

Thinking Schools  
International™

# Growing Thinking Schools

## From the Inside Out

Dr. David Hyerle and Robert Seth Price

### Transformational Professional Development for Schools

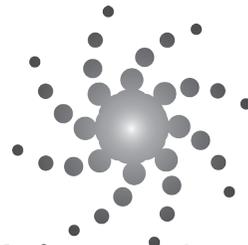
Thinking models, processes, skills, strategies and tools for transforming the whole school environment.



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Locally and Networked Globally

***More than training... We transform...***



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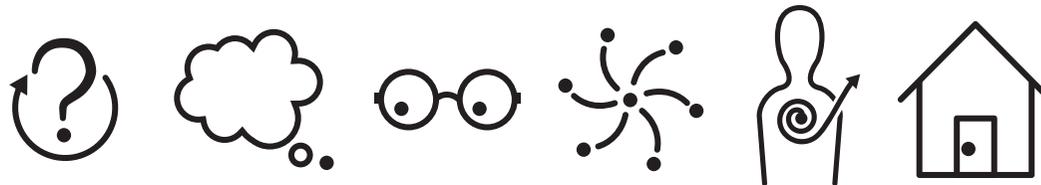
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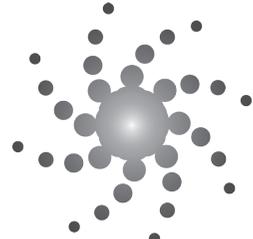
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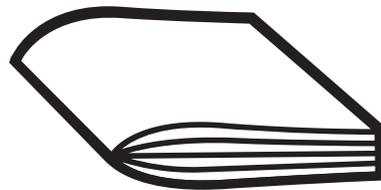


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International™

# Working Field Guide

**a reflective journal for  
personal and collaborative thinking**

*developed and designed by Robert Seth Price*



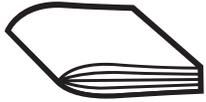
*for student and adult thinkers*

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# Working Field Guide

## Thinking Schools International, LLC



### Our Purpose

Thinking Schools International, LLC is a company focused on facilitating expertise within schools, school systems, and across regions and countries for transforming the practice of education toward the collaborative development of a wide range of thinking processes of all members of learning organizations.

### Our Process

Thinking Schools International, LLC conducts direct training with individual learning organizations, certifies trainers at different levels of expertise, while also welcoming other organizations to engage with us in licensing agreements for using these materials and processes around the world.

### Contact Info

For information about training, training of trainers, and the expansion of the Thinking Schools design in your area, please contact: Richard Cummins, CEO Thinking Schools International, LLC, Swindon, England.

### Website

Please visit our website for information about upcoming training opportunities, research and documentation on different approaches to the facilitation of thinking, and for documentation and research on Thinking Schools around the world. There are links to leaders in the field of the development of thinking and learning. If your learning organization is working with us over time, you will be given access to an online collaborative network of educators from around the world who are sharing their experiences and new strategies, insights, and outcomes.

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# How to use the Working Field Guide

## Using the Working Field Guide

The *Working Field Guide* is like a journal that you might take along on your journey for writing down your ideas. In this case, you will be collaboratively mapping out your ideas and reflecting on uses of thinking tools, techniques and strategies with your colleagues. It is a place for you to be creative, to capture ideas, and for reference as you move forward.

## Expanding the Working Field Guide

The provided *Working Field Guide* is a foundation to expanding the field guide with pages that reflects your school visions, needs and culture for depth of understanding. Further development of the *Working Field Guide* for and by the staff strengthens the understanding of the potential with personal and collaborative reflections.

## Creating a Field Guide for your Students

This *Working Field Guide* is also a purposeful model for what we suggest you try out with your students. When students have a place to keep track of new ways of thinking they will engage in a reflective process, as you have, in investigating and improving their ability to use new thinking processes over time. We hope you create your own Field Guide design for students that is unique and appropriate for your environment and that reflects the vision your school has taken on for becoming a community focused on the development of every child's abilities to think in many different ways... and to improve their abilities to investigate how to integrate these different approaches as they mature.

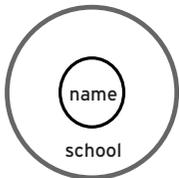


## Circle Map with Frame of Reference

Understanding your school and community



**1** What is your name?



**2** Identify as many important things that you would say about your school to someone who has never been there?

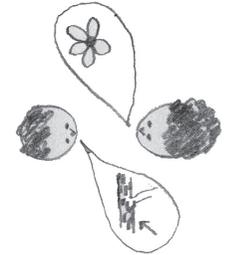


**3** Every community has its own character. Write down the most important things about the wider neighborhood and community that surrounds your school in the Frame of Reference.

