**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.** |
| * 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.** |  |
| * 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.** |  |