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?
Wondering
What are you curious about here?

Consider Different Viewpoints
What's another angle on this?

Reason with Evidence
Why do you think so?

Make Connections
How does this fit with what you already know?

Capture the Heart and Form Conclusions
What's at the core or center of this?

Uncovering Complexity
What lies beneath the surface of this?

Build Explanations
What's really going on here?

Describe What's There
What do you see and notice?