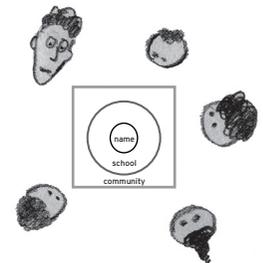
## Circle Maps • Understanding your School and Community

After you and a partner have completed your visual mapping, first pair up together and share your ideas with a Think-Pair-Share, then second get together in a small group and share your ideas with a collaborative Context Circle. Use the questions below:

What are some of the similar and different types of information in the maps?



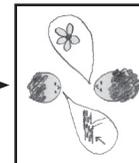
We will then share the most important information in a group map.



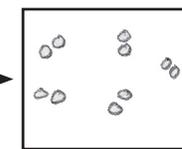
### Think-Pair-Share in the classroom



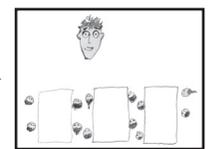
teacher models with a student



two students model



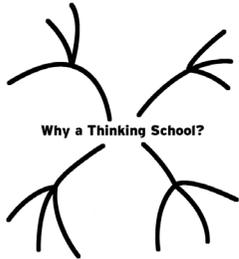
pair up students



whole group sharing

# Mind Maps: Collaborative Networking of Ideas

Why a Thinking School?



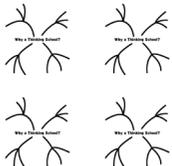
Why would we want to begin a transformation of our school toward becoming a Thinking School?



Pair with a person sharing common and new ideas.



Ask about each others ideas.\*



Pair with another pair to share your visual Mind Maps. Select and prioritize 3-4 of the most important ideas in a sequential flow map.

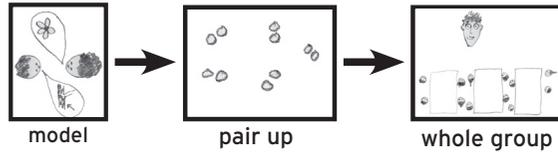


\* How are you thinking about the idea? Please tell me more.

# For, Of and About Thinking

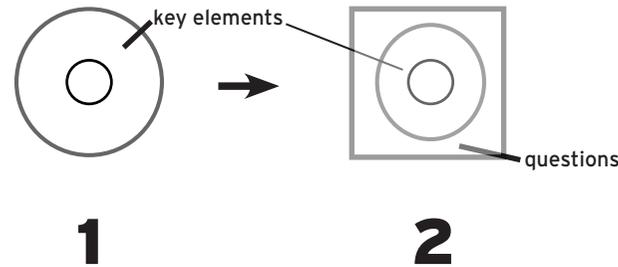
## Think-Pair-Share

Each area of Thinking Development



## Visual Mapping

Each area of Thinking Development



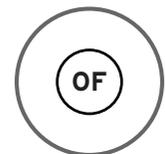
### Teaching **FOR** Thinking

Creating school-wide and classroom conditions that support thinking development.



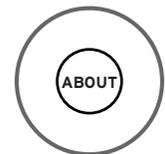
### Teaching **OF** Thinking

Instructioning students in the skills and strategies of thinking directly and/or implementing thinking programs.



### Teaching **ABOUT** Thinking

Helping students become aware of their own and others' thinking processes and use in real-life situations and problems



