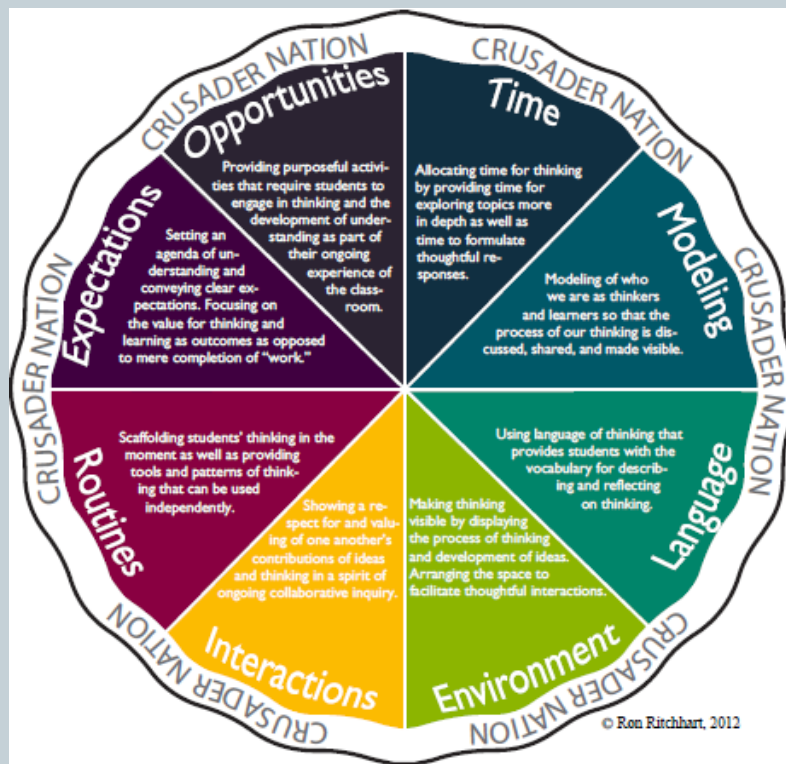


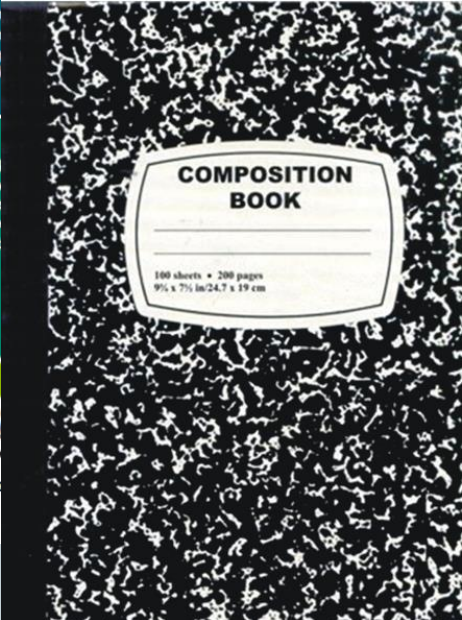
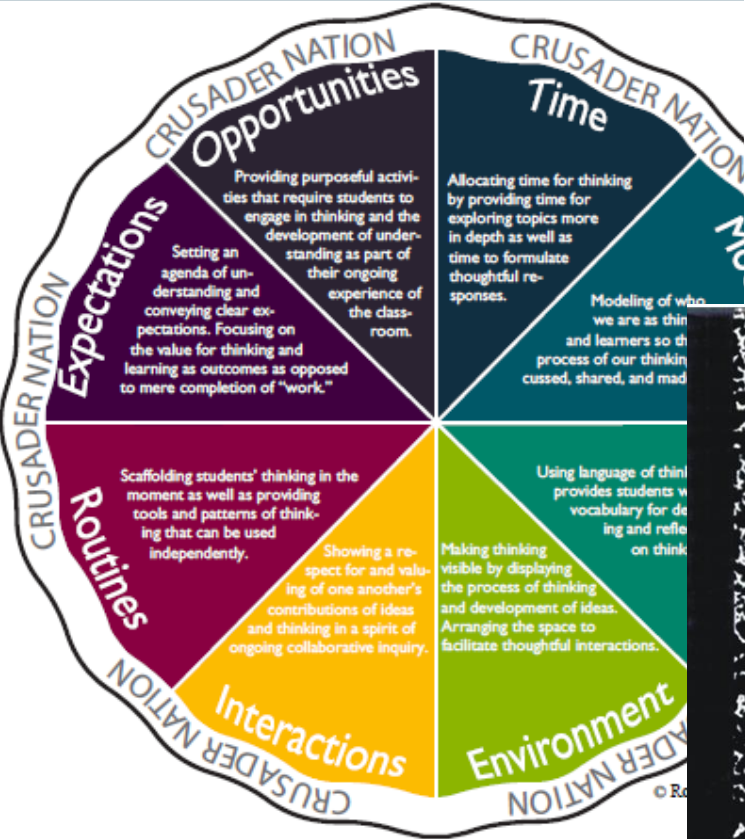
Reuther PLC



OCTOBER 13, 2014
PROFESSIONAL DEVELOPMENT

“MAY THE FORCE BE WITH YOU!”

