

TV Schools Book Study  
2017-2018

Creating Cultures  
of Thinking

Chapter 6

OPPORTUNITIES

# REVIEW OF THINKING ROUTINES & STRATEGIES

Chalk Talk

See/Think/Wonder

What Makes You Say That?

I Used to Think...Now I Think...

Connect/Extend/Challenge

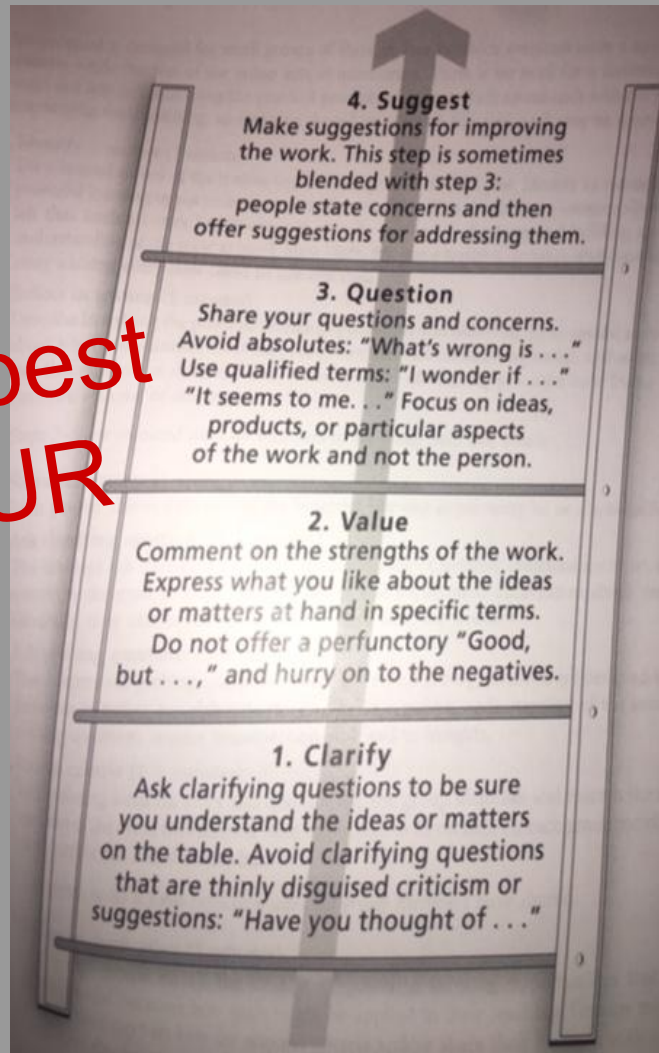
Ladder of Feedback

Fishbowl Model

Bridge 3-2-1

Step Inside Routine

What has worked best  
for YOU and YOUR  
STUDENTS?



# As teachers, how do we typically describe what we do?

“Such language simplifies, obfuscates (renders obscure, unclear), and generally misses the point of what great teachers actually do.”

**We can create OPPORTUNITIES for deeper learning:**

***What is the opportunity this lesson affords?***

*Will it push students to clarify a point? Challenge a misconception? Consider a different position?*

Great teachers (Tusky Valley teachers) create opportunities to/for:

Engagement  
Challenge Misconceptions  
Delve Deeply  
Explore  
Create Meaning  
THINK

# SMALL GROUP QUESTIONS

(Select and discuss two questions)

1. (p. 143) Why do you think Ritchhart uses the term “opportunities” instead of “work” or “tasks” to describe the desired cultural force?
2. (Doyle, 1983, p. 144) “Students’ focus on completion of work for grades actually makes it harder for teachers to create work that has meaning.” Is this still true? Why or why not?
3. (Ritchhart, p. 151) “This geography textbook, and others like it, embody a widely held misconception: that teaching is primarily the delivery of information and that learning is memorizing that information.” How do we overcome this type of misconception?

# Tom, with 12th grade students

Examples of questioning and phrasing to “ratchet up:”

- “I’m interested in what you think about....”
- “Where can you find support for...”
- “I want you to break it down, to dig more deeply.”

Create opportunities to build understanding,  
rather than work to turn in for a grade.

# David, with 9th grade students

Examples of “ratcheting up:”

- Doesn't want students just to do a report; he wants them to think as geographers...to analyze and understand an event
- Recognize the need for students to be engaged with the content, not just have them reading about it
- It is students' actions, not his, that will produce learning

How do we know students  
are actually LEARNING...  
and not just doing work?



A Strategy to  
Promote  
Thinking and  
Growth  
Mindset



# Characteristics of Challenging Opportunities

**Novel application:** apply knowledge in new situations (transfer)

**Meaningful Inquiry:** develop new and personal insights

**Effective Communication:** express, justify, and communicate one's thinking

# "Bumping Up"

Rather than creating opportunities from scratch,  
consider "bumping up" existing tasks

- How can we involve students in more thinking in this situation?
- How can we "open up" this task so there are fewer constraints?
- How can we extend the task so it is set in a more engaging context?
- How can we create greater complexity and reason for learning...create a situation in which we need to learn the material to solve or understand something?
- How can we reword directions to increase possibilities?
- How can we push for more analysis, identification of misconceptions, and perspective shifts?



# Next Steps for Your School/Team

what will you try?

what will you share and/or  
emphasize with your team?

Next Meeting:  
Wednesday, February 28  
Chapter 7

THANK YOU!