Teaching Channel
With Learners Edge

Your Education Ally.

By Teachers,
For Teachers.

Course Syllabus

Name:
Date:

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Teaching Channel
With Learners Edge

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.
Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.

Current University Partners (See a current list of academic partners on our website)
Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations.
(Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term	Summer Term	Fall Term
Registrations Accepted July 16-March 15 Coursework Due* April 15	Registrations Accepted December 16-July 15 Coursework Due* August 15	Registrations Accepted March 16-October 22 Coursework Due* November 15

*Or first business day after the 15th if due date falls on a weekend.

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Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:

Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

Course Name	Spark Deeper Learning with Thinking Routines
Course Number	OL 5268
Course Credits	1 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

You may have heard of Think-Pair-Share or See-Think-Wonder, but did you know these are thinking routines? Developed through research from Project Zero at the Harvard Graduate School of Education, thinking routines are simple structures designed to be used individually or collaboratively to support deeper thinking and learning. Sets of questions or short steps may be used again and again, with any grade, content, or context to make students' thinking visible, enabling metacognition and formative assessment. With many opportunities to practice their "thinking moves" in a supportive classroom culture, student engagement and understanding are enhanced. In this practical and applicable course, you will explore ways to pair tech tools with thinking routines that spark the skills students need to be creative, critical, and curious 21st Century learners!

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use prompts about thinking routines, to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional education practice and growth.
2. Design a plan to incorporate core, advanced, and teacher-developed thinking routines.
3. Create integrations with technology tools and thinking routines to enhance student collaboration.
4. Implement thinking routines to support, scaffold, and make students' thinking visible.

Required Text/Reading:

All readings and resources are linked within the online environment.

Knowledge Base:

Knowledge base, in part, is affirmed in the writing and research of these references:

Church, M., & Ritchhart, R. (2020). *The Power of Making Thinking Visible: Practices to Engage and Empower All Learners*. Wiley.

Harvard Graduate School of Education. (2022). *Project Zero*. Project Zero: Homepage. Retrieved January 25, 2023, from http://www.pz.harvard.edu/

Hebern, M., & Corippo, J. (2019). *The EduProtocol Field Guide: Book 2: 12 New Lesson Frames for Even More Engagement*. Dave Burgess Consulting, Incorporated.

Mehta, J., & Fine, S. (2020). *In Search of Deeper Learning: The Quest to Remake the American High School*. Harvard University Press.

Ritchhart, R. (2015). *Creating Cultures of Thinking: The 8 Forces We Must Master to Truly Transform Our Schools*. Wiley.

Stobaugh, R. (2019). *Fifty Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom*. Solution Tree Press.

Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about thinking routines.
2. Summarize your previous knowledge or experience with thinking routines.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

Note: We've designed this course to encourage you to think actively and build deeper understanding, too! You'll learn about thinking routines by trying them out yourself in the Read and Respond questions, A-E, below. To help you become familiar with the routines, we've linked them with each question and used their language in our prompts.

Section 1: Activating Prior Knowledge with Our First Thinking Routine

A. Let's begin this course as you might start a new unit with your students. You'll set the stage for deeper inquiry by completing the Think, Puzzle, Explore Routine. First, reflect on cultures of thinking, visible learning, and/or thinking routines, then respond to one or more of the prompts below:
    - What do you think you know about these topics?
    - What questions or puzzles do you have about this topic?
    - How might you explore your puzzles about this topic?

Section 2: Cultures of Thinking and Visible Thinking

Next, you'll review some foundational ideas to build background about why you might want to use thinking routines to support and scaffold student thinking and learning. Thinking routines emerged through Project Zero's research as one way to "make thinking visible," expanding learning opportunities for both teachers (via formative assessment) and learners (with deeper awareness of their own thinking process–metacognition). In addition to helping students develop critical skills, thinking routines foster curiosity...eventually helping learners think more creatively, collaboratively, and deeply–both in the classroom and in their lives!

Project Zero researcher Dr. Ron Ritchhart's research found that creating a culture in the classroom that supports and promotes thinking is essential. He describes the Cultures of Thinking like this:

> "Within a culture of thinking, students experience school as a place where thinking is valued and given time, rich opportunities for thinking abound in their day-to-day classroom experience, models of thinking are present in the form of seeing teachers and peers as fellow thinkers, and the environment is full with the documentation of thinking. Such environments not only provide for the practice of students' thinking skills but also help them to foster an inclination toward thinking and to develop a greater awareness of thinking occasions."

