**Course Syllabus Template**

**All Courses = 36 Hours; minimum 6 sessions**


Please complete a full course syllabus using this format. The number of sessions held will depend on how you allocate the 36 hours. This syllabus will be uploaded to the ASPDP website. Please be sure it is in a word or PDF document format.

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**Title of Course:** Making Student Thinking Visible

**Course Code:**

**Course Location:** Online, [www.kdsi.org/NYC](http://www.kdsi.org/NYC)

**Instructor’s Name:** Sophia Thwaites  /  **Presenter:** Dr. Jon Saphier featuring Lucy West

**Instructor’s Telephone #:** 1800 728 0032  
**E-mail:** nyc@kdsi.org

**Course Begins:** September 15, 2014  
**Course Ends:** January 5, 2015  
**Total Hours:** 36

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**Course Description**

In this course participants will learn skills used to Make Students Thinking Visible (MSTV). Participants 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. Participants 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 participants will learn about teaching habits that have to change and about the preparation and planning needed to fully integrate MSTV into their classroom.

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**Calendar**

<table>
<thead>
<tr>
<th>Session # 1: <strong>Course Introduction and Overview</strong></th>
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</table>
| **Date:** self-paced  
**Number of hours for this session:** 2.75  
**Time:** self-paced |

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include an overview of making student thinking visible, identifying significant teacher and student comments and actions, and understanding the 24 operating principles in action.

**Objectives:** Specify instructional goals and standards for each session.

In this unit, participants will explore an overview of the concepts behind MSTV.
English Language Arts Standards » Speaking & Listening

CCSS.ELA-LITERACY.SL.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.1.A.
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.1.B.
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.1.C.
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.1.D.
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to evaluate the use of MSTV visible in their practice.

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.


**Guest Speakers:**

<table>
<thead>
<tr>
<th>Calendar</th>
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</thead>
<tbody>
<tr>
<td>Session # 2: <strong>Laying the Foundation for Making Student Thinking Visible</strong></td>
</tr>
<tr>
<td>Date: self-paced</td>
</tr>
<tr>
<td>Number of hours for this session: 2.75</td>
</tr>
</tbody>
</table>

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include setting the stage for making student thinking visible, identifying embedded values, and learning how to make the classroom safe and inclusive.

**Objectives:** Specify instructional goals and standards for each session.

In this unit, participants will explore the student effects and embedded values that are part of MSTV.

English Language Arts Standards » Speaking & Listening

**CCSS.ELA-LITERACY.SL.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.1.A.**
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.1.B.**
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.1.C.**
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.1.D.**
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).
- 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

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to set the stage for MSTV in their classroom.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.


**Guest Speakers:**

**Calendar**

| Session # 3: **Developing the Talk Environment: Getting Students Used to Speaking Openly and Freely** |
| --- | --- |
| Date: self-paced | Time: self-paced |
| Number of hours for this session: 2.75 |

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include developing student comfort and confidence in making their thinking visible, balancing whole group and partner talk in large group situations, and understanding developmental stages.

**Objectives:** Specify instructional goals and standards for each session.

In this unit, participants will explore the developmental stages and operating principles that create a talk environment where students can speak safely and freely.

**English Language Arts Standards → Speaking & Listening**

**CCSS.ELA-LITERACY.SL.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCSS.ELA-LITERACY.SL.1.B.
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.1.C.
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.1.D.
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to initiate several operating principles to establish a safe talk environment in their classroom.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.


### Calendar

| Session # 4: Developing Student Confidence and Capacity to Make Their Thinking Visible |
| Date: self-paced |
| Time: self-paced |
| Number of hours for this session: 2.75 |

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include establishing norms to build capacity, using prompts and modeling behaviors, and helping students persevere in difficult situations.

### Objectives

Specify instructional goals and standards for each session.

In this unit, participants will explore the operating principles that support developing students' confidence in their ability and capacity to make their thinking visible.

**English Language Arts Standards » Speaking & Listening**

- **CCSS.ELA-LITERACY.SL.1**
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.SL.1.A.**
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

- **CCSS.ELA-LITERACY.SL.1.B.**
  - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

- **CCSS.ELA-LITERACY.SL.1.C.**
  - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- **CCSS.ELA-LITERACY.SL.1.D.**
  - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### Method of Instruction

List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to incorporate particular operating principles to develop students' confidence and capacity to make their thinking visible.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter's name and affiliation.


**Guest Speakers:**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Session # 5: Mid-Course Project</td>
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<tr>
<td>Date: self-paced</td>
</tr>
<tr>
<td>Number of hours for this session: 7</td>
</tr>
</tbody>
</table>

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

**Description:**
This project is designed for participants to extend their learning of Making Student Thinking Visible (MSTV) by developing a plan that integrates MSTV into the learning environment they create with students. The planning steps below will help guide participants toward establishing the classroom climate and foundation for a rich and productive student-centered discourse. Please note that participants will receive feedback on their work and be evaluated against the project rubric.

