



COURSE SYLLABUS

Course: Making Student Thinking Visible

Presenter: Dr. Jon Saphier featuring Lucy West

Credits: 3 Graduate Professional Development Credits

Course Overview

In this course you will learn skills used to Make Students Thinking Visible (MSTV). You will hear from Jon Saphier, founder and president of Research for Better Teaching, Inc., and Lucy West, Founder of Metamorphosis TLC, on the concepts, embedded values, and operating principles of MSTV. You will explore in depth these principles and practice building a robust talk environment that builds student confidence and extends their capacity to manage discussions. Along the way you will learn about teaching habits that have to change and about the preparation and planning needed to fully integrate MSTV into your classroom.

Jonathon Saphier is founder and president of Research for Better Teaching, Inc. (RBT), an educational consulting organization dedicated in 1979 to improving classroom teaching and school leadership throughout the United States and internationally. The Ministry of Education of Singapore uses Dr. Saphier's induction program for all newly hired teachers.

He has led large-scale district improvement projects forging working alliances among superintendents, teacher union leaders, and school boards in school districts such as Montgomery County, Maryland, Eugene, Oregon, and Brockton, Revere, and Attleboro in Massachusetts. He is an annual guest instructor for The Harvard Graduate School of Education's Achievement Gap Institute and is a well-known keynote speaker on high-expertise teaching, school leadership, and related education topics.

Dr. Saphier is passionate about and actively engaged in public policy efforts to close the nation's achievement gaps. His expert opinion is often requested by organizations and news outlets such as National Public Radio, and The Washington Post. In 2003, he served as a panel member for the National Research Council of the National Academy of Sciences to study the best methods for transferring well-established educational research knowledge to classroom practice.

He is an author of eight books on education, including *The Skillful Teacher*, now its 6th edition and used extensively in teacher and leader training programs in districts and leading institutions of higher education. Other publications include *How to Bring Vision to School Improvement* and *John Adams' Promise*. Examples of recent published articles include "15 Minutes to a Transformed Lesson" and "Coaching, Teaching Standards, and Feedback Mark the Teacher's Road to Mastery" in Learning Forward's Journal of Staff Development, and "How Coaches Can Maximize Student Learning" with Lucy West in Phi Delta Kappan.

Dr. Saphier holds an Ed. D. from Boston University, M.Ed. from University of Massachusetts, M.S. from London School of Economics, and a B.A. from Amherst College.

**As you take this course, you will:**

- Listen to experts.
- Hear insights from skillful practitioners.
- Watch real classroom application of MSTV skills.
- Read research and best practice.
- Access to resources to support implementation.

Unit Objectives

In this course, you will learn:

- 1) The concepts behind Making Student Thinking Visible.
- 2) The student effects and embedded values that are part of MSTV.
- 3) The developmental stages and operating principles that create a talk environment where students can speak safely and freely.
- 4) The operating principles that support developing students' confidence in their ability and capacity to make their thinking visible.
- 5) The operating principles that you change old teaching habits so that students can make their thinking visible.
- 6) The complex operating principles that extend students' capacity to manage classroom talk.
- 7) The type of lesson planning that is necessary to set up MSTV.
- 8) Several ways to keep MSTV skills alive in your practice.

Unit Outcomes

By the end of this course, you will be able to:

- 1) Evaluate your own use of MSTV in your practice.
- 2) Set the stage for MSTV in your own classroom.
- 3) Initiate operating principles that establish a safe talk environment in your classroom.
- 4) Incorporate particular operating principles that develop students' confidence and capacity to manage talk.
- 5) Change old teaching habits that interfere with MSTV.
- 6) Apply complex operating principles that extend students' capacity to manage talk in your classroom.
- 7) Plan and prepare with lessons to support integration of principles of MSTV.
- 8) Take practical steps to keep the work of MSTV going in your classroom.

Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen.

Methods of Instruction and Evaluation

- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the course which ask participants to reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forum (prompts that engage participants in online dialogue with their cohorts)
- Pre and post survey
- Mid-Course Project and Final Capstone Project



Academic Honesty

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own, and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Grading Policy (using rubric 1-4 scale system)

Total grade for the course is a culmination of performance grades.

