

The Thoughtful Classroom™

MAKING STUDENTS AS IMPORTANT AS STANDARDS

Thirty Years of Practice. Thirty-five Years of Research.
One Professional Development Program That Really Works.

PROGRAM OVERVIEW



800-962-4432

www.ThoughtfulEd.com

The Thoughtful Classroom™

MAKING STUDENTS AS IMPORTANT AS STANDARDS



Dear Fellow Educator,

What does it mean to Make Students as Important as Standards?

All around the country, parents and educators are worried that their schools are becoming unrecognizable test-taking factories. And the students are worried, too. When we visit schools and talk to students, one of the most common and disturbing refrains we hear is, "My school is more interested in my test scores than in me."

It doesn't have to be this way. In fact, research shows that schools that address student diversity and pay attention to issues of what motivates learners post better test results than schools that let the test and only the test drive curriculum, instruction, and assessment.

Make no mistake about it: State tests are here and they are here to stay. As educators, we have a duty to learn from the tests and to help students perform well on them. But we have another duty as well, a duty to ensure that our schools are homes for the mind, a duty to make sure our classrooms are **thoughtful** in both senses of the word: **full of thought** as well as **considerate of individual differences**. This is the goal of The Thoughtful Classroom, and this is what we mean when we talk about "Making Students as Important as Standards."

If you would like to learn more about how The Thoughtful Classroom professional development program can help you raise standards without losing students, please call us to set up a free consultation.

Sincerely,

Harvey F. Silver and Richard W. Strong

Founders of The Thoughtful Classroom,
Silver Strong & Associates/Thoughtful Education Press



Harvey F. Silver



Richard W. Strong



Introducing... The Thoughtful Classroom

If we are to rise to the challenge of Making Students as Important as Standards, then we need to answer five important questions:



1. What skills do students need to develop in order to achieve at high levels?
2. What instructional strategies enable the greatest gains in student performance?
3. How can we address the diversity of our students in a way that is manageable and provides an equal opportunity for all students to achieve?
4. How can we design units of instruction that motivate learners with different learning styles yet still address the skills and core content knowledge students need to succeed?
5. How do schools become professional learning communities that support teachers through the improvement process?

The answers to these questions can be found in a new and comprehensive approach to school improvement known as...



The Five Pillars of The Thoughtful Classroom

Pillar I: The Hidden Skills of Academic Literacy

A concise list of the skills that separate high achievers from low and average achievers

Pillar II: Research-Based Strategies

Sixteen instructional strategies and a set of classroom tools proven to make a difference in student learning

Pillar III: Diversity That Works

A manageable system for differentiating instruction and assessment based on the four major learning styles

Pillar IV: Classroom Curriculum Design

A simple and deep unit design model that helps teachers maximize learning and motivate all students to do their best work

Pillar V: Instructional Learning Teams

Powerful collaborative and coaching structures that make a professional and collegial culture a reality in your school

"The Thoughtful Classroom Program's great power lies in its ability to explain 35 years of research in a way that's immediately accessible to teachers."



*Robert J. Marzano, Author
Classroom Instruction That Works
and What Works in Schools*

Pillar I: The Hidden Skills of Academic Literacy

What skills separate high achievers from low and average achievers? To find out, we conducted a ten-year investigation into 47 different state testing systems. By collecting and analyzing test items and then giving “test samplers” to students at differing achievement levels, we learned something surprising: Student success had very little to do with content knowledge. Instead, student

success rested heavily on a set of twelve core skills that cut across all content areas. In addition, we found that these skills were radically under-taught, rarely benchmarked, and in some cases, never mentioned in state curriculum documents. That’s why we call these skills, so critical to student success, The Hidden Skills of Academic Literacy.

The Hidden Skills of Academic Literacy

Reading and Study Skills

- Collect and organize ideas through note-making
- Make sense of abstract academic vocabulary
- Read and interpret visual displays of information

Reflective Skills

- Construct plans to address questions and tasks
- Use criteria and guidelines to evaluate work in progress
- Control or alter mood and impulsivity

Thinking Skills

- Draw conclusions; make and test inferences, hypotheses, and conjectures
- Conduct comparisons using specific criteria
- Analyze the demands of a variety of higher-order thinking questions

Communication Skills

- Write clear, well-formed, coherent explanations in all content areas
- Write comfortably in the following nonfiction genres: problem/solution, decision making, argument, comparative
- Read and write about two or more documents

Pillar II: Research-Based Instructional Strategies

The jury is definitely in: The strategies teachers use in their classrooms have a tremendous impact on student learning. Based on the influential work of Robert Marzano and his research into effective instruction, we have

identified a set of sixteen strategies whose systematic use by teachers will build critical skills, actively engage learners, and increase their ability to master rigorous and challenging content.

