Broad Educational Outcomes

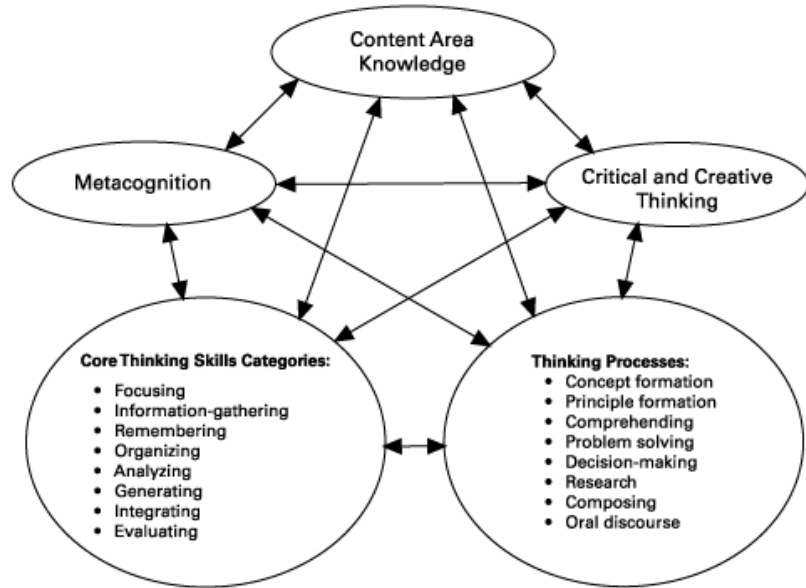| Curriculum	- Decide on outcomes, goals, intentions and purposes - Decide on content, strategies and skills - Decide on materials, resources, and organizational patterns - Decide on measures of students learning
Activities	What do I want to accomplish in this lesson? What will I do to make it happen? What will my students be doing if they are accomplishing it?
Content Math. & science, Literature	What concepts or understanding do I want my students to know as a result of this activity? What will I do to help them understand? How will I know they understand the concepts?
Processes Design process Skillful thinking Questions Inquiry	What process do I want my students to practice and develop? What will I do to help them develop those processes? How will I know if their are practicing and developing them?
Backward design, The Big Idea	Wiggins and McTighe ask instructors to consider not only the course goals and objectives, but the learning that should endure over the long term. This is referred to as the "enduring understanding." Wiggins and McTighe suggest that "the enduring understanding" is not just "material worth covering," but includes the following elements: - Enduring value beyond the classroom - Resides at the heart of the discipline - Required un-coverage of abstract or often misunderstood ideas - Offer potential for engaging students "Backward design" uses a question format rather than measurable objectives. By answering key questions, students deepen their learning about content and experience an enduring understanding. The instructor sets the evidence that will be used to determine that the students have understood the content. These questions focus on the following: - To what extent does the idea, topic, or process reside at the heart of the discipline? - What questions point toward the big ideas and understandings? - What arguable questions deepen inquiry and discussion? - What questions provide a broader intellectual focus, hence purpose, to the work?
Habits of Mind Team work Culture presentations	What habits of mind do we want students to develop and employ? What will we do to assist their development? How might we work collaboratively to determine if students are developing such disposition over time? What will we see or hear in students' behavior as evidence of their growth? How might we practice and assess our own growth toward these habits of mind through

	our work together?
9 Principles of Learning **Lauren Resnick** •Academic Rigor in a Thinking Curriculum • Accountable Talk SM •Clear Expectations •Fair and Credible Evaluations •Learning as Apprenticeship •Organizing for Effort •Recognition of Accomplishment •Socializing Intelligence •Self-management of Learning	The 16 Habits of Mind identified by Costa and Kallick include: 1. **Persisting** 2. **Thinking and communicating with clarity and precision** 3. **Managing impulsivity** 4. **Gathering data through all senses** 5. **Listening with understanding and empathy** 6. **Creating, imagining, innovating** 7. **Thinking flexibly** 8. **Responding with wonderment and awe** 9. **Thinking about thinking (metacognition)** 10. **Taking responsible risks** 11. **Striving for accuracy** 12. **Finding humor** 13. **Questioning and posing problems** 14. **Thinking interdependently** 15. **Applying past knowledge to new situations** 16. **Remaining open to continuous learning**
Non-technical Skills Skills new employees should have entering the work force	– Critical thinking skills – Good oral/written communications skills – Global orientation – Flexibility – Ability to think outside the box – Ability to lead/work in teams – Ability to function at Internet speed – Ability to take risks – Ability to be lifelong learners – Business, management, entrepreneurial studies From Joyce Plotkin .. www.masoftware.org
The New Three R's	• **Rigor**- making sure all students are given a challenging curriculum that prepares them for college or work. • **Relevance-** making sure kids have courses and projects that clearly relate to their lives and their goals • **Relationships-** making sure kids have a number of adults who know

	them, look out for them, and push them to achieve. **Met school / Bill Gates**
	Dimensions of Thinking* Content Area Knowledge Metacognition Critical and Creative Thinking **Core Thinking Skills Categories:** • Focusing • Information-gathering • Remembering • Organizing • Analyzing • Generating • Integrating • Evaluating **Thinking Processes:** • Concept formation • Principle formation • Comprehending • Problem solving • Decision-making • Research • Composing • Oral discourse *Thinking skills framework used with the North Carolina End-of-Grade and End-of-Course Tests (adopted from Robert Marzano et al, *Dimensions of Thinking*, 1988).