**Planning Preparations:**
Please respond to each prompt in full within a paragraph form and complete as one document.

**SETTING:** Describe the space, the age/grade level of students, and the subject matter or specific course (if applicable) you teach and number of students in a class.

**INTRODUCTION:** Create a draft/outline of an introductory speech for your students that includes an explanation of MSTV, the value/importance of it, and what the expectations are for them.

**CLASSROOM:** Create a sketch of your classroom seating arrangement that will ensure all students can see and hear each other during group discourse.

**PARTICIPATION:** Describe the strategies you use or will use to ensure that all student voices are heard and/or can be solicited at random to participate (include at least three strategies from the list below in addition to the two required strategies, “Explain” and “Restate.”)

**NORMS:** Describe how you will introduce behavioral norms and rules of engagement to support making student thinking visible. What interaction norms will be non-negotiable?
PRINCIPLES: Along with Explain and Restate, identify three additional principles that you will target to support your professional growth. Describe your rationale for choosing these three Operating Principles you will employ to integrate these into your practice.
Pause/Use Wait Time
Avoid Judgment
Validate Confusion
Explain (required)
Re-state (required)
Active Listen
Re-voice
Scaffold
Persevere and Return

Student Discourse Prompts:
In the video in Unit 4, we introduced prompts (language) that students could use to engage each other’s thinking. Prompts provide specific language for students in the early stages of learning to dig deeper into one another’s thinking. Prompts are introduced, explained and posted as reference charts for students to use in large and small group interactions. Of the 13 Operating Principles discussed so far, choose three for your students to practice and generate several prompts you could introduce to support students.

Example: Operating Principle #2: Explain:
“Tell me why you say that.”
“Would you say more about that?”
“I’m a little confused. Could you explain what you mean?”

Reflection on Practice
Based on what you have proposed in your responses to the prompts, write a one-paragraph reflection addressing (or describing) what else you will need to do in order to integrate the MSTV Operating Principles into your classroom. In addition, describe how you will measure successful integration.

When you’ve completed your Mid-course Project, upload your Responses and Reflection to the Evidence tab in the eClassroom.

Alternate assignment (when you’re not in a classroom or out for summer): N/A

Objectives: Specify instructional goals and standards for each session.

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

Guest Speakers:
### Calendar

**Session # 6: Balancing Student and Teacher Talk**  
**Date:** self-paced  
**Time:** self-paced  
**Number of hours for this session:** 2.75

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include understanding the common core shifts, relinquishing control, and understanding “give-ups”.

**Objectives:** Specify instructional goals and standards for each session.

In this unit, participants will explore the operating principles that help teachers change old teaching habits that interfere with MSTV so that students can make their thinking visible.

English Language Arts Standards » Speaking & Listening

**CCSS.ELA-LITERACY.SL.1**  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.1.A.**  
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-LITERACY.SL.1.B.**  
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-LITERACY.SL.1.C.**  
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.1.D.**  
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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)
After School Professional Development Program
Zoe Souliotis-Foley, Director aspdp@schools.nyc.gov

- 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

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to employ specific operating principles in order to relinquish control in the classroom.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

- 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_ELAL_States_and_Implications.pdf.

**Guest Speakers:**

**Calendar**

Session # 7: Extending Student Capacity to Manage the Talk
Date: self-paced Time: self-paced
Number of hours for this session: 2.75

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include understanding small group interactions, interactions among students using more complicated operating principles, and developmental stages of group behavior.

**Objectives:** Specify instructional goals and standards for each session.

In this unit, participants will explore the complex operating principles that extend students' capacity to manage classroom talk.
English Language Arts Standards » Speaking & Listening

CCSS.ELA-LITERACY.SL.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.1.A.
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.1.B.
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.1.C.
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.1.D.
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able apply complex operating principles that extend students' capacity to manage talk in their classroom.

Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter's name and affiliation.


### Guest Speakers:

### Calendar

| Session # 8: Planning and Preparing Lessons for Making Student Thinking Visible |
|---|---|
| Date: self-paced | Time: self-paced |
| Number of hours for this session: 2.75 |

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include digging deeply into content, developing objectives, and lesson planning.

### Objectives: Specify instructional goals and standards for each session.

In this unit, participants will explore the type of lesson planning that is necessary to set up MSTV.

**English Language Arts Standards » Speaking & Listening**

**CCSS.ELA-LITERACY.SL.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.1.A.**
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**CCSS.ELA-LITERACY.SL.1.B.**
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**CCSS.ELA-LITERACY.SL.1.C.**
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**CCSS.ELA-LITERACY.SL.1.D.**
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### Method of Instruction:
List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).
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

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able plan and prepare lessons to support integration of principles of MSTV.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.