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: < 2.0

Percentage of Course Credit

Course grade is determined by the following:

- Reflections 15%
- Checks for understanding 25%
- Mid-course project 25%
- Final Capstone project 35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
Checks for understanding	65% or below	66-79%	80-89%	90-100%
Reflection Question	Participant has included little to no content indicating consideration and comprehension of course content. Participant has not addressed the questions posed. Participant has copied from the course transcript without synthesis or analysis.	Participant has included little that indicates consideration and comprehension of course content. Participant has answered most questions directly but some too briefly.	Participant has included appropriate content from the course content. Participant has made thoughtful comments in direct response to the prompts.	Participant has provided rich detail and supporting examples from the course content. Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.



Course Calendar

Unit 1: Course Introduction and Overview

Objectives

In this unit, you will explore an overview of the concepts behind MSTV.

Outcomes

By the end of this unit, you will be able to evaluate your own use of MSTV visible in your practice.

Readings:

- Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). Background history and research on making student thinking visible. In *The skillful teacher: Building your teaching skills* (6th ed.) (pp. 194-198). Acton, MA: RBT Research for Better Teaching, Inc.
- Research for Better Teaching, & West, L. (2014). 24 Operating principles and the verbal behaviors that go with them. Research for Better Teaching.

Unit 2: Laying the Foundation for Making Student Thinking Visible

Objectives

In this unit, you will explore the student effects and embedded values that are part of MSTV.

Outcomes

By the end of this unit, you will be able to set the stage for MSTV in your own classroom.

Resources:

- Research for Better Teaching. (2014). Summary of embedded values.

Unit 3: Developing the Talk Environment: Getting Students Used to Speaking Openly and Freely

Objectives



In this unit, you will explore the developmental stages and operating principles that create a talk environment where students can speak safely and freely.

Outcomes

By the end of this unit, you will be able to initiate several operating principles to establish a safe talk environment in your classroom.

Readings:

- Cameron, A., & West, L. (2013). Turn and talk: One powerful practice, so many uses. Retrieved from <https://metatlcinc.com/new/images/MetatlcImages/Resources/Articles/TurnandTalk.pdf>.
- Fisher, D., & Frey, N. (2011). Structuring the talk: Ensuring academic conversations matter. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 84 (1), 15-20. doi:10.1080/00098655.2010.484440.
- Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). A developmental journey for teachers and students. In *The skillful teacher: Building your teaching skills* (6th ed.) (pp. 199-202). Acton, MA: RBT Research for Better Teaching, Inc.

Unit 4: Developing Student Confidence and Capacity to Make Their Thinking Visible

Objectives

In this unit, you will explore the operating principles that support developing students' confidence in their ability and capacity to make their thinking visible.

Outcomes

By the end of this unit, you will be able to incorporate particular operating principles to develop students' confidence and capacity to make their thinking visible.

Resources:

- Research for Better Teaching. (2014). Sample norms for effective student-to-student dialogue.

Unit 5: Balancing Student and Teacher Talk

Objectives

In this unit, you will explore the operating principles that help teachers change old teaching habits that interfere with MSTV so that students can make their thinking visible.

Outcomes

By the end of this unit, you will be able to employ specific operating principles in order to relinquish control in the classroom.

Readings/Resources:

- Research for Better Teaching. (2014). Analyzing Classroom Experiments.



- Pennsylvania Department of Education. (n.d.) Common Core shifts in ELA/Literacy: Implications for students, teachers and administrators. Retrieved from static.pdesas.org/content/documents/M3-Slide_16_CC_ELA_Shifts_and_Implications.pdf.
- Common Core State Standards Initiative. (n.d.) Key shifts in English language arts. Retrieved from www.corestandards.org/other-resources/key-shifts-in-english-language-arts.
- EngageNY. (n.d.) Pedagogical shifts demanded by the Common Core State Standards. Retrieved from <https://www.engageny.org/sites/default/files/resources/attachments/common-core-shifts.pdf>.
- Reinhart, S. C. (2000). Never say anything a kid can say. *Mathematics Teaching in the Middle School*, 5(8), 478.

Unit 6: Extending Student Capacity to Manage the Talk

Objectives

In this unit, you will explore the complex operating principles that extend students' capacity to manage classroom talk.