### Prioritizing

How would you prioritize For, Of and About Thinking

>  >

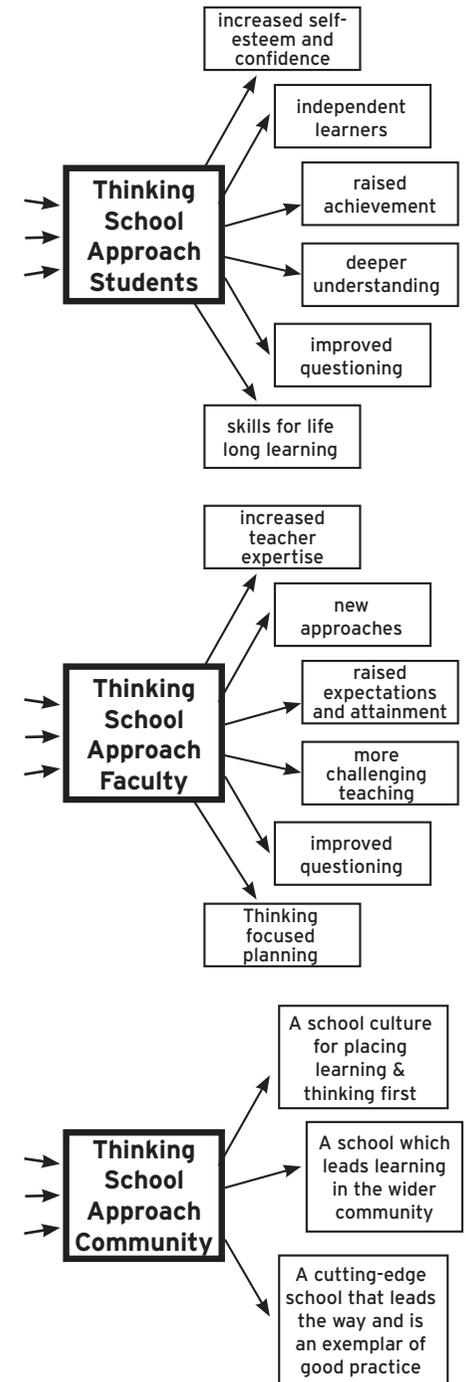
# Becoming a Thinking School

What are the inputs?

What are the inputs of this process to make a difference for STUDENTS?

What are the inputs of this process to make a difference for the FACULTY and SENIOR MANAGEMENT team?

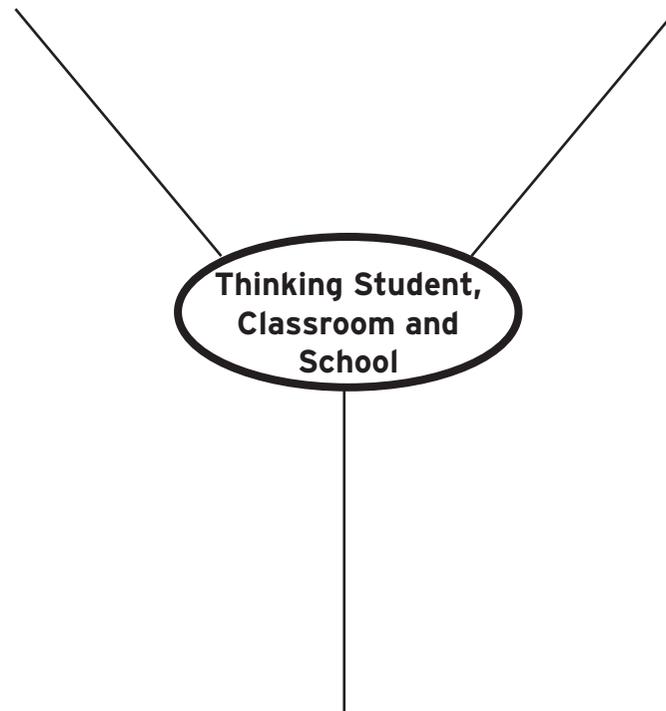
What are the inputs of this process to make a difference for the WHOLE SCHOOL?



# Thinking Student, Classroom and School

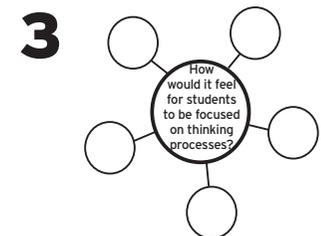
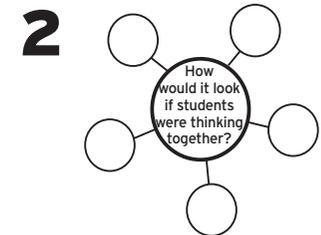
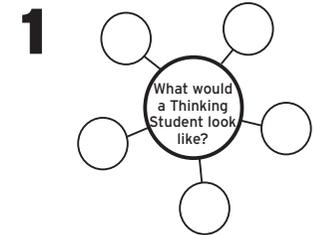
Why a Thinking School?

1) What would a Thinking Student look like?



2) How would it look if students were thinking together?

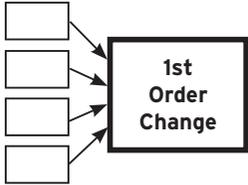
3) How would it feel for students to be focused on thinking processes?



