Making Student Thinking Visible

Bowling Green City Schools
Introductions

Dr. Ann McCarty - Executive Director of Teaching & Learning
Mrs. Jodi Anderson - Secondary Curriculum Coordinator
Mr. Zeb Kellough - Elementary Curriculum Coordinator
Mrs. Robyne Kramp - Bowling Green Middle School
Mrs. Emily Bechstein - Crim Elementary
Learning Goals:

- To have a greater understanding of the 24 Operating Principles of Making Student Thinking Visible
- Explain the importance MSTV plays in creating an equitable classroom
- Learn how to engage your teachers and students in meaningful professional development to promote equity and student engagement
Today’s Agenda

- Introductions
- BGCS Equity Journey
- MSTV & Our Process
- Activity
- Testimonials
- Challenges
- Celebrations
**Our Equity Goal Over Time**

**Year 1**
Explore issues of equity at the District Leadership Team level
- discussion
- scheduling strategies
- highly qualified teachers

**Year 2**
BGCS faculty and staff will engage in professional development activities that facilitate equitable experiences for all students
- Conference
- Equity Team
- Jon Saphier
- Courageous Conversations

**Year 3**
BGCS faculty and staff will engage in professional development activities that facilitate equitable experiences for all students
- Diana Patton
- Equity Champions
- Faculty Meetings
- MSTV
- Admin Book Study

**Year 4**
All BGCS faculty and staff will engage in Making Student Thinking Visible as the primary focus of professional development for the district.
- PD Days
- Faculty Meetings
- TBT Meetings
Why MSTV?

Several factors contributed to why we chose MSTV:

- Creating a safe learning environment
- Encourage high level thinking and rich discourse where students own their learning
- Equitable access for all to all parts of the curriculum
- Increased engagement in the classroom
Making Student Thinking Visible

Research for Better Teaching
Jon Saphier & Lucy West
<table>
<thead>
<tr>
<th>24 OPERATING PRINCIPLES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Get the Conversation Started</th>
<th>Help with Struggle</th>
<th>Get Students Interacting</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Call on All</td>
<td>10. Active Listen</td>
<td>19. Add-On</td>
</tr>
<tr>
<td>5. Validate Confusion</td>
<td>13. Persevere &amp; Return</td>
<td>22. Revisit Previous Thinking</td>
</tr>
<tr>
<td>Get Started: Ask Students to...</td>
<td>Give Up</td>
<td>Teach &amp; Reinforce</td>
</tr>
<tr>
<td>8. Turn &amp; Talk</td>
<td>16. Don’t Answer Yourself</td>
<td>24. Record Academic Vocabulary</td>
</tr>
</tbody>
</table>
Our Process

- Equity Champions
- MSTV Course & Coaching through RBT
- Equity Champions practicing strategies in their own classrooms
- Equity Champions committee work - selecting strategies for faculty PD (faculty meetings and opening day PD)
- Creating our own videos of teachers using MSTV
- TBT collaboration
“Whoever is doing the talking is doing the learning.”

–David Geurin
A norm is an agreement among members of a school or classroom about how they will treat one another.

–Todd Finley
NORMS

Rationale
- Create a safe learning environment
- Norms are different than rules
- Not a gotcha
- Help shape behavior—become the way we do business

Process
- Brainstorm
- Share Ideas
- Reach Consensus
- Publish
- 3–5 Norms
- Reviewed Daily
Reinforcing Classroom Norms: An Example
ACTIVE LISTENING
Active Listening: A Classroom Example
RICH DISCOURSE

Using Sentence Stems
Let’s Try It Out
What colors are the dress?
Activity – THE DRESS

What colour is this dress?
CHALLENGES
Buy In – “I already do this”
Elementary vs. Secondary
Time
Reflection
Accountability
CELEBRATIONS
People are empowered
Part of TBT Discussions
Improved engagement
Improved school and classroom climate
Use at all meetings – district wide
Students feel safe to participate
QUESTIONS?
Resources

OLAC Equity Presentation 2017

http://www.rbteach.com/

Making Student Thinking Visible Course

John Hattie Visible Learning Resources