Strategies for:

Mastering Content

- Interactive Lecture
- Vocabulary Tool Kit
- Direct Instruction
- Do You Hear What I Hear? (Note-making/Summarizing)

Reasoning and Critical Analysis

- Compare and Contrast
- Reading for Meaning
- Inquiry/Mystery
- Concept Attainment

Exploring and Synthesizing Ideas

- Write to Learn
- Inductive Learning
- Metaphorical Expression
- Extrapolation

Collaborating and Personalizing Learning

- Cooperative Learning
- Reciprocal Learning/Peer Reading
- Graduated Difficulty
- Circle of Knowledge



"Dr. Harvey Silver and The Thoughtful Classroom Team have done a masterful job in guiding Kentucky educators to tie newly refined academic content standards to the key elements of an effective classroom. Evaluations from our Instructional Support Network confirm the real value of this very high quality professional development experience. This team has helped Kentucky educators understand how to address these standards meaningfully in their classrooms, and they are excited about the impact this will have on teaching and learning across our state."

*Gene Wilhoit
Kentucky Commissioner of Education*

Pillar III: Diversity That Works

Differentiation is nothing new. All teachers adjust instruction, assignments, and even tone of voice to meet the needs of different students. However, recent calls for wider and more varied approaches to differentiation have overwhelmed many schools, their teachers, and their administrators. If differentiation is to work, if it is to meet its goal of increasing each and every learner's opportunity to find relevance and achieve success in

school, then it must be manageable. That's why The Thoughtful Classroom is designed around a model of diversity that is as practical as it is well-researched: learning styles. Over the last thirty years, we have helped thousands of schools engage, motivate, and raise the achievement of all learners with a classroom-friendly model of diversity based on four dominant learning styles:

The Four Learning Styles

Mastery Learners

Want to... learn practical information and procedures

Like... drills, lectures, demonstrations, and practice

May experience difficulty when... learning becomes too abstract or when faced with open-ended questions

Learn best when... instruction is focused on modeling new skills, practicing, and feedback sessions

Interpersonal Learners

Want to... learn about things that affect people's lives

Like... group experiences, discussions, cooperative learning activities, role playing, personal attention

May experience difficulty when... instruction focuses on independent seat work or when learning lacks real-world application

Learn best when... their teacher pays attention to their successes and struggles

Understanding Learners

Want to... use logic, debate, and inquiry to investigate ideas

Like... reading, debates, research projects, independent study, making cases or arguments, asking "Why?"

May experience difficulty when... there is a focus on the social environment of the classroom (e.g. cooperative learning)

Learn best when... they are challenged to think and explain their ideas

Self-Expressive Learners

Want to... use their imaginations to explore ideas

Like... creative and artistic activities, open-ended and non-routine problems, generating possibilities and alternatives, asking "What if?"

May experience difficulty when... instruction focuses on drill and practice and rote problem solving

Learn best when... they are invited to express themselves in unique and original ways

"Our three-year initiative with The Thoughtful Classroom program is giving our schools the tools to close the achievement gap. I've never seen teachers more excited about their own professional growth."

*Liz Storey, Executive Director,
Green River Regional Educational Cooperative
Bowling Green, KY*

"The Thoughtful Classroom is the holy grail of professional development programs. It has completely transformed my district!"

*Christine Tibbets,
Superintendent,
Lyndonville, NY*

Pillar IV: Classroom Curriculum Design

It is no accident that so many educational giants, from Benjamin Bloom to Madeline Hunter to Robert Marzano, have recognized the importance of the "learning unit" as the most effective vehicle for designing curriculum. By combining the best in research with our thirty years of working with and learning from thousands of teachers, we have developed a simple but deep model for designing thoughtful units. A thoughtful unit is more than a manageable framework for integrating our work in

The Hidden Skills of Academic Literacy, research-based strategies, and learning styles. It is also a place where students come to learn about themselves while they interact with others and engage with powerful ideas. By focusing on the knowledge, understanding, skills, and habits of mind we want to develop in our students and then designing a five-room "blueprint," we ensure that every unit is truly a "home for the mind."