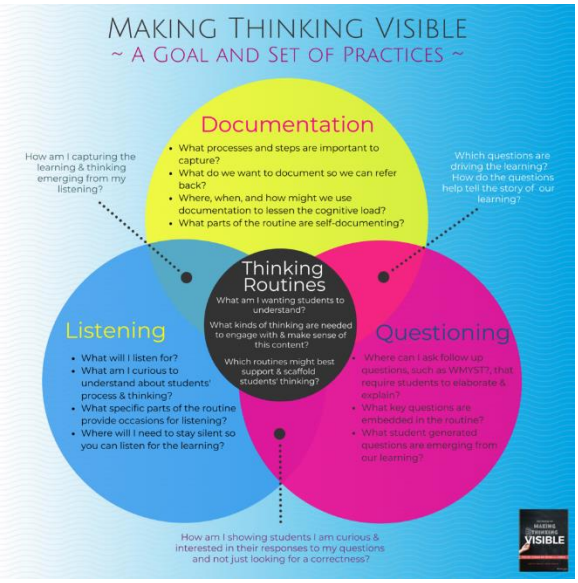
That sounds like just what our students need in the 21st Century! To learn more about how to foster a culture of thinking in your classroom, watch the video and review the graphic, below.

An interview with Dr Ron Ritchhart on Cultures of Thinking in schools

Making thinking visible is an important component of a strong culture of thinking. Watch the video below to see how teachers and students at Concourse Village Elementary in New York City share and document their thinking, ultimately leading to deeper analysis, creativity, and engagement with the content they're studying.

Making Thinking Visible

Then read "Boosting Critical Thinking Across the Curriculum," by Jorge Valenzuela, via Edutopia and review the graphic below to learn more about visible thinking, and the role thinking routines play in this practice.



B. Use the Connect, Extend, Challenge thinking routine to help you process your learning. Consider what you have just read, seen, and heard about thinking cultures and visible thinking, and then respond to one or more of the questions below:
   - How are the ideas and information connected to what you already know?
   - What new ideas did you get that broadened your thinking or extended it in different directions?
   - What challenges or puzzles emerge for you?

Section 3: Thinking Routines

Now that you know that thinking routines are a key method of making thinking visible in classrooms with a culture of thinking, it's time to learn more about what they are and how you can use them!

Project Zero defines thinking routines as:

"A set of questions or a brief sequence of steps used to scaffold and support student thinking. PZ researchers designed thinking routines to deepen students' thinking and to help make that thinking "visible." Thinking routines help to reveal students' thinking to the teacher and also help students themselves to notice and name particular "thinking moves," making those moves more available and useful to them in other contexts."

Next, explore Project Zero's Thinking Routine Toolbox. Read the introductory paragraph, and click to read the articles linked in that first paragraph:

"To explore more about thinking routines,"
"Tips on using thinking routines effectively," and
"Overview of the thinking categories."

Take some time to explore the Core Thinking Routines in the Toolbox. Please note that when you click on a thinking routine, you need to click on Resource Links on the right side to view a PDF of the full thinking routine. Each PDF includes a few simple steps to complete the thinking routine, as well as the following:

- Purpose: What kind of thinking does this routine encourage?
- Application: When and where can I use it?
- Launch: What are some tips for starting and using this routine?

C. After exploring 3 or more Core Thinking Routines, use "See, Think, Wonder" to share what you observed about the thinking routines and reflect upon how you might incorporate them into your classroom practices by responding to the prompts below. Please let us know which 3 thinking routines you chose!
   - What do you see?
   - What do you think about that?
   - What does it make you wonder?

Next, dig deeper by listening to the Thinkability Podcast S2E3: Thinking Routines: What's the Big Idea?, then respond to question D, below.

D. The Thinkability Podcast episode above describes some of the benefits of thinking routines for students and teachers (see below for timestamps). Select one or more prompts in the Take Note routine and share your thoughts about any advantages noted in the podcast.
   - The Sticky Factor (12:30-15:00)
   - The Everyone, Everywhere Factor (16:33-20:00)
   - The Visibility Factor (20:00-22:00)
   - The Epistemology Factor (22:00-23:15)

     - What is the most important point?
     - What are you finding challenging, puzzling or difficult to understand?
     - What question would you most like to discuss?
     - What is something you found interesting?

To see educators using thinking routines in the classroom, watch 2 or more video examples. You may watch the videos we've embedded below, or depending on your interests, select any 2 videos from the Power of Making Thinking Visible YouTube Channel, then respond to question E, below.

