

Chapter 5

WELCOME BACK TEAM!

-3MIN BUILDING TEAM SHARE OUT-

Modeling:

We are culture shapers, modeling on both an explicit and implicit level for our students.

Explicitly, we demonstrate techniques, processes, and strategies in a way that makes our own thinking visible for students to learn from and appropriate. **Implicitly**, our actions are constantly on display for our students. They see our passion, our interests, our caring, and our authenticity as thinkers, learners, community members, and leaders. Adult models surround students and make real a world that they may choose to **enter or reject**.

- CAN YOU THINK OF A TEACHER OR LEADER THAT PRESENTED AS AN AUTHENTIC THINKER AND LEARNER TO YOU? GIVE AN EXAMPLE OF THEIR VISIBLE THINKING.
- DO YOU SEE EQUAL VALUE IN BOTH EXPLICIT AND IMPLICIT MODELING FOR STUDENTS?

Natalie's 5th grade Mountain Connection:

- Natalie explains the thoughts that keep her up at night to demonstrate her implicit thinking
- She shares her fears in being 'behind' and needing to 'keep up'
- She allows her students in on her mission to move from presequenced activities to "everything happening in their class as a responsive act based on their learning needs."
- Natalie tells a personal story about climbing a mountain as a metaphor for learning.



Natalie didn't just learn to walk slower, she learned something about pacing, unspoken expectations, and how the pressures we feel may come from ourselves and not others. Recalling events can serve as metaphors and open doors for connecting with students.

-PACE-

- IN RELATION TO WORK, WHAT KEEPS YOU UP AT NIGHT?
- WHAT ROUTINES OR PROCEDURES COULD YOU IMPLEMENT TO HELP YOU BETTER MANAGE PACE?
- IS YOUR CLASSROOM PACE BASED ON PRESSURES AND ROUTINES THAT MAY OR MAY NOT BE PRESSURES YOU PUT ON YOURSELF OR AS A RESPONSE TO LEARNING NEEDS?

Fishbowl Model

TV High: Mr. Jason Phillips

- On October 19, we had our fall choir concert. The concert was held in the auditorium and featured the 7th and 8th grade choirs as well as the HS Choir and Select Choir.
- This year we held the powder puff game during the school day. The day was beautiful, and the game was a success. Also we held our fall homecoming dance at the middle school on Saturday, October 21.

TV Middle: Mrs. Erica Knowles

- Middle school literacy Night was a success. Students and families enjoyed the crafts, games, and activities provided.
- Veterans Day assembly on November 10th was well attended. PATHS provided cookies and coffee for all the Veterans and Families.

TV Intermediate & Food Services: Mrs. Diana Flickinger

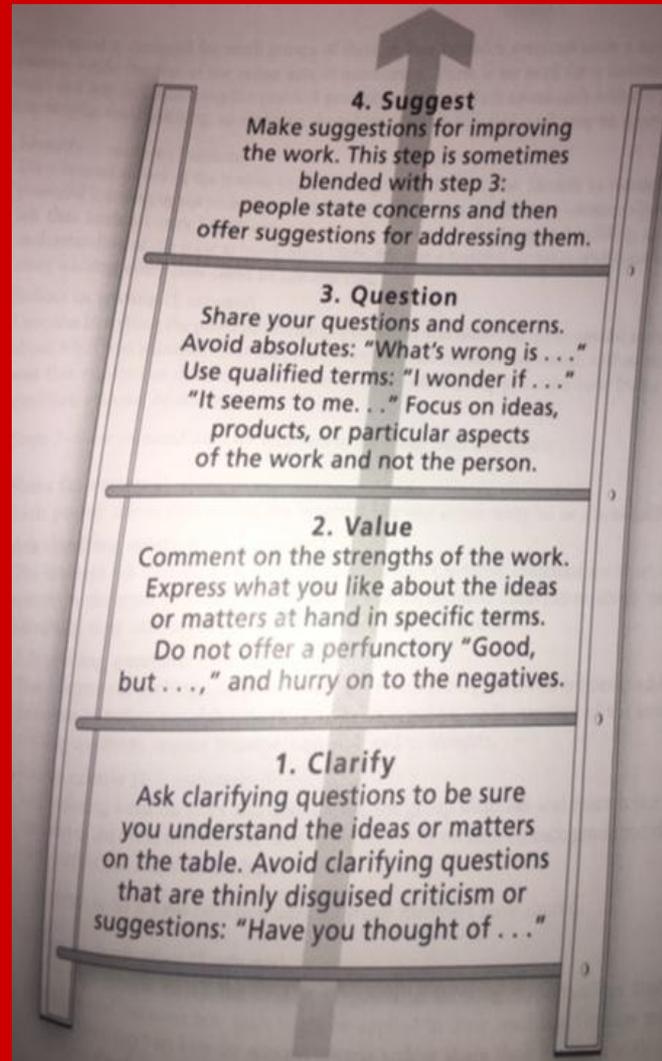
- We are highlighting positive character traits each month. Be grateful is our November theme.