Unit Blueprint

What facts and procedures do you want students to know?

Foyer

(Knowledge Anticipation)

How does the unit begin?

What activities do teachers use at the beginning of the unit?

What resources do they supply?

*What do you want students to be like?
(Habits of mind)*

Workshop

(Practice)

What particular skills will be modeled and practiced during this unit?

Library

(Knowledge Acquisition)

What texts or other sources will the students use to acquire new information?

Porch

(Reflection)

What activities or strategies will be used to help students reflect on what they are learning or have learned?

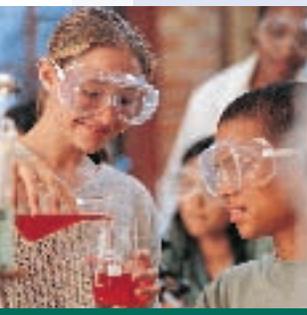
What big ideas do you want students to understand?

Kitchen

(Assessment)

What assessment tasks will the students work on throughout the unit and at its close?

*What do you want students to do?
(Skills)*





“Winning the National Blue Ribbon Award for Academic Excellence three times is a tremendous honor for our school and community, and reflects the commitment of our diverse and dedicated teaching staff. Working with The Thoughtful Classroom has assisted us tremendously in our endeavor to serve our students.”

*Laura F. Murray Ph.D., Superintendent
Homewood-Flossmoor High School,
Flossmoor, IL*

Pillar V: Instructional Learning Teams

In his fifteen years of research into how effective organizations and schools refine practices, unlock collective and personal potential, and sustain change over time, Peter Senge introduced the powerful concept of the “learning organization.”

Learning organizations, or professional learning communities as they are often called in school set-

tings, insist that no teacher and no administrator is alone when it comes to raising achievement. At the center of a successful professional learning community is a group of school leaders known as an Instructional Learning Team. Instructional Learning Teams—and the communities they help create—share a commitment to four school-wide or district-wide capacities:

The Four Capacities of an Instructional Learning Team

Focus,

or developing the capacity to:

- Create a common vision of what constitutes high-quality learning, instruction, and school leadership
- Focus on clear goals that are measurable and affect student and adult learning
- Revise procedures, schedules, and means of communication to support goals

Collaboration,

or developing the capacity to:

- Organize faculty into teams for effective learning
- Use collaborative procedures to set goals, develop plans, and assess progress
- Differentiate plans to meet the needs of different grade levels, departments, etc.

Reflection,

or developing the capacity to:

- Find out the current status of goals
- Use a variety of tools to interpret and measure progress
- Assess not only student achievement but how plans for professional learning are proceeding

Adaptability,

or developing the capacity to:

- Adopt research-based tools for improving instruction, assessment, and decision making
- Adapt these tools to fit different situations
- Create new tools and procedures to improve instruction, assessment, and decision making

The Thoughtful Classroom:

Becoming part of The Thoughtful Classroom community means building a partnership between your organization and ours, so that together we can customize the training and coaching experience to your unique needs.

Of course, there are many different ways to design this partnership. For example, we offer a range of site-based training services focused on any of the Five Pillars and in the format that works best for your school.

Choose From:

On-Site Assessment	Foundation Seminars	Online Courses
Student Learning Profile Seminars	Curriculum Writing Camps	Administrative and Leadership Workshops
Keynote Workshops	Train-the-Trainer Seminars	Teacher-Leader Academies
Capacity-Building Seminars	Classroom Coaching	

The Thoughtful Classroom in Action:

Building a Successful Partnership: Maine SAD #37

The best results come out of long-term partnerships. Here, for example, is an overview of the three-year program we developed with Maine SAD #37. In committing to this partnership, **SAD #37 moved from one of the lowest-performing**

districts all the way to the highest-performing district in the state of Maine. More recently, SAD #37's **Harrington Elementary was one of only 36 schools in the nation to receive the 2005 National Distinguished Title I School Award.**

Year 1

Program Evaluation — Effective program evaluation will be built into the partnership. To this end, we will conduct site visits and teacher surveys, as well as collect student achievement data. Our data focus will be of two types—qualitative data, such as faculty attitudes, and quantitative data related to student performance. We will use this data to track program effectiveness in terms of both teacher implementation and student improvement.

