

# MAKING THINKING VISIBLE

~ A GOAL AND SET OF PRACTICES ~

## Documentation

- What processes and steps are important to capture?
- What do we want to document so we can refer back?
- Where, when, and how might we use documentation to lessen the cognitive load?
- What parts of the routine are self-documenting?

Which questions are driving the learning?  
How do the questions help tell the story of our learning?

How am I capturing and feeding back the learning & thinking emerging from my listening?

## Thinking Routines

What am I wanting students to understand?

What kinds of thinking are needed to engage with & make sense of this content?

Which routines might best support & scaffold students' thinking?

## Questioning

- Where can I ask follow up questions, such as WMYST?, that require students to elaborate & explain?
- What key questions are embedded in the routine?
- What student generated questions are emerging from our learning?

## Listening

- What will I listen for?
- What am I curious to understand about students' process & thinking?
- What specific parts of the routine provide occasions for listening?
- Where will I need to stay silent so you can listen for the learning?

How am I showing students I am curious & interested in their responses to my questions and not just looking for a correctness?