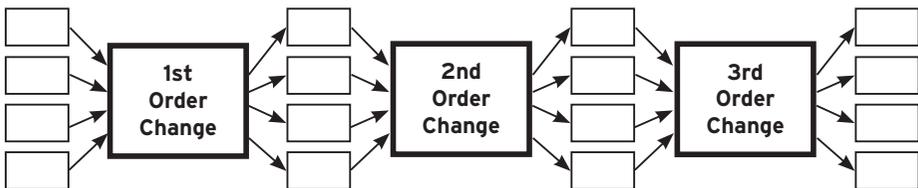
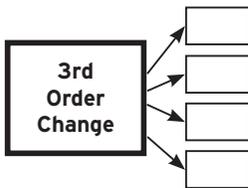
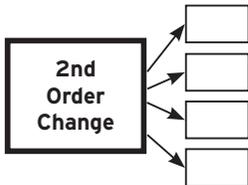
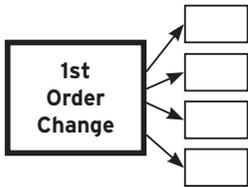
# Orders of Change

How does change happen in your school and community

inputs

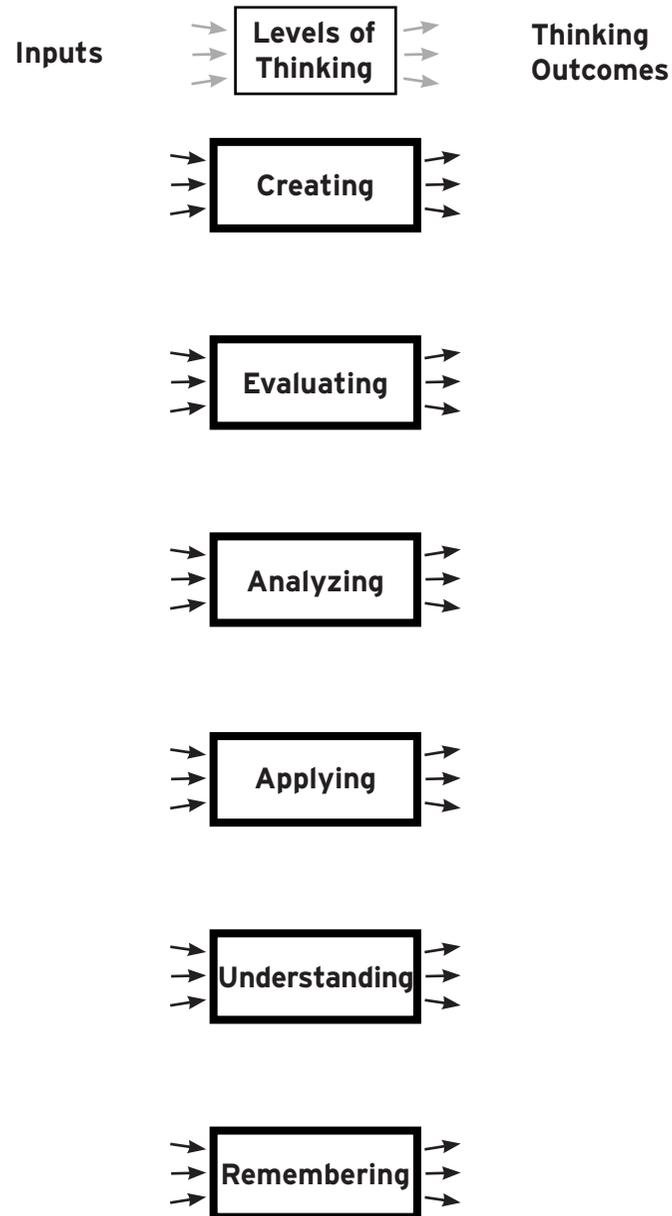


outcomes



# Cognitive Processes Dimension

Benjamin Bloom's Taxonomy of Educational Objectives  
(revised by Anderson)





## Enquiry Dimension

### Reflective Questions

#### Types of Reflective Questions

**Factual (Knowledge)** - A factual question has only one correct answer.

**Interpretive** - An interpretive question has more than one answer that can be supported with evidence from the text. Interpretive questions keep discussions going and require the reader to refer back to the text.

**Evaluative** - An evaluative question asks the reader to decide if s/he agree with the writer's ideas or point of view. The answer to an evaluative question depends on the reader's prior knowledge, experience, and opinions.

**1**

Use a Visual Tool(s) to discuss the different types of reflective questions.

**2**

What is the teacher's role with Reflective Questions?  
The students?

