**OCLI, 2014**

High School Science Charts

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| **Determining Importance** **(18 statements)** | **Inferring Beliefs****(9 statements)** | **Synthesizing Implications****(6 statements)** |
| * Tammy: Amy was at the door making connections to students immediately.
* Rion: Amy said “this is where the real learning will happen – when you talk to someone else.”
* Lucie: Amy also said “this is our focus – peer feedback.”
* Chrissy: She used the phrase “none of these are perfect” to help make the class more connected, more invested in the work.
* Aaron: When students struggled to use science terms, Amy said “none of this is perfect. . .learning is a process and it’s hard.”
 | *After participants shared highlights from their notes to create the “Determining Importance” column, we then clustered the statements around similar concepts.* * **Amy believes learning is a process which is driven by feedback from the teacher, class peers, and self-assessment.**
* **Amy values students as critical members of the class/team.**
 | *The most critical part of this process is when participants synthesize implications: this is the “so what” question – why does this matter to me and my understanding of teaching and learning?** **Rion: When students carry the load, the rush to cover content is dissipated; teacher and student skills are transferred to other critical learning.**
* **Tammy: We must continually monitor for meaning.**
* **Leslie: Don’t underestimate what students can do; instead, provide opportunities for success and opportunities to learn from failure.**
* **Aaron: When students become more active in their learning, it creates an improved relationship between teacher and student.**
* **Chrissy: The work of learning is community oriented; the work of learning is student centered.**
* **Lucie: Creating an environment where it’s okay to take risks (because you feel safe) is critical to learning.**
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| * Leslie: Amy adjusted to allow two sets of partners to work as a quad, saying “I don’t want to impede that.”
* Chrissy: Amy showed flexibility and adaptability when the class didn’t get the animation and she showed the osmosis process a second time. She is not just pushing an agenda.
 | * **Amy believes that flexibility and the ability to adapt to student needs makes students willing to learn from her and from the classroom community.**
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| * Tammy: She encouraged students to draw on one another’s knowledge.
* Chrissy: Amy started with a log that connected students to lesson objectives.
* Leslie: Amy used real student work as her warm-up log. This helped the class see what their peers had done.
 | * **Amy believes students can and should learn from one another.**
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| * Leslie: Amy regularly monitored thinking: “Would you agree?” “Does this make sense?”
* Lucie: I noticed Amy said “think about this. . .” over and over in class.
* Aaron: The class is student centered, little “sit and get.” Amy reminded them they would be asked to share their thinking.
* Lucie: Amy’s exit reflection asked students to “think about thinking” and to “think about science.”
* Tammy: She used terminology: thinking, modeling. . .the language of OCLI.
 | * **Amy believes students learn by doing.**
* **Amy believes self-monitoring is important.**
* **Amy believes in “metacognitive pushes.”**
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| * Chrissy: She allowed students to ask questions and probed to make the questions more personal and thoughtful.
* Rion: Once when she started to explain the directions, she redirected herself, requiring students to do the work instead of doing the thinking for them.
* Lucie: Amy made a great connection by responding to a student comment about making tea – asked them to infer what this meant about diffusion. She took this student comment and real life connection and helped them develop new inferences, more development of ideas.
 | * **Amy sees herself as a facilitator of learning.**
* **Amy believes students should think for themselves; in fact, this is the only way to gain true understanding.**
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