helps you – and your colleagues – to achieve the course objectives.

On very rare occasions, when it is clear that a participating teacher has (1) demonstrated commendable achievement during the course (2) is poised to achieve the full range of objectives for the Demonstration Lab, course leaders may design make-up work for an unavoidable two-day absence.

As a general rule, however, when a participating teacher will miss multiple days during the 11-day Demonstration Lab, we cannot include that teacher as a member of the team.

Make-Up Work:

Participating teachers may make up ONE missed session and receive course credit with no worries.

As soon as you know about an absence, ask your team leaders about attending a GVWP make-up session. (You must make up missed hours by July 7, 2017.)

With instructor's permission, certain participants may be allowed to make-up two missed sessions for full course credit. (Leaders must consider the performance record of the teacher in question and the program content for the missed dates to decide whether the course objectives can be adequately addressed by the available make-up options.)

Faculty Contact Information:

If you have questions or concerns, start with your team coordinator, and proceed to your site coordinator if needed. If a question requires additional expertise, the site coordinator can help you find a CSUS employee with the answers you need.

4th-6th grade Team Coordinators:

- Tonya Shuford <tshuford@sylvan.k12.ca.us> or (209) 649-3029
- Annette Steele <asteel@ktlcharterschool.com> or (209) 996-3817

6th-12th grade Team Coordinator:

- Rebecca Benko <beckerns25@gmail.com> or (209) 607-0187

K-12 Site Coordinator for the Demonstration Labs:

- Melissa King – (209) 499-7968

Course Instructor:

- Stephanie Paterson – (209) 667-3490