



TEAM Video Library

Thinking
Summer 2023



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

Thinking

Thinking

The key to this indicator is the teacher's ability to thoroughly teach students the different types of thinking and provide opportunities for them to engage in the different types.

- Analytical
- Practical
- Creative
- Research-based

Evaluator Expectations

In the pre-conference, ask, *“What are the types of thinking I will see students doing in your lesson?”*

To score this indicator, the observer will need to look for:

- Type(s) of thinking students needed to complete the activity.
- Teacher think aloud (modeling)
- Student think aloud (modeling and practice)
- Opportunity for student to discuss their thinking and strategies
- Opportunity for students to discuss other students' thinking

This indicator aligns with *Presenting Instructional Content, Questioning, and Activities and Materials.*

Descriptor 1: The teacher thoroughly teaches types of thinking.

Analytical Thinking

| Description | Examples |
|--|--|
| <p>Analytical thinking is taking the big ideas and breaking them into parts to truly understand the meaning and connections of things and ideas.</p> <p>This type of thinking is connected to descriptors in <i>Questioning</i>.</p> | <p>Analyze: examine in detail the structure or parts of a story/text, interpret the meaning of the text, and explain the author's purpose.</p> <p>Compare and contrast: use a Venn diagram to describe how characters, things or ideas are the same or different.</p> <p>Evaluate: appraise and make judgements about the validity of thoughts or answers and explain conclusions.</p> |



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Practical Thinking

| Description | Examples |
|---|--|
| <p>Students use, apply, and implement what they learn in real-life scenarios.</p> <p>This type of thinking is connected to descriptors in <i>Motivating Students</i>.</p> | <p>Students learn what plants need to survive and then they apply their knowledge to grow a school garden and can eat the food they grow.</p> <p>Students learn area and perimeter then use their knowledge to design a dream home with furniture and appliances.</p> <p>Students learn about government and how laws are made then write letters to the governor to advocate for policy change.</p> |



Descriptor 1: The teacher thoroughly teaches types of thinking.

| Creative Thinking | |
|--|---|
| Description | Examples |
| <p>Students create, design, imagine, and invent.</p> <p>This descriptor is connected to the “providing students with choices” descriptor in <i>Activities and Materials</i>.</p> | <p>Students brainstorm a set design that adheres to specific criteria for a play.</p> <p>Students learn about animal habitats then create a habitat based on the needs of a student-created imaginary animal’s needs.</p> <p>Students are given a writing prompt to create a fictional story that includes characters, setting, major events, and a problem to solve.</p> |



Descriptor 1: The teacher thoroughly teaches types of thinking.

Research-based Thinking

| Description | Examples |
|---|---|
| <p>Students explore and review a variety of ideas, models, and solutions to problems.</p> <p>This descriptor is connected to the descriptors in <i>Activities and Materials</i> and <i>Motivating Students</i>.</p> | <p>Students research different professions/community helpers and use the information learned to present the one that most aligns with their area of interest and why.</p> <p>Students research what is necessary for a healthy meal and the cost of foods, and then use what they learned to create a new cafeteria menu.</p> <p>Students research the different styles and time periods of art or music and then apply the techniques to their own pieces.</p> |



Capture example(s) of the different types of thinking as you watch this video.





Share out example(s) you saw of the different types of thinking in the video.



Example(s) of the different types of thinking in the video:

- The students used **creative thinking** to design the main stage area.
 - The students used their imaginations and discussed how to represent fire in alternative ways.
- The students used **practical thinking** to apply what they learned about set design to create a model of their main stage.
- The students used **research-based thinking** to create a budget and materials list.



Descriptor 2: The teacher provides opportunities where students generate ideas, analyze problems from multiple perspectives, and monitor their thinking.

This descriptor pertains to the students having the opportunity to practice and implement the thinking types throughout the lesson. The teacher creates opportunities through questioning, student-to-student interactions, and a classroom culture that creates a safe place for students to discuss their thinking.

Examples of opportunities for students to generate ideas, analyze problems and monitor thinking:

- Presenting different strategies used to solve a math problem
- Brainstorming activities
- Accountable talk activities
- Student reflection time after a lesson
- Academic feedback between students
- Analyzing answers to problems and identifying any errors



Capture example(s) of the descriptor 2 as you watch this video.

There are 15 players on a team.
There are 7 girls. The rest of the players are boys. How many boys are on the team?

TRY IT

$7 + ? = 15$
 $15 - ? = 7$
 $15 - 7 = ?$

Math Toolkit

- counters
- ten-frames
- blank bar models

DISCUSS IT

Ask your partner: Why did you choose that strategy?

Tell your partner: I am not sure how to...

TN Sharon Smith, Cleveland City Schools
2021-22 East Grand Division Tennessee Teacher of the Year





**Share out example(s) you saw of
descriptor 2 in the video.**



Example(s) of descriptor 2 in the video:

- The teacher provided students the opportunity to generate their own ideas from solving the math problem.
- The teacher provided the students the opportunity to share their perspective on how they analyzed the problem.
- The teacher discussed the various strategies students used to solve problems, ensuring that students were aware of the different approaches available to solve the problem.



Capture example(s) of the descriptors 1 and 2 as you watch this video.





Share out example(s) of the descriptors 1 and 2 as you watch this video.



Example(s) of the descriptors 1 and 2 as you watch this video:

- The teacher allowed the students to use **analytical thinking** when she asked, “What does it mean to use a magic pencil?”
- The teacher provided students with the opportunity to generate ideas by having them explain their ideas about what drawing with a magic pencil would look like.



Culminating Activity

Follow the QR code or the link below to access the form for the culminating activity.

https://stateoftennessee.formstack.com/forms/team_rubric_video_library

Please use the form to reflect on today's learning and provide feedback about this resource.



QR Code



Thank You!

Email questions to TEAM.Questions@tn.gov

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