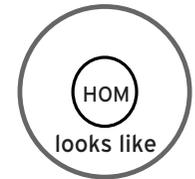
**3**

What collaborative learning methods can be used with Reflective Questions? How?

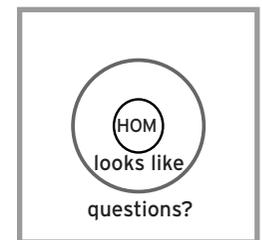
# Dispositions Dimension

## Habits of Mind

- 1** Select a Habit of Mind (HOM) and sketch what it looks like.



- 2** On the outside circle write your questions you have in regards to this Habit of Mind.



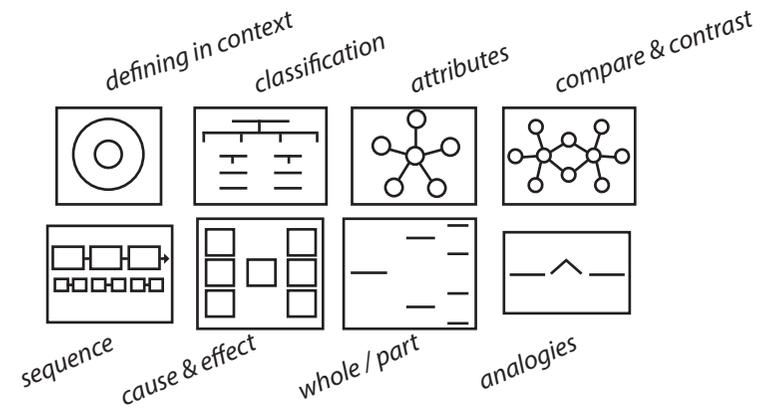
- 3** What are the inputs and outcomes of implementing Habits of Mind.



## Visual Tools Dimension

### Organizing Thinking

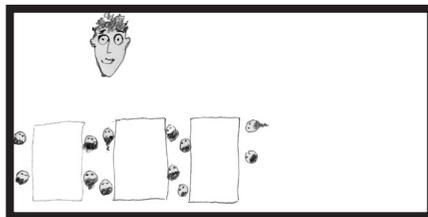
How does the design and physical nature of the individual Thinking Maps® support our understanding of each cognitive process? Use visual tools to organize your thinking.



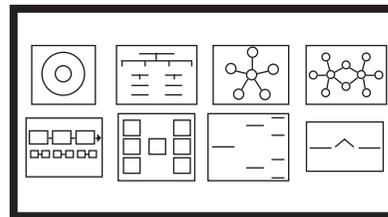
## Visual Tools Dimension

### Organizing Thinking

Consider the Thinking Maps® as a visual language to communicate ideas, thinking, and understanding. Draw and/or write your thoughts using a Thinking Map.



*Which Thinking Map would you use to organize your thinking about \_\_\_\_\_?*



*Select a Thinking Map that represents how you are organizing your thinking.*

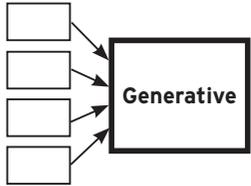


*Participants share how they organized their thinking with their selected map (cognitive process).*

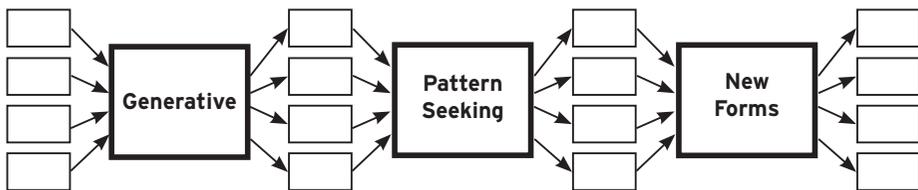
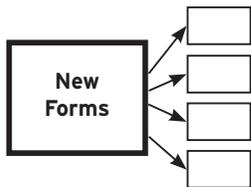
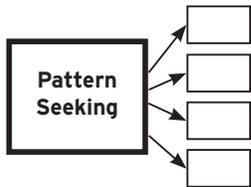
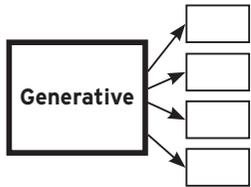
# Creativity Dimension

Inside the Box and Outside the Box

inputs



outcomes



# Depth and Complexity

## Thinking in Depth

- 1** Select a Depth and Complexity (DOC) and sketch what it looks like.