Outcomes

By the end of this unit, you will be able apply complex operating principles that extend students' capacity to manage talk in your classroom.

Readings:

- Palmer, P., & Tishman, S. (2005). Visible thinking. *Leadership Compass*. Retrieved from http://www.visiblethinkingpz.org/VisibleThinking_html_files/06_AdditionalResources/VT_LeadershipCompass.pdf.
- Perkins, D., & Ritchart, R. (2008). Making thinking visible. *Educational Leadership*, 65 (5), 57-61. Retrieved from http://www.visiblethinkingpz.org/VisibleThinking_html_files/06_AdditionalResources/makingthinkingvisibleEL.pdf.

Unit 7: Planning and Preparing Lessons for Making Student Thinking Visible

Objectives

In this unit, you will explore the type of lesson planning that is necessary to set up MSTV.

Outcomes

By the end of this unit, you will be able plan and prepare lessons to support integration of principles of MSTV.

Readings:



- Academic word list. (n.d.) Retrieved from Victoria University of Wellington, School of Linguistics and Applied Language Studies Web site: www.victoria.ac.nz/lals/resources/academicwordlist/publications/awlsublics1.pdf.
- Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). Dimensions of questions. In *The skillful teacher: Building your teaching skills* (6th ed.) (pp. 204-214). Acton, MA: RBT Research for Better Teaching, Inc.
- Lawrence, J. F., Snow, C. E., & White, C. (2010). The words students need. *Educational Leadership*, 68(2), 23-26.
- Wolf, D. P., (1987). The art of questioning. *Academic Connections*, Winter, 1-7. Retrieved from <http://www.ascd.org/publications/educationalleadership/oct10/vol68/num02/The-Words-Students-Need.aspx>.

Unit 8: Next Steps

Objectives

In this unit, you will explore ways that you can keep the skills from this course alive in your practice.

Outcomes

By the end of this unit, you will be able to take practical steps to keep the work of MSTV going in your practice.

Readings:

- Research for Better Teaching. (2014). Making connections to other programs focused on developing student thinking.



Assessments

MAKING STUDENT THINKING VISIBLE: PLANNING PREPARATION MID-COURSE PROJECT

Description:

This project is designed for you to extend your learning of Making Student Thinking Visible (MSTV) by developing a plan that integrates MSTV into the learning environment you create with your students. The planning steps below will help guide you toward establishing the classroom climate and foundation for a rich and productive student-centered discourse. Please note that you will receive feedback on your work and be evaluated against the project rubric.

Planning Preparations:

Please respond to each prompt in full within a paragraph form and complete as one document.

- I. **SETTING:** Describe the space, the age/grade level of students, and the subject matter or specific course (if applicable) you teach and number of students in a class.
- II. **INTRODUCTION:** Create a draft/outline of an introductory speech for your students that includes an explanation of MSTV, the value/importance of it, and what the expectations are for them.
- III. **CLASSROOM:** Create a sketch of your classroom seating arrangement that will ensure all students can see and hear each other during group discourse.
- IV. **PARTICIPATION:** Describe the strategies you use or will use to ensure that all student voices are heard and/or can be solicited at random to participate (include at least three strategies from the list below in addition to the two required strategies, “Explain” and “Restate.”)
- V. **NORMS:** Describe how you will introduce behavioral norms and rules of engagement to support making student thinking visible. What interaction norms will be non-negotiable?
- VI. **PRINCIPLES:** Along with Explain and Restate, identify three additional principles that you will target to support your professional growth. Describe your rationale for choosing these three Operating Principles you will employ to integrate these into your practice.
 - a. Pause/Use Wait Time
 - b. Avoid Judgment
 - c. Validate Confusion
 - d. Explain (required)
 - e. Re-state (required)
 - f. Active Listen
 - g. Re-voice
 - h. Scaffold
 - i. Persevere and Return

Student Discourse Prompts:

In the video in Unit 4, we introduced prompts (language) that students could use to engage each other’s thinking. Prompts provide specific language for students in the early stages of learning to dig deeper into one another’s thinking. Prompts are introduced, explained and posted as reference charts for students to use in large and small group interactions. Of the 13 Operating Principles discussed so far, choose three for your students to practice and generate several prompts you could introduce to support students.



