

Turning Points Vision for Effective Classrooms

Classroom Practice	What it looks like...	What it does NOT look like...
<p>Emphasize Critical Thinking through Reading, Writing, and Substantial Conversations</p> <p style="text-align: center;">A</p>	<ol style="list-style-type: none"> 1. Students effectively and consistently use <i>comprehension strategies</i> to understand a variety of texts and activities: activating prior knowledge, determining important ideas, inferring, asking questions, creating visual images, and retelling or synthesizing. 2. Students effectively and consistently use higher order thinking strategies (habits of mind) to pose insightful questions, synthesize critical information, hypothesize, recognize alternatives and bias, seek multiple perspectives, make judgments based upon credible evidence, and apply their understanding to new situations, problems and texts. 3. Students can effectively engage in high quality writing and can articulate what high quality work looks like across genres and subject areas. 4. Students have <i>powerful conversations</i> with other students around important questions/topics/problems using a variety of formats: pair/share, small group, and student led conferences. The conversation has 3 features. They are: <ol style="list-style-type: none"> 1) <i>Related to subject matter</i>. All students demonstrate their ability to engage in explicit talk on a critical concept related to that subject area and/or important issue in the world. Students draw connections to other subjects and substantive real world issues. 2) <i>Student-led</i>—the sharing of ideas is not scripted or controlled by the teacher. Students share their ideas and build upon the thoughts of others. 3) <i>Building collective understanding of topic</i>—discussion helps every student to understand and wrestle with topic (not just summarize topic). 	<ul style="list-style-type: none"> ❑ Students primarily read a textbook or a single type of text and are asked to answer questions after reading a chapter. They are not required to demonstrate the use of comprehension strategies and/or they are not provided any instruction on how to use these strategies. ❑ Students primarily perform experiments or solve problems in the exact same way as the teacher has done or the worksheet tells them to do. They have little opportunity to suggest alternatives or to demonstrate their understanding of a concept by trying out their own solutions. ❑ Students are not given substantial amounts of time to read material of their own choosing and discuss it with others. ❑ Students are required to do low performance tasks: copy off a board, do a worksheet, re-state or recite facts without applying them. Students are asked questions that are not very meaningful or interesting to them. ❑ Students are not required to do substantial writing beyond answering questions, memorizing vocabulary or completing worksheets ❑ Students do not engage in important conversations with each other or with the teacher. The teacher talks most of the time.
<p>Provide Appropriate Structures to Support Student Learning (Gradual Release of Responsibility)</p> <p style="text-align: center;">B</p>	<ol style="list-style-type: none"> 1. <i>Modeling</i>: Students effectively learn a new strategy and/or skill through teacher demonstration or explicit instruction. 2. <i>Shared Practice</i>: Students have ample opportunity to practice strategy in a variety of contexts with the help of the teacher. Students receive appropriate, immediate and constructive feedback. 3. <i>Guided Practice</i>: Students effectively work with each other to practice strategy. Students see the teacher moving from group to group and student to student, making observations, and providing immediate feedback tailored to their level of mastery and individual learning style. 4. <i>Independent Practice</i>: Students can work independently after mastering strategy. Students see the teacher conferencing with individual students. 5. Students work on and receive immediate feedback on a series of increasingly complex activities leading to an original project, public presentation, publication or demonstration. 	<ul style="list-style-type: none"> ❑ Students are asked to do tasks or assignments but do not receive explicit instruction about how to complete a task. ❑ Students do not receive multiple ways of understanding an important concept attuned to their learning styles, interests and prior knowledge. ❑ Students do not have the opportunity to practice a strategy or skill with teacher guidance and feedback. ❑ Students do not have the opportunity to work with other students around a defined task. ❑ When students are working in groups or independently, teacher is sitting at his/her desk.

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<p><i>Give Authentic or Meaningful Work that has connections beyond the classroom</i></p> <p style="font-size: 2em; font-weight: bold;">C</p>	<ol style="list-style-type: none"> 1. Students can understand, explain and provide their own justification about why they are learning something. 2. Students see <i>connections</i> between topic/problem/question and their own experiences based upon race, culture, and language and personal interest. Students understand why they are learning something. 3. Students recognize the <i>implications of their learning</i> to understand issues affecting their community and world. 4. Students develop a <i>sense of responsibility</i> for their community and world as they come to wrestle with issues/questions affecting their world outside the classroom. 5. Students become <i>agents of change</i> where they are able and willing to apply their knowledge to address inequities/injustices in the world. 6. Students regularly produce original, beautiful work that is publicly displayed in the classroom and in their communities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not see the connection between topic/question/task and their personal experiences/identities. <input type="checkbox"/> Students are sluggish when asked to do tasks because they do not see the relevance or importance of the task. <input type="checkbox"/> Students do not demonstrate investment in their classroom or their community. They complain of being bored. <input type="checkbox"/> Students do not see the purpose of assigned work and see most assignments as “busy work”
<p><i>Sustain Focus on Essential Questions and Learning Goals (Coherent Curriculum)</i></p> <p style="font-size: 2em; font-weight: bold;">D</p>	<ol style="list-style-type: none"> 1. Students demonstrate deep understanding of topics/questions because they have the opportunity to focus on these topics/questions over multiple lessons, across subject areas and through a variety of multiple entry points. 2. Students understand “big picture” ideas, draw connections between subjects, and apply what they learn to address problems/issues in their community and world. 3. Students experience the continuity of lessons and understand the relationship between strategy/activities and learning goals. 4. Students demonstrate complexity in their understanding of topic/questions through the questions they pose, the evidence they cite, and the variety of ways they solve complex problems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not understand the goal or purpose of a lesson. They are asked to do tasks and activities but they do not see a clear focus. <input type="checkbox"/> Students do not experience the connection from one lesson to the next. Each lesson appears to be self-contained without any real goal or connection to previous lessons. <input type="checkbox"/> Students demonstrate a very superficial understanding of topics and questions. They talk about ideas but they cannot apply ideas in new ways or make judgments based upon evidence. Students are asked to memorize facts and ideas but cannot explain “big picture” ideas or concepts.
<p><i>Using Ongoing and Multiple Forms of Assessment</i></p> <p style="font-size: 2em; font-weight: bold;">E</p>	<ol style="list-style-type: none"> 1. Students have a clear understanding of the criteria used to judge their work and learning. 2. Students can explain their work and compare its quality against exemplary work. Students know how to use scoring guides to critique their own and each other’s work. 3. Students see the value of acknowledging what they do and do not understand and how to apply appropriate fix-up strategies and/or ask for targeted help from fellow students and teachers. 4. Students are accustomed to various forms of assessment: writing portfolios, student and teacher led conferences, projects, exhibitions, school-wide performance tasks, and standardized tests. 5. Students <i>understand themselves as learners</i> and can explain their areas of strength and weakness. 6. Students can explain why particular ideas and questions are important. They value learning and demonstrate an intellectual curiosity about their world. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not have a clear understanding of how their work or performance is measured. Students rely solely upon teacher feedback and rarely engage in self-assessment of learning. <input type="checkbox"/> Students are accustomed to a single type of assessment (classroom-based test and/or quizzes) <input type="checkbox"/> Students are unclear about their areas of strength and where they need to improve. <input type="checkbox"/> Students are constantly reminded that information is important because it is on a test. They do not see the value of knowing something beyond a test.

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