I used to think…Now I think…	See Think Wonder

E. After watching the videos above and reflecting on all you've learned, share your understanding about thinking routines in one paragraph or more, including how they may support formative assessment, using the "I used to think…Now I think…" routine.

- I used to think…
- Now I think…

Share with Other Educators on our Padlet

Before we move on to the next section of the course, we invite you to share your response to the "Word-Phrase-Sentence" thinking routine on the padlet below.

While this activity is optional, it's a great chance to share and learn from other educators taking the course while experiencing a key benefit of thinking routines–collaboration! You'll have the opportunity to reflect on others' responses and share your thoughts in the Discussion question for this course!

Link to Padlet

Embed code for Padlet:

3. Application: Implement–Getting Started with Thinking Routines

This is your chance to plan for implementing thinking routines with your students! Whether you're completely new to thinking routines, or have used them before and are eager to expand the practice, review the resources below for helpful tips.

Don't be scared off by the article title! "Using Thinking Routines: 10 Ways You Can Die," by Ron Ritchhart shares some practices to avoid. We recommend looking to the positive and finding the "To-Do's" in this resource. Next, read "Thinking Routines," from Thinking Pathways, paying particular attention to the "Phases of Development," and "Three Ways of Looking at Thinking Routines" sections.

For best results, thinking routines are meant to be repeated again and again in a variety of learning contexts. In this application, you'll make a plan to get started with thinking routines by following the steps below and completing the Launching a Core Thinking Routine Template.

1. Select one of the Core Thinking Routines from Project Zero's Thinking Routine Toolbox you'd like to try with your students.
2. Review the Resource Link PDF for the thinking routine you chose, including:
    - Steps to complete the thinking routine
    - Purpose: What kind of thinking does this routine encourage?
    - Application: When and where can I use it?
    - Launch: What are some tips for starting and using this routine?
3. Search YouTube for examples of the thinking routine in practice, look on the The Power of Making Thinking Visible YouTube Channel, or search hashtags on Instagram, Twitter, or Facebook for examples (#thinking routines, #makingthinkingvisible, and #seethinkwonder each have over 1,000 posts on Instagram!)
4. Share 3 different ways you could use this thinking routine in your classroom, including your planned Purpose and Application for each lesson/activity/learning experience.
5. In one paragraph or more, share your plans for how to facilitate a successful launch of the thinking routine, keeping in mind the tips in "Using Thinking Routines: 10 Ways You Can Die" and the information in the "Launch" section of the thinking routine PDF.

4. Application: Innovation

So far, we've focused on the basic Core Thinking Routines and getting started incorporating one or more into your lessons. As noted above, using the same thinking routine repeatedly in different contexts is a key part of their design and why they're effective in encouraging deeper thinking and collaboration.

Once your students are comfortable using thinking routines to structure their thoughts, you may want to expand their use to encourage particular types of thinking moves or habits. Consider the questions below:

1. What is the content I am teaching?
2. What is the thinking I want students to do?
3. Is there a routine that will support and scaffold that kind of thinking?

Next, choose to complete one of the options below to gather ideas to extend your repertoire of thinking routines and their efficacy in promoting the thinking moves students need.

Option A: Expand Your Thinking Routine Toolkit

Explore the wealth of additional routines in Project Zero's Thinking Routine Toolkit. Depending on the content area you teach, the ages of your students, and their needs, please explore any of the types of thinking categories (as shown in colorful rectangles in the image above). Or, use the dropdowns to search by Teaching Subject, Thinking Disposition or Competence, or Project. (*Please note that when you search, the recommended thinking routines will be highlighted in lime green*).

As you explore, think about lessons or topic areas you currently teach where you'd like to help students' deepen their understanding, expand their knowledge, think more critically or creatively, or collaborate more effectively. What thinking habits or dispositions would you like to encourage in your students? Then, select 3 thinking routines (in any category other than Core Thinking Routines) and make a plan to try them with students.

To do this, complete the table below in your module document, or use our template and submit a share link (be sure settings are set to anyone with the link is a "viewer").