Observations of the 8 Cultural Forces



OBSERVING THE 8 CULTURAL FORCES

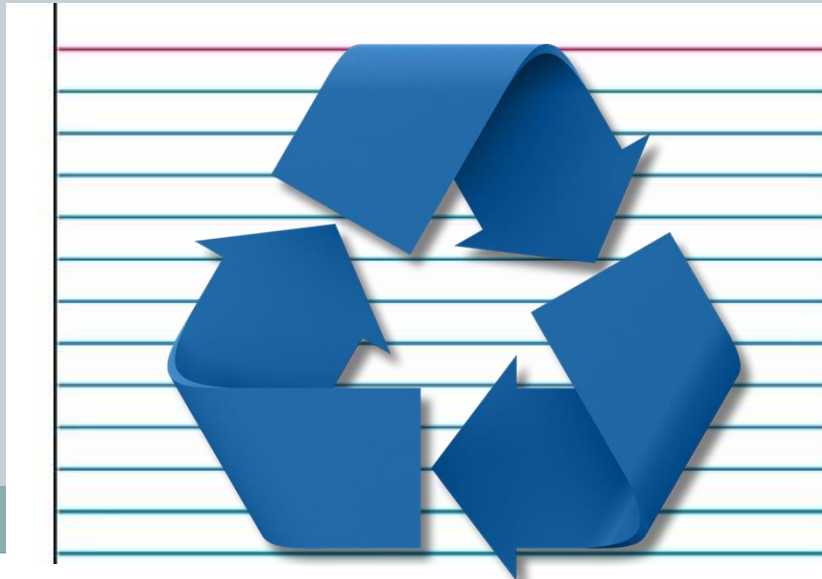
TIME	
MODELING	
LANGUAGE	

Rotation Times



Rotation 1 12:30 – 12:50	Rotation 2 12:53 – 1:13	Rotation 3 1:16 – 1:36
Rotation 4 1:39 – 1:59	Rotation 5 2:02 – 2:22	Return to Media Center

20
minute
sessions



3
minute
passing
times

James 12:30 – 2:22

RCS Think From the Middle Website



Promoting an Engaged Classroom of Learners



HOME // TEACHER TOOLBOX // PROFESSIONAL RESOURCES // OUR JOURNEY // CREATIVE IDEAS // MORE...

OUR MISSION

To create a culture of thinking where students learn through authentic, intellectual activities.

- Make decisions
- Solve problems
- Evaluate evidence
- Develop curiosity
- Identify new understanding

WHY USE BEST PRACTICES

These routines and strategies are tools that provide structure for students to collectively initiate, explore, discuss, document, and manage their thinking.

[FIND OUT MORE!](#)

WHAT'S NEW!

Check out the latest information here!

- [Micro Lab Protocol video in Math](#)
- [Student Interactions in Erika Lusky's Classroom](#)
- [Creative Ideas: Question Starters](#)
- [GSCE video in Math](#)
- [Moving Learning Forward 2014 Conference](#)
- [Van Hoosen CoT Tour recap](#)

#rcstfm



The Development of a Culture of Thinking in My Classroom: Self-Assessment

Imagine someone were to stop into your classroom on any random day or time. How likely would this visitor be to notice each of the following actions described below. For each statement assign a rating between 5 and 1 using the following scale:

- 5 = Hard to miss it
- 4 = Highly likely to notice
- 3 = Hit or miss depending on the circumstances
- 2 = Not very likely to notice
- 1= I doubt anyone would notice.

EXPECTATIONS

	Rating
1. I make a conscious effort to communicate to students that my classroom is a place in which thinking is valued.	
2. I establish a set of expectations for learning and thinking with my students in a similar way that I establish behavioural expectations.	
3. I stress that thinking and learning are the outcomes of our class activity as opposed to 'completion of work'.	
4. "Developing understanding" is the goal of classroom activity and lessons versus knowledge acquisition only.	
5. Student independence is being actively cultivated so that students are not dependent on the teacher to answer all questions and direct all activity.	

LANGUAGE

	Rating
1. I make a conscious effort to use the language of thinking in my teaching discussing with students the sort of thinking moves required by verbs such as 'elaborate', 'evaluate', 'justify', 'contrast', 'explain' etc.	

Cultural Forces Exit Slip



Exit Slip

Reuther Middle School PD 10/13/14

8 Cultural Forces

Today you were able to see some of the 8 Cultural Forces in action! What observations did you make that you will be able to implement back in your own classroom? _____

November 4 PD



Between now and November 4, implement a thinking routine with your students.

On November 4, bring a class set of student artifacts ***FROM ONE ROUTINE*** along with a sign that indicates the type of thinking you wanted to achieve.

All staff will present during a Gallery Walk.

CIA Team Time Discussion



- Converse about the 8 Cultural Forces and how they help facilitate learning
- Identify the thinking for your next upcoming unit in order to then select the most appropriate routines
- Discuss how the flowchart and matrix can be a starting point for creating units that focus on understanding
- Discuss how you will support each other and make a plan for action (ie: create units together, use a Teacher Lab concept, utilize the Literacy Coaches, etc.)



Chynoweth 2:55 - 3:00