

WHAT DIFFERENCE DOES IT MAKE FOR STUDENTS TO BE IN CLASSROOMS THAT ARE CULTURES OF THINKING?

- Significant *enhancement in students “meta-strategic knowledge.”* Meta-strategic knowledge as a component of metacognition and deals with one’s awareness of the strategies at one’s disposal. Being aware of one’s strategies allows one to direct one’s mental efforts, a key to effective thinking.
- A change in students’ *view of classrooms.* Specifically, students view Cultures of Thinking classrooms as:
 - Being more focused on learning rather than work
 - Places where teachers regularly press them to think
 - Providing places where they develop a sense of efficacy and confidence in their abilities as learners
 - A community of learners
- *Improved writing and reading performance.* Learning to express one’s thinking, to give reasons, to build arguments, consider other viewpoints, and to rely on evidence allows students to express their ideas more effectively both orally and in writing. Learning to focus on meaning and understanding enhances reading comprehension.
 - 4th grade students at Way Elementary out performed a matched cohort of students using the same writing program by 16 percentage points on the Michigan Educational Assessment Program, placing them in the top performing schools in the state.
 - Washington International School saw a marked increase in their English IB Diploma scores over past years with 38% of students receiving a top score of 7 and 52% receiving a 6. This despite their classes having a significant percentage of students receiving learning support.
 - At Wesley College in Melbourne Australia, the percentage of students in Nathan Armstrong’s 12th grade English class who scoring in the top 10% on the Victoria Certificate of Education (VCE) has doubled since began using CoT ideas in his classes. He routinely gets three times as many students scoring at this top level as other teachers despite having a random assignment of students.