Orientation & Assessment — Our consultants will visit each of the participating schools to orient the staff to The Thoughtful Classroom Program and to assess current instructional practices. They will also analyze achievement gaps and learn about each school's existing programs in order to identify instructional priorities.

Foundation Training — Includes:

- Four-day summer institute to introduce staff to The Thoughtful Classroom framework.
- Four days of follow-up training during the school year. Focus will be on planning lessons for the *Strategy of the Month* and using strategy portfolios to facilitate planning and implementation.

Coaching & Technical Assistance — Each school will receive two days of on-site coaching designed to nurture and reinforce the ideas and strategies from Foundation Training. Teachers will participate in *Learning Clubs* of four to six teachers who meet twice a month to discuss the use and refinement of strategies. Teachers will also participate in *Teacher Rounds* to conduct lesson studies and practice using research-based strategies in their classrooms.

Guiding this work will be the *Do-Look-Learn* process: Teachers plan and implement a lesson together (do), analyze it (look), and then discuss how their learning will influence future practice (learn). Finally, teachers will participate in *Strategy of the Month Clubs*, focused on planning and implementing a specific tool or strategy each month. Teachers will use strategy planning portfolios to guide their work.

Leadership Training — The administrative staff will learn how to create a climate that supports the growth of professional learning. Administrators will also be trained in how to conduct *Walkabouts* and *Field Trips* to assess implementation in their school. In addition, leadership training will focus on working with an Instructional Leadership Team to maintain focus, guide implementation, and guarantee success.



A Partnership in Learning



"With The Thoughtful Classroom Program we moved from one of the lowest-performing districts to the highest-performing district in the state of Maine."

*George Kiley,
Superintendent, Maine SAD #37*

Year 2

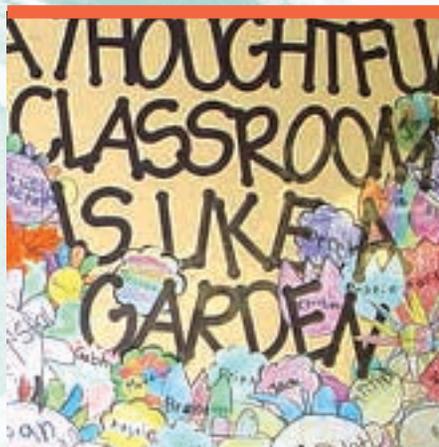
Program Evaluation — Evaluation will continue through year two, and will include ongoing data collection, analysis, and tracking of progress.

Strategic Unit Design — Year two will focus on the development of strategic units that integrate learning styles, multiple intelligences, research-based strategies, and performance assessment. Teachers will participate in a four-day summer workshop on unit and lesson design. They will also receive four days of training during the school year to work on advanced unit design to expand their strategic repertoires.

Coaching & Technical Assistance — In the second year, each school will receive four days of coaching and technical assistance. Besides *Learning Clubs*, *Teacher Rounds*, and *Strategy of the Month* meetings, teachers will participate in an *Achievement Team* meeting focused on examining and analyzing student work and making effective use of student data in instructional decision making.

Leadership Training — Leadership training in year two will emphasize the development of Professional Learning Communities and the successful implementation of meaningful change. Teacher-leaders will also be identified and receive additional training to develop their leadership skills and sharpen their abilities to train and coach other teachers.

Student Assessment — Teachers will develop a learning profile for each student using Thoughtful Education Press's validated series of grade-appropriate assessment instruments, including the *Learning Style Inventory for Students*, the *Math Learning Style Inventory*, and the *Multiple Intelligences Indicator*.



Year 3

Program Evaluation — Evaluation will continue through year three, and will include ongoing data collection, analysis, and tracking of progress.

Strategic Unit Design — Year three will focus on the refinement and further development of strategic units, including how to adapt and vary curriculum to meet all students' needs. Teachers will receive four days of training during the school year to work on differentiated unit design and implementation.