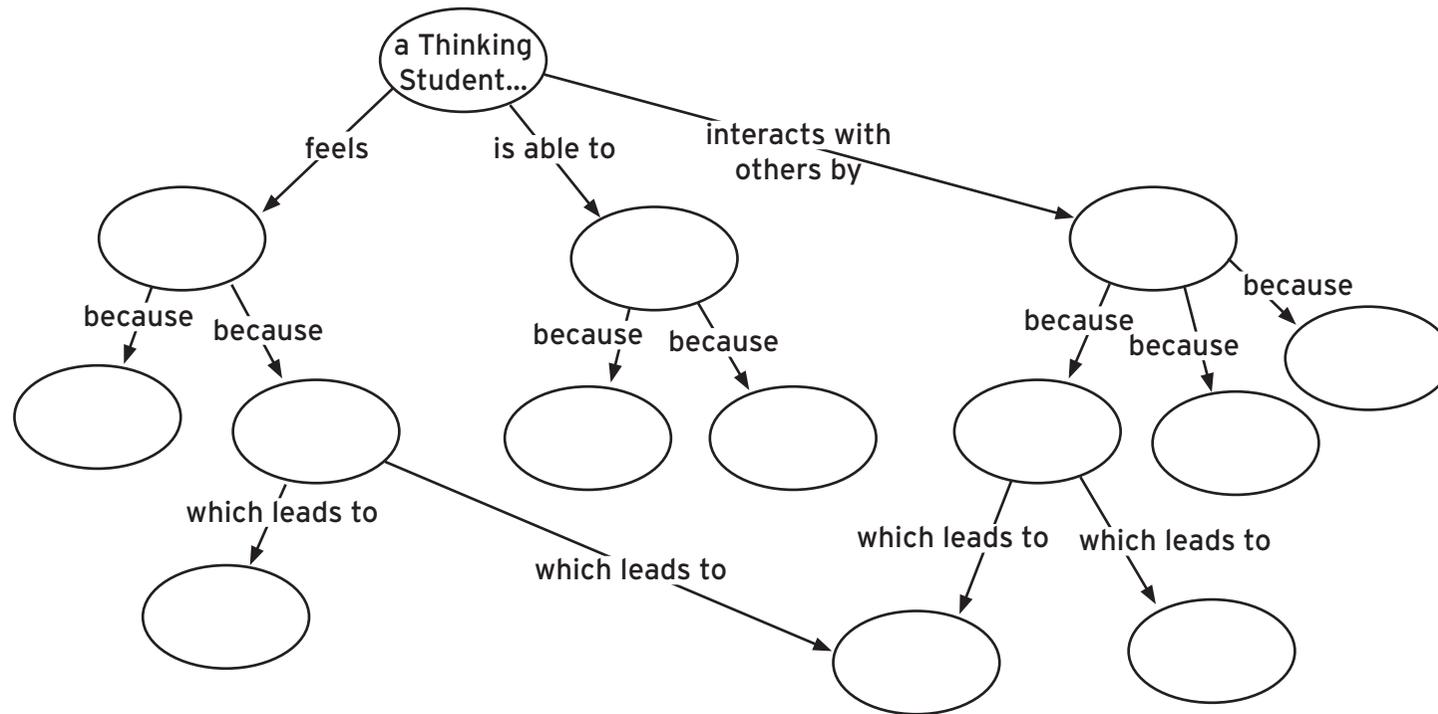


- 2** On the outside circle write your questions you have in regards to this Depth and Complexity.



- 3** What are the inputs and outcomes implementing a specific Depth and Complexity?

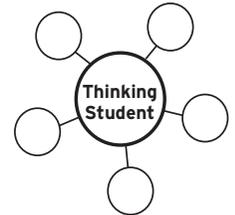




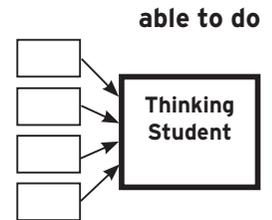
# Thinking about Thinking

Reflections

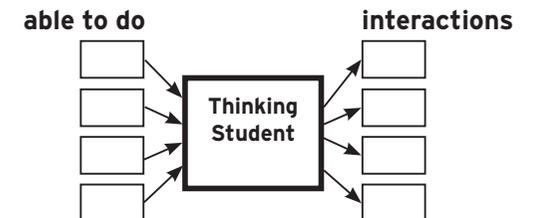
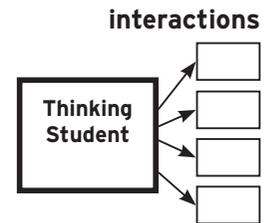
What are the qualities of a Thinking Student?



