DIFFERENTIATING TASKS TO ENGAGE ALL STUDENTS IN HIGH QUALITY THINKING

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The Critical Thinking Consortium

TC²@25
CELEBRATING 25 YEARS
THE CRITICAL THINKING CONSORTIUM

Your partner in **critical**, **creative**, and **collaborative** thinking.

Today's critical challenge

- Select a whole group lesson that might be more successful with a differentiated approach
- Develop a feasible but effective plan to differentiate

Start a Thoughtbook: What are your initial thoughts about this challenge?

Think critically

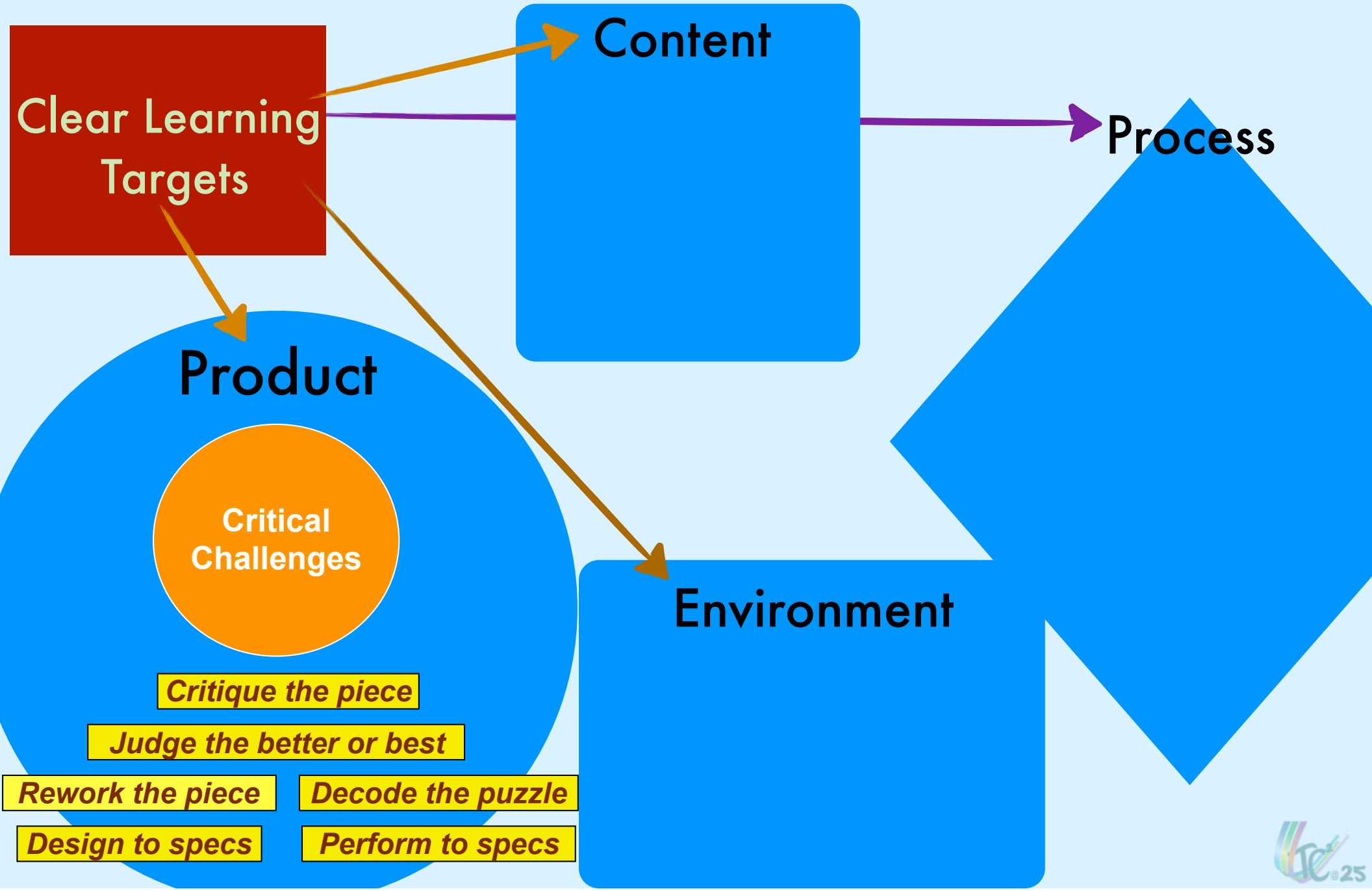
- List all the possible contributors to this accident. Consider:
  - possible immediate causes
  - possible long-term causes
- Select the most likely immediate and long-term cause.
- Be prepared to justify your answer with evidence.