**Guest Speakers:**

<table>
<thead>
<tr>
<th>Session # 9: Next Steps</th>
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<tbody>
<tr>
<td>Date: self-paced</td>
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<tr>
<td>Time: self-paced</td>
</tr>
<tr>
<td>Number of hours for this session: 2.75</td>
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</tbody>
</table>

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Topics include reflecting on course content and themes, and looking ahead into incorporating course content into teaching practice.
Objectives: Specify instructional goals and standards for each session.

In this unit, participants will explore ways to keep the skills from this course alive in their practice.

English Language Arts Standards » Speaking & Listening

CCSS.ELA-LITERACY.SL.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.1.A.
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.1.B.
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.1.C.
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.1.D.
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Method of Instruction: List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

- 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

Classroom Practice: Specify what skills and strategies the participant will bring back to his/her classroom.

By the end of this unit, participants will be able to take practical steps to keep the work of MSTV going in their practice.
Resources (readings, artifacts, internet sites, videos, etc): Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.

- Research for Better Teaching. (2014). Making connections to other programs focused on developing student thinking.

### Guest Speakers:

### Calendar

<table>
<thead>
<tr>
<th>Session #</th>
<th>Date: self-paced</th>
<th>Time: self-paced</th>
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<tbody>
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<td>10</td>
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</table>

Number of hours for this session: 7

**Topics:** List session topic and material, e.g. handouts. Indicate midterm and final exam date.

Final Capstone Project

**Description:**
The purpose of this project is to have participants design a robust lesson plan that integrates the Making Students Thinking Visible (MSTV) Operating Principles from start to finish of the lesson. Participants will need to include all of the critical components into the lesson plan and ensure that they address the learning needs of all students. Each participants plan should include a combination of whole class and paired or small group student interactions. Participants will also be provided a guide to support filming their practice and evaluating it. This will be for their professional learning and to evaluate their practice (or as they review their footage). Please note that participants will receive feedback on their work and be evaluated against the project rubric.

**MSTV Lesson Plan (required)**
Develop a lesson plan to support integration of MSTV and design the lesson using the critical components below. You can use the template to design your lesson or adapt it and develop your own. Please include the following in your lesson:

**COURSE:** Course subject and grade level
**STANDARDS:** Course standards of focus
**FOCUS:** Focus of the lesson and Big Idea/s
**OBJECTIVE & OUTCOMES:** What should students know and be able to do as a result of this learning experience?
**ASSESSMENT:** How will you know if individuals learned the content? What will students do to individually demonstrate achievement of (or progress toward) the learning objective?
**CLASSROOM ENVIRONMENT & MATERIALS:** How will you arrange the room to facilitate interactive learning? What props or materials do you need to have in advance?

**LEARNING SEQUENCE:**
Teacher-led instruction and framing
Write a brief statement quoting how you will introduce the topic and the lesson objective. Describe the operating principles you will use for engaging students.

**Whole class exercise - Making Student Thinking Visible**
What prompts will you use to support students’ learning and drive their thinking?
What are some examples of the language you will use for each of the operating principles you will employ?

**Break-out groups**
What information do you need to provide students in advance of their break-out groups?
How will you present the information/guidance to them?
Where and how will you initiate turn-and-talk activities?
What prompts will you introduce for students to use to manage their discussions?
How will they explore and engage one another’s thinking?
How will you monitor the entire class?

**Video Reflection (extension activity)**
If you are currently teaching, included here are some ways to support filming your MSTV practice and reflecting on your progress. If you do this extension activity, you can design your Reflection on Practice (below) on what you have learned through this experience. If you decide to do this extension activity later, you can still use the materials below.

**Guided Video Review (data collection of your practice)**
Who will film and debrief the video with you? A colleague? Your coach or principal?
What operating principles were you aiming to employ?
What evidence do you see of your use of those operating principles (i.e., What do they sound like? Look like?)
What did you notice that was done well? What would you do differently?
Where would you go from here?

**Reflection on Practice (required)**
Based on what you have proposed in your lesson plan, write a reflection to share what structures and support you need for making student thinking visible an integral part of your practice? How will you gauge and measure your own progress/level of success with integration of the making student thinking visible principles? What are three data points (evidence) that you can collect and analyze?

When you’ve completed your Final Capstone Project, upload your **Lesson** and **Reflection** to the Evidence tab in the eClassroom.

**Alternate assignment (when you’re not in a classroom or out for summer):** N/A

**Objectives:** Specify instructional goals and standards for each session.

**Method of Instruction:** List the method of presenting: Classroom video or interactive hands-on activity. Include strategies to meet diverse learning needs (differentiated instruction).

**Classroom Practice:** Specify what skills and strategies the participant will bring back to his/her classroom.

**Resources (readings, artifacts, internet sites, videos, etc):** Provide the title, author, edition, publisher, cost, and where it is available. If there is a guest speaker, include the presenter’s name and affiliation.
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<th>Guest Speakers:</th>
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