Advanced Training — Year three will focus on expanding teachers' instructional repertoires to address specific disciplines, interdisciplinary connections, and special-needs students.

Coaching & Technical Assistance — In the third year, each school will receive two days of coaching and technical assistance focused on advanced practice and using strategy variations to meet specific classroom needs.

Leadership Training — Leadership training in year three will focus on developing staff leaders as trainers and facilitators to work with new staff and ensure the continuation of the program.



The Thoughtful Classroom Works!

We are confident that The Thoughtful Classroom will make a significant difference in your school because it has worked for so many schools and districts across the country. Here are some of the results of our partnerships:



- In Maine SAD #37, the number of 4th- and 8th-grade students who met or exceeded standards on the state test **increased 28.25% in a 2-year period.**
- In Liverpool, NY, **pass rates** among at-risk 8th-grade students **climbed an average of 18.5% in math and science**, while **pass rates** among at-risk 9th-grade students **increased by 28% in English and 30% in science.**
- Since 2003, Elizabethtown H.S. has **raised student achievement across all content areas by an average of 13.1 points – to become the sixth-highest performing high school in KY.**
- In Geneva, NY, The Thoughtful Classroom played an instrumental role in helping the district **win the prestigious US Dept. of Education's Model Professional Development Award.**
- In 2005, Simpson County, KY **gained 6.0 points** on KY's District Accountability Index - **the third highest gain in the state.** (The state average was 1.0 point.)

To learn more about these Thoughtful Classroom schools and districts, please call for a free case study.

What Other Training Services Are Available?

In addition to The Thoughtful Classroom Program components outlined in this program overview, Silver Strong & Associates also offers a host of other services including:

The Thoughtful Mathematics Classroom

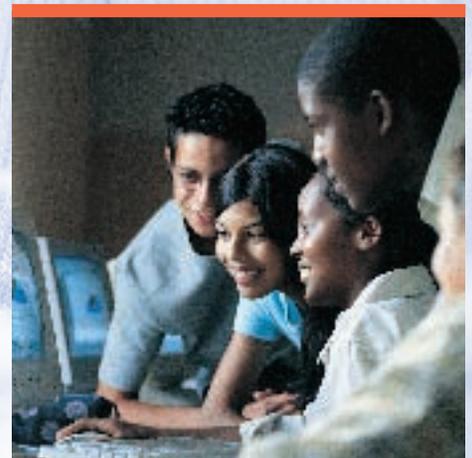
Based on six years of research into the most effective strategies for teaching math and 30 years of experience in helping teachers of mathematics differentiate instruction, this training and coaching program will show your math faculty how to help all students meet today's rigorous standards.

Content-Specific Workshops

These 1-day to 5-day workshops focus on:

- Reading for Academic Success
- Thoughtful Curriculum and Unit Design
- Helping Struggling and At-Risk Learners Succeed
- Building an Effective Vocabulary Instruction Program
- Differentiated Instruction and Assessment
- Tools and Strategies for Student Engagement
- Teaching and Learning in the Block
- Improving Study and Academic Skills
- Special Education

...and many more – Call for details!



"The Thoughtful Classroom has caused our teachers to collaborate and share their successes to a far greater extent than I have ever observed."

*Dr. Paul Brown
Deputy Superintendent, Lincoln Way High School,
New Lenox, IL*

"We value this professional development so much that if we didn't have school funding for the Thoughtful Classroom program, I'd take out a personal loan to get it into my district."

*Dale Brown
Superintendent, Warren County Schools
Bowling Green, KY*

Meet Our Professional Development Faculty



Dr. Harvey Silver, a former teacher and administrator on the elementary through graduate levels, has served as consultant and trainer for ASCD as well as a host of schools and districts worldwide. Harvey is co-creator of the *Learning Style Inventory for Students* and author of *So Each May Learn and Teaching Styles & Strategies*. He is the creator of a movement toward student alignment in a standards-based world.



Richard Strong, a renowned expert on improving literacy and a former teacher, has served as a trainer/consultant for ASCD and numerous other teacher and professional organizations. As co-founder of the Institute for Community and Difference, Richard has been studying democratic teaching practices in public and private schools for over 10 years. Richard has authored several books including *Teaching What Matters Most* and *Questioning Styles and Strategies*.