What is a thinking student able to do?



How does a thinking student interact with others?



# Priorities

## Reflecting on the Journey

**1** On small pieces of paper in the circle write the priorities of change at your school.



**2** Sequence the priorities of change in the order that you think change will happen.

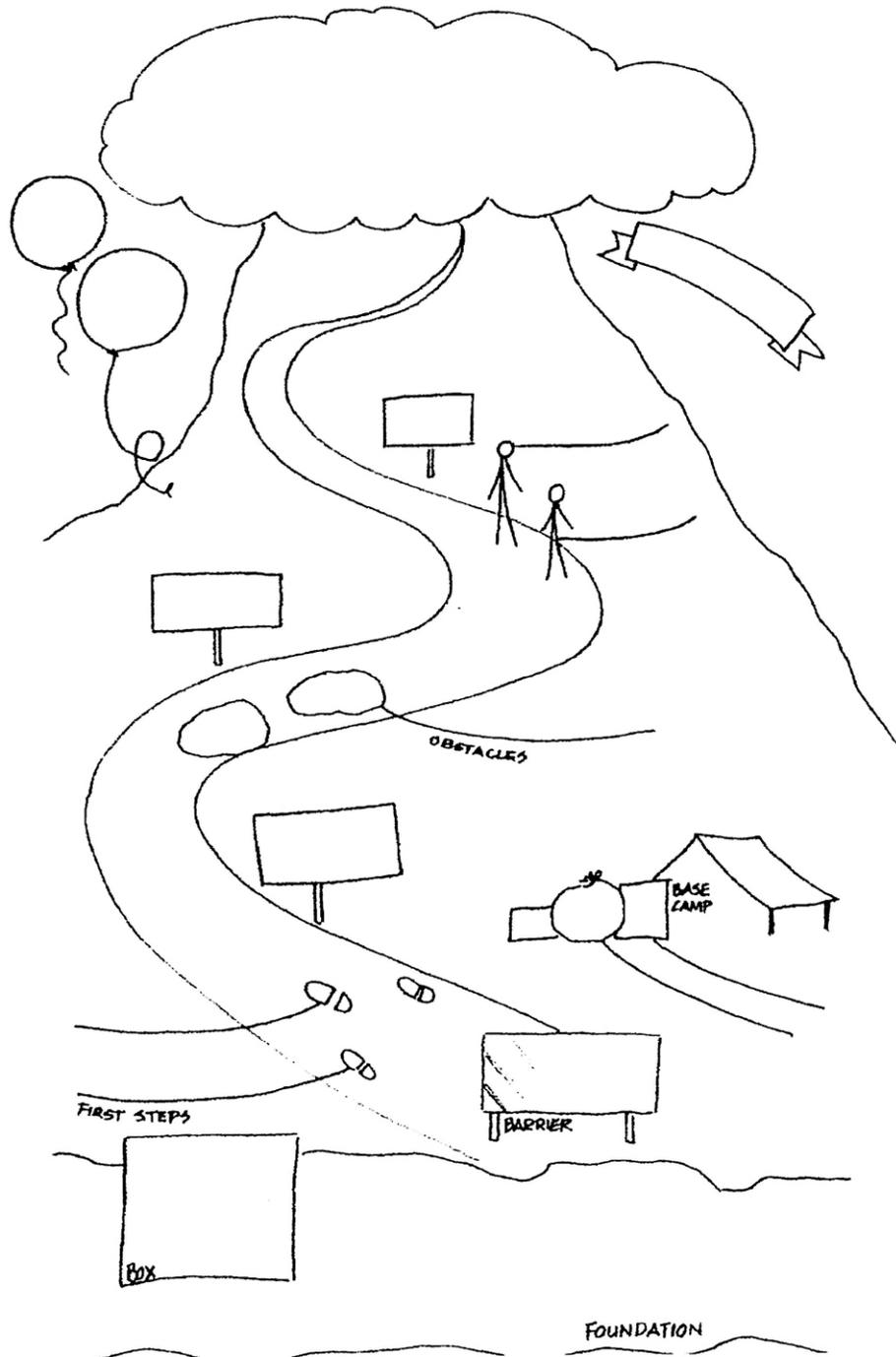


**3** On the outside circle write how do you know if change occurs at each stage.



# Mindscaping Overview

Planning the Journey



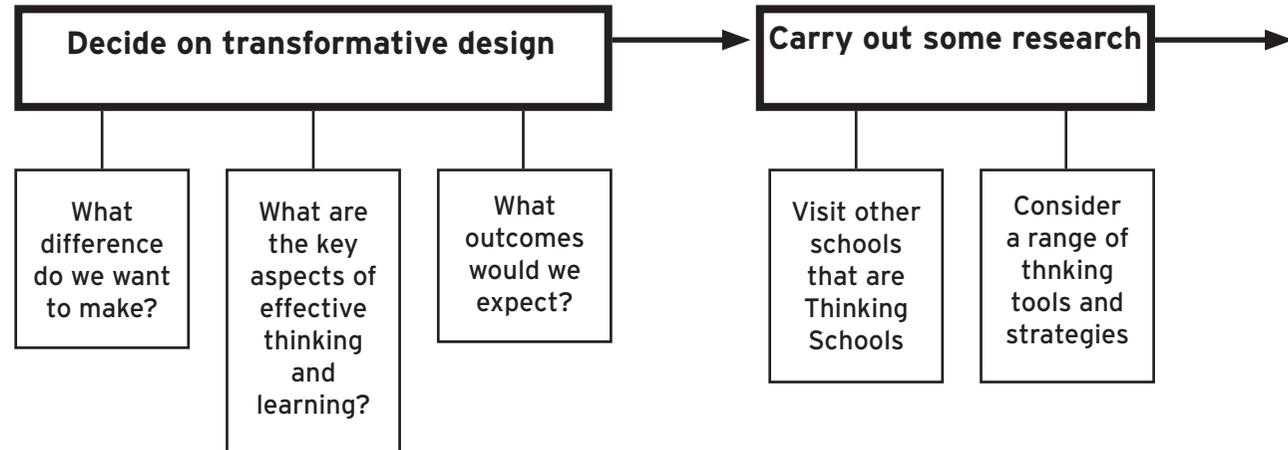
## Planning the Journey

What are the transformative design steps for success?

### Journey

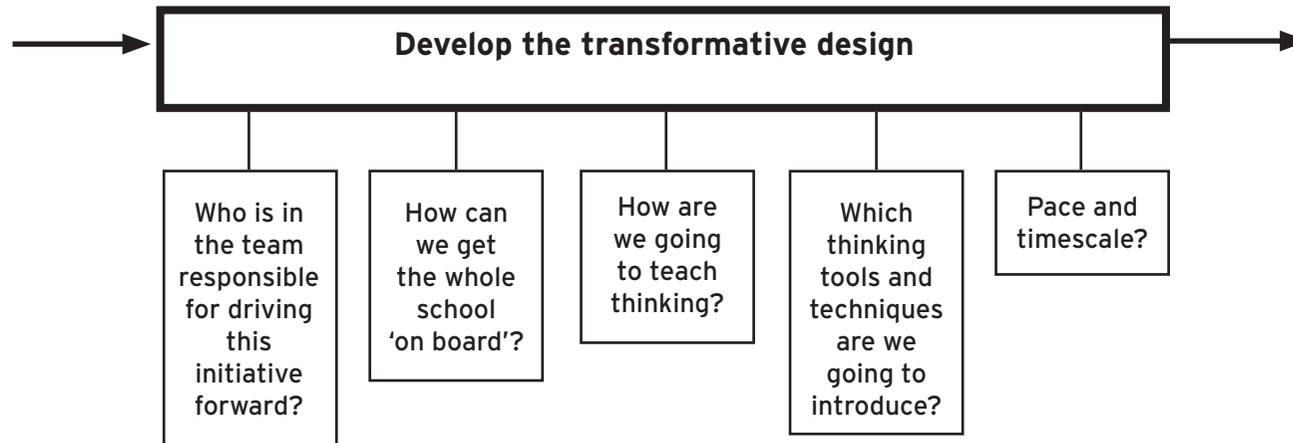
Here are the types of the questions we may ask:

- What are the best ways to approach the teaching of thinking for YOUR school?
- What do you think is involved in a whole school approach?
- What transformational steps are necessary for success?
- How far are you along in this process already?
- How will you build consistency through a developmental planning process?
- Are there clear timelines and actions for training, monitoring and sustaining the plan?



## Planning the Journey

What are the transformative design steps for success



## PMI (Plus-Minus-Interesting) Guide

Reflections

<b>Plus</b>	<b>Minus</b>	<b>Interesting</b>
<b>What further Thinking Schools Professional Development would you like?</b>		

# Leading the Way

Transformative Design: Change Model

