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.

Course 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.

Course 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

PCG 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)		Percentage of Course Credit	
Total grade for the course is a culmination of performance grades		Course grade is determined by the following	
A:	3.4 – 4.0	**Reflections**	15%
B:	2.7 – 3.3	**Checks for Understanding**	25%
C:	2.0 – 2.6	**Mid-course Project**	25%
F:	<2.0	**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/ awlsublists1.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.