Dr. Daniel Moirao, an instructor for the Cal State TEACH program and former Superintendent, is a pioneer in school reform, alternative scheduling, and learning style theory and instrumentation. Dan has received ASCD's Distinguished Educator Award and Toast Master International's Outstanding Speaker Award.



Joyce Jackson, a former teacher and school consultant for the KY State Division of School Improvement, specializes in school reform efforts. She has served schools as a consultant and coach in closing the achievement gap, curriculum alignment, improving instructional practices, addressing diversity, and unit development.



Susan C. Morris, a former teacher and founder/director of the University of the Ozarks Learning Assistance Center, is a dynamic teacher and facilitator with over two decades of experience in practical instructional applications of learning styles, brain research, and experiential learning theory.



Victor Klein has instituted Thoughtful Classroom concepts as an administrator in many different school settings. Vic's expertise lies in teaching strategies, coaching, curriculum, and staff development; he is the primary Instructor for the Northern New Jersey Consortium for Alternate Route Certification.



Barbara Heinzman, an energetic and vibrant educator with 34 years of classroom experience, is nationally recognized for her innovative approach to elementary literacy and math as well as for her extensive experience in coaching teachers through the change and implementation process.



Sherry Gibbon, a former teacher and department chair with thirty-four years of classroom experience, is currently a professor working with pre-service teachers at Hobart and William Smith Colleges. A recipient of NY's Distinguished Educator Award, Sherry was recently elected President of NY State Council for the Social Studies.



Dr. Claudia Geocaris, an administrator and former science teacher, currently serves as the Principal of Hinsdale South High School in suburban Chicago. In 1998, Claudia published her groundbreaking work in testing and assessment, helping to usher in a new concept in education known as "The Test Worth Taking."



Dr. Tom Dewing has thirty years of experience teaching students from kindergarten through the college level. Tom is currently the Principal at NCLB Blue Ribbon Winner Dooley Elementary School in Schaumburg, IL, and an instructor at North Central College in Naperville, IL.



Dr. Jim Polzin, a former teacher, dean, and assistant principal, currently serves as Assistant Superintendent in Hinsdale, IL. Jim was named NASSP Illinois Assistant Principal of the Year, chaired the NASSP National Committee on the Assistant Principalship, and has presented nationally for NASSP, ASCD, and NSDC.

QuEST for **The Thoughtful Classroom™**

MAKING STUDENTS AS IMPORTANT AS STANDARDS

In partnering with Quality Education Systems, Inc., founders of the renowned QuEST Program and experts in aligning professional development and school reform to national and state requirements, we are now able to bring you services and products specifically aligned with **No Child Left Behind (NCLB), Comprehensive School Reform (CSR)**, and the national **Malcolm Baldrige in Education Criteria for Performance Excellence**. New services include:

- School and district-wide curriculum mapping using web-enabled MAP-IT technology
- Research-based improvement plans and professional development modules aligned with NCLB and CSR
- A full range of auditing and strategic planning services using the comprehensive Quality Education Audit
- Grant-writing assistance

Call 800-962-4432 today for more information or a free consultation!



New from Educational Impact!
Leaders in ONLINE Professional Development

The **5** Practices of Highly Effective Classrooms

Designed and presented by *The Thoughtful Classroom* founders **Harvey Silver** and **Richard Strong** together with **Robert Marzano**, the foremost expert in research-based instructional strategies, this five-hour course synthesizes 30 years of practice in schools with 35 years of research into the factors contributing to student success.

Learn the five practices that have the greatest impact on student achievement; the research supporting these practices; and how teachers, administrators, and schools are applying these practices to get results.

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- **Cost-effective to fit any budget**
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Enroll online at www.ThoughtfulEd.com

The Thoughtful Classroom™ **National Institutes**

2-day intensive workshops at a top facility or a host district near you. **Learn the essentials of The Thoughtful Classroom Program and walk away with a set of strategies and tools that can help your school tomorrow!**

Check our website:

www.ThoughtfulEd.com/tcinstitute

for locations near you!

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Development!**

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FREE TRAINING and MATERIALS

for up to 40 participants!

Call 800-962-4432 for details.



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