Category of Thinking Routine	Name of Thinking Routine, definition, and short list of the steps (Found at the top of the thinking routine PDF)	Why you selected this thinking routine (goals, specific needs, etc.)	How you plan to use this thinking routine (lesson topic, brief description of when/how/with whom the routine will be used)
Example Synthesizing and Organizing Ideas	Creating Space for Learning "A routine to foster a disposition toward self understanding, self-direction and	*Habits of mind:* awareness of and ability to talk about thoughts and feelings, metacognition, agency for own learning, better self-regulation of	I teach 6th grade social studies, and I think this would be beneficial for all my students. I would like to teach this at the beginning of the year as a way of learning to center and teach mindfulness and self-awareness.

	mindful and compassionate concentration." • Breathe • Notice • Set Aside • Keep at the Center	emotions, engagement in learning *Specific needs:* Sometimes my middle school students struggle to calm down and get into a mindset for learning. This is especially true for my class right after lunch! They tend to be loud and sometimes in each other's business in a way that is difficult to move past.	We could also delve into learning what each student needs to be successful in the classroom (personally and from others) and how to create that space. Once we learn this routine, I think it could also be useful ahead of more challenging lessons, discussion/reflection, on test days, etc. Even taking 5 minutes to help everyone find some calm and focus would be well worth it!
1.			
2.			
3.			

Option B: Create Your Own Thinking Routines
Project Zero and others have created a wide variety of thinking routines…and you can, too! There may be a particular type of thinking that you'd like to help students activate or perhaps you seek to support students with a specific learning need. In this application, you're invited to develop your own thinking routine, with a few simple steps that can be easily learned and repeated with different content in the future.

To begin, watch the video below to see how a Kindergarten teacher has created a "Thinking Keys" routine that activates mathematical thinking.

Thinking Keys: Kindergarten, International School Amsterdam. Stephanie Martin

For the thinking routine you create, please provide a written response that includes the following:

1. Title of the thinking routine
2. Steps to complete it (remember, keep it simple and easy to remember!)
3. Purpose: What kind of thinking does this routine encourage?
4. Application: When and where can I use it? (Briefly describe each example in 1 sentence, or more)
5. Launch: What are some tips for starting and using this routine?

In addition, in one paragraph or more, please share why you decided to create this particular routine. If possible, try the routine with your students! We'd love to hear how it went.

5. Application: Collaborate–Amplify Thinking Routines with Technology
An important component of cultures of thinking is social engagement–learners are able to build deeper understanding through rich discussion, collaboration, and shared meaning-making. Incorporating technology with thinking routines facilitates additional opportunities for students to share their ideas and learn from each other and can also boost engagement and streamline classroom processes for the teacher.

Use the table below to complete this application. Select 3 thinking routines from Project Zero's Toolbox and pair them with 3 supporting tech tools that students can use collaboratively (as a whole class, in groups, in pairs). Then, use the technology to create a ready-to-go resource to use with students for each thinking routine. Remember, as you'll be using the thinking routines repeatedly, once you've developed a technology pairing, you can use it again and again–planning time well spent!

Some suggestions for tech tools that pair well with thinking routines are:

- Google Docs, Slides, Forms, Jamboard, and Draw
- Flip
- Padlet
- Pear Deck
- Concept mapping tools
- Sketchnoting tools
- Infographic tools
- Graphic organizers created with any collaborative tech tool (e.g. Google Docs)
- Feel free to select any other tech tools you know and love that facilitate collaboration!

Check out any of the optional resources below for ideas:

- "Tech Tools to Try with Thinking Routines in 2020," by Debbie Tannenbaum–Padlet, Pear Deck, Flip, Google Slides, Google Draw
- "The Power of Visible Thinking in Virtual Learning," by John Spencer (scroll down to the numbered headings below to see ideas for tech tools to pair with various thinking routines)
- Catlin Tucker Slide Deck for Core Thinking Routines #1
- Catlin Tucker Slide Deck for Thinking Routines #2

Please note–Catlin Tucker shares reproducible Slides templates. You're welcome to choose one to use in your submission below, if you like!

Please recreate the chart below in the document you will submit for this module, or use our template to share your plan.

Name of thinking routine chosen	Supporting tech tool selected (please use a different tool for each thinking routine):	How this tech tool will enhance the thinking routine process in your classroom:	Ready-to-use creation with the tech tool (e.g. Google Slides Template, Padlet with graphic organizer, Flip prompt, etc.) Please share your creation via a link, screenshot, photo, screencast, or any other share method that works for your tech tool (be sure settings are set so we can view!)
Example			
1.			
2.			
3.			

6. Investigation: Resource Review
To complete the Resource Review, identify 1 resource related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Types of resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

7. Reflection

In one or more double-spaced pages, (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.