Example: Operating Principle #2: Explain:

“Tell me why you say that.”

“Would you say more about that?”

“I’m a little confused. Could you explain what you mean?”

Reflection on Practice

Based on what you have proposed in your responses to the prompts, write a one-paragraph reflection addressing (*or* describing) what else you will need to do in order to integrate the MSTV Operating Principles into your classroom. In addition, describe how you will measure successful integration.

When you’ve completed your Mid-course Project, upload your **Responses** and **Reflection** to the Evidence tab in the eClassroom.

Alternate assignment (when you’re not in a classroom or out for summer): N/A



Mid-course Project Evaluation:

Project component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Quality of planning preparation responses (25%)	Develops responses that lack several critical components.	Develops responses that miss one critical component.	Develops responses that include all critical components.	Develops responses that include clear and concise components and demonstrates planning mastery.	
Student discourse prompts (25%)	Develops some prompts for students but it is not clear about how they build skills for discourse.	Develops assigned number of prompts for students but they are of inconsistent quality.	Develops assigned number of prompts for students with clear connections to building students' skills for discourse and they are of quality.	Develops assigned number of prompts for students with clear connections to building students' skills for discourse. Prompts are of high quality and develop a structure for building student engagement.	
Reflection on practice (25%)	Provides a narrow reflection on the personal learning needs and success measures.	Provides a brief reflection on the personal learning needs and success measures.	Provides a thorough reflection on the personal learning needs and success measures.	Provides a comprehensive reflection on the personal learning needs and success measures and provides action steps.	
Formal presentation (25%)	Many grammatical errors. Does not organize paragraphs or clearly articulate main ideas.	Some grammatical errors. Organizes some paragraphs and clearly articulates some main ideas.	Grammatically accurate. Organizes paragraphs and clearly articulates main ideas.	Grammatically accurate and could serve as an exemplar. Organizes paragraphs and clearly articulates main ideas. Goes beyond the assignment and generates new ideas.	

Mid-course Project Performance Summary

Total Score _____/100%

Qualitative feedback:



FINAL CAPSTONE PROJECT

Description:

The purpose of this project is to have you design a robust lesson plan that integrates the Making Students Thinking Visible (MSTV) Operating Principles from start to finish of the lesson. You will need to include all of the critical components into the lesson plan and ensure you address the learning needs of all students. Your plan should include a combination of whole class and paired or small group student interactions. You will also be provided a guide to support filming your practice and evaluating it. This will be for your professional learning and to evaluate your practice (or as you review your footage). Please note that you will receive feedback on your work and be evaluated against the project rubric.

MSTV Lesson Plan (required)

Develop a lesson plan to support integration of MSTV and design the lesson using the critical components below. You can use the template to design your lesson or adapt it and develop your own. Please include the following in your lesson:

- **COURSE:** Course subject and grade level
- **STANDARDS:** Course standards of focus
- **FOCUS:** Focus of the lesson and Big Idea/s
- **OBJECTIVE & OUTCOMES:**
 - What should students know and be able to do as a result of this learning experience?
- **ASSESSMENT:**
 - How will you know if individuals learned the content?
 - What will students do to individually demonstrate achievement of (or progress toward) the learning objective?
- **CLASSROOM ENVIRONMENT & MATERIALS:**
 - How will you arrange the room to facilitate interactive learning?
 - What props or materials do you need to have in advance?
- **LEARNING SEQUENCE:**
 - **Teacher-led instruction and framing**
 - Write a brief statement quoting how you will introduce the topic and the lesson objective.
 - Describe the operating principles you will use for engaging students.
 - **Whole class exercise - Making Student Thinking Visible**
 - What prompts will you use to support students' learning and drive their thinking?
 - What are some examples of the language you will use for each of the operating principles you will employ?
 - **Break-out groups**
 - What information do you need to provide students in advance of their break-out groups?
 - How will you present the information/guidance to them?
 - Where and how will you initiate turn-and-talk activities?
 - What prompts will you introduce for students to use to manage their discussions?
 - How will they explore and engage one another's thinking?
 - How will you monitor the entire class?