TV Primary: Mrs. Andrea Clements

- On October 20, the TVPS students that met the first quarter behavior expectations were invited to Bear Creek KOA for the afternoon. They took a nature walk, ate cider and donuts, listened to fall books and took a hayride. A huge thank you goes to Bear Creek and Gina Elliott for organizing a perfect afternoon.

<http://rubistar.4teachers.org>

- Release of Responsibility, modeling for independence.
- GRR (Gradual release of responsibility) I DO, WE DO, YOU DO /above level to on level learning/



Bridge 3.2.1 Routine

Description: The 3-2-1 Bridge thinking routine unveils words, questions, and connections that students associate around a topic. The "bridge" part of the routine shows the transition from prior knowledge to new understandings that have been built throughout the unit/lesson of study.

<https://youtu.be/kbIRoxU-fDE>

A **metaphor** is a figure of speech containing an implied comparison. EX: the curtain of night.
Simile compares two things using like or as.

Stressful, Racing, Uber

*Can we swim against the flow without causing a pileup? How can we find a healthy pace of life?
The taxi cab of life can be isolating, routined, and whizzing by at unGodly speeds.*

- JUST AS THE SEE, THINK, WONDER IS A GREAT INTRO STRATEGY, BRIDGE 3,2,1 CAN BE AN ASSESSMENT OF KNOWLEDGE ROUTINE TO EXTEND THINKING AFTER A LESSON IS TAUGHT.
- AS AN ONRAMP FOR POETRY, TO DESCRIBE AN EXPERIMENT, TO EXPOUND ON AN ART PROJECT, DISCOVER A NEW CULTURE OR COMPARE TWO CULTURES, REVIEW A TIME IN HISTORY, OR TO CONNECT TWO DIFFERENT UNITS OF STUDY IN MATH. (EX: HANDOUTS)

Step Inside Routine

Description: The Step Inside thinking routine structures students' thinking and deepens their understanding about a person/thing. It focuses on perspective and asks the learner to hypothesize what this person/thing observes, understands, believes, cares about, and questions. This routine pushes students further than what they might do in the Circle of Viewpoints thinking routine.

WHAT DO YOU THINK?

WHAT DO YOU FEEL?

WHAT WILL YOU PLAN?

(I.E. NEXT STEPS)



Modeling for thinking, learning, and independence

“ We must acknowledge again that the most important, indeed, the only, thing we have to offer our students is ourselves. Everything else they can read in a book or discover independently, usually with a better understanding than our efforts can convey...” - Dr. Daniel C. Tosteson

“We as well as our students need to lay claim to the power of ‘not knowing’ yet ‘still seeking’”

“Practice the think-aloud with something difficult. Key part of being an effective learner is knowing what to do when you don’t know what to do.”

-HOW IS MAKING OUR THINKING VISIBLE LIKE AN APPRENTICESHIP?

-HOW DOES THE HAM STORY RELATE TO OUR INSTRUCTION OF STUDENTS?

- DO YOUR STUDENTS KNOW THE DIFFERENCE BETWEEN KNOWING A LOT AND BEING A GOOD THINKER?

BUILDING TEAM TIME:

TAKING IT HOME