Make thinking visible by inviting students to grapple with a critical challenge

A Critical Challenge:

- is set in the context of a **problematic situation**
- requires **reasoned judgment**
- requires the competent use of **intellect tools** for quality thinking

Differentiation in a Critically Thoughtful Classroom



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- Select a whole group lesson that might be more successful with a differentiated approach
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Start a Thoughtbook: What are your initial thoughts about this challenge?

What strengths and needs do you anticipate?

- List all the possible contributors to this accident. Consider:
  - possible immediate causes
  - possible long-term causes
- Select the most likely immediate and long-term cause.
- Be prepared to justify your answer with evidence.

Tools required for quality thinking

Tools	Indicators
Background knowledge	Can students draw upon accurate and relevant information required by a challenge?
Criteria for judgment	Can they make reasoned judgments in the face of relevant criteria and use criteria to justify their decisions?
Thinking vocabulary	Can students competently use key concepts related to thinking?
Thinking strategies	Do students effectively employ useful strategies to work through the challenge?
Habits of mind	Do students exhibit key characteristics of good thinkers?

What intellectual tools would students need to grapple with this challenge?

- List all the possible contributors to this accident. Consider:
  - possible immediate causes
  - possible long-term causes
- Select the most likely immediate and long-term cause.
- Be prepared to justify your answer with evidence.

Background Knowledge	Thinking vocabulary	Criteria for judgement	Thinking strategies	Habits of mind
Students need knowledge of:	Students need to understand the following words:	Students need to use the following criteria to make a judgment and defend their judgment using this criteria:	Students need to use various strategies tackle this challenge:	Students need to develop and be conscious of applying the following habits of mind:

Differentiation in a Critically Thoughtful Classroom

Clear Learning Targets

Content

Teach and Assess the Intellectual Tools

Process

Background Knowledge

How much?

When?

How?

Thinking strategies

Criteria for judgement

Thinking vocabulary

Habits of mind

Product

Critical Challenges

Critique the piece

Judge the better or best

Rework the piece

Decode the puzzle

Design to specs

Perform to specs

Environment

Today's critical challenge

- Select a whole group lesson that might be more successful with a differentiated approach
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Start a Thoughtbook: What are your initial thoughts about this challenge?

How might focused observation help me differentiate?

Assessing Thinking

Tools	Indicators	Product	Observ	Convers
Background knowledge	Can students draw upon accurate and relevant information?			
Criteria for judgment	Can they make reasoned judgments in the face of relevant criteria and use criteria to justify their decisions?			
Thinking vocabulary	Can students competently use key concepts related to thinking?			
Thinking strategies	Do students effectively employ useful strategies to work through the challenge?			
Habits of mind	Do students exhibit key dispositions?			

7 x ? = 28

Student A	**13**
Student B	**4**
Student C	**left blank**

- What are the strengths and gaps in each student's thinking?
- What is the most important thing each student needs?
- Is there anything that they all need?

7 x ? = 28

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Student B	**4**
Student C	**left blank**

- What are the strengths and gaps in each student's thinking?
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How much?

When?

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Thinking strategies

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Habits of mind

Product

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Community of Thinkers

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Share your journey - what are you thinking? What has changed? What has been affirmed?

Stay connected…

Thank you!

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