Video Reflection (extension activity)



If you are currently teaching, included here are some ways to support filming your MSTV practice and reflecting on your progress. If you do this extension activity, you can design your Reflection on Practice (below) on what you have learned through this experience. If you decide to do this extension activity later, you can still use the materials below.

Guided Video Review (data collection of your practice)

- Who will film and debrief the video with you? A colleague? Your coach or principal?
- What operating principles were you aiming to employ?
- What evidence do you see of your use of those-operating principles (i.e., What do they sound like? Look like?)
- What did you notice that was done well? What would you do differently?
- Where would you go from here?

Reflection on Practice (required)

Based on what you have proposed in your lesson plan, write a reflection to share what structures and support you need for making student thinking visible an integral part of your practice? How will you gauge and measure your own progress/level of success with integration of the making student thinking visible principles? What are three data points (evidence) that you can collect and analyze?

When you've completed your Final Capstone Project, upload your **Lesson** and **Reflection** to the Evidence tab in the eClassroom.

Alternate assignment (when you're not in a classroom or out for summer): N/A



24 Operating Principles	Sample Student Prompts for Small Groups
#1 Engage Student Thinking #2 Call on All #3 Pause / Use Wait Time #4 Avoid Judgment #5 Validate Confusion #6 Explain #7 Restate #8 Turn & Talk #9 Establish Norms #10 Active Listen #11 Re-voice #12 Scaffold #13 Persevere & Return #14 Slow Down #15 Allow Struggle #16 Don't Answer Yourself #17 Leave with Cues #18 Agree-Disagree #19 Add On #20 Compare Thinking #21 Surface Discrepancies #22 Revisit Previous Thinking #23 Infuse Academic Vocabulary #24 Record Academic Vocabulary	<ul style="list-style-type: none"> • Here's what I think... What do you think? • Do you agree with me? Why or why not? • This part is confusing to me – what do you think it means? • Let's talk about what happened in this chapter. • What did you write on your post-its? • Something you said reminded me that... • I liked what you said because... • Another idea related to what you said is... • What background information do we have that can help us understand this?



Final Capstone Lesson Template

Lesson Plan Title:

Course:

Grade Level:

Standards Addressed

Objective(s) & Outcomes

Assessment

Big Idea (Lesson Focus)

Questions to Begin Dialogue & Engage Student Thinking

Academic Language Embedded in Lesson & Materials to Address in Advance

Classroom Environment & Materials

Lesson Sequence

Focus Lesson/Modeling (Teacher Led)

Guided Practice/Collaborative Learning (Whole Class)

Break-out (Individual work time)

Differentiation and Progress Monitoring



Final Capstone Project Evaluation:

Project component	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)	Score
Quality of lesson plan (25%)	Develops responses that lack several critical components.	Develops responses that miss one critical component.	Develops responses that include all critical components.	Develops responses that include clear and concise components and demonstrates planning mastery.	
Demonstration of MSTV lesson integration (25%)	Indicates a broad selection of MSTV Operating Principles and the strategies and teacher moves to support MSTV integration.	Indicates a basic selection of MSTV Operating Principles and few strategies and teacher moves to support MSTV integration.	Indicates a clear selection of MSTV Operating Principles and identifies key strategies and teacher moves to support MSTV integration.	Identifies a clear selection of MSTV Operating Principles and identifies key strategies and teacher moves to support MSTV integration. Reveals robust planning and integration. Lesson could serve as an exemplar.	
Reflection on practice (25%)	Provides a narrow reflection on the personal learning needs and success measures.	Provides a brief reflection on the personal learning needs and success measures.	Provides a thorough reflection on the personal learning needs and success measures.	Provides a comprehensive reflection on the personal learning needs and success measures and provides action steps.	
Quality of capstone application (25%)	Demonstrates little understanding of lesson planning and preparation.	Demonstrates some understanding of lesson planning and preparation.	Demonstrates clear understanding of lesson planning and preparation.	Demonstrates comprehensive understanding of lesson planning and preparation. Shows clear steps for translating MSTV in their instruction.	

Final Capstone Project Performance Summary

Total Score _____/100%

Qualitative feedback: