



Adapted & summarized from "Creating Cultures of Thinking" (Ron Ritchhart, Project Zero at Harvard) by Stephen Taylor (@sjtylr)

## MODELING

Modeling of **who we are** as thinkers and learners so that the **process of our thinking** is discussed, shared, and made visible.

## OPPORTUNITIES

Providing **purposeful** activities that require students to **engage in thinking** and the **development of understanding** as part of their **ongoing experience** of the classroom

## TIME

Allocating **time for thinking** by providing **time for exploring** topics more in depth as well as **time to formulate thoughtful responses**.

## LANGUAGE

Using a **language of thinking** that provides students with the **vocabulary for describing and reflecting on thinking**.

## ENVIRONMENT

Making thinking visible by displaying the process of thinking and development of ideas. Arranging the **space to facilitate thoughtful interactions**.

Adapted & summarized from "Creating Cultures of Thinking" (Ron Ritchhart, Project Zero at Harvard) by Stephen Taylor (@sjtylr)

## ROUTINES

Scaffolding students' thinking in the moment as well as providing **tools and patterns of thinking** that can be used **independently**.

## INTERACTIONS

Showing a **respect for and valuing** of one another's contributions of ideas and thinking in a spirit of **ongoing collaborative inquiry**.

## EXPECTATIONS

Setting an **agenda of understanding** and conveying **clear expectations**. Focusing on the **value for thinking and learning** as outcomes as opposed to mere completion of "work."

## OPPORTUNITIES

Crafting the **vehicles for learning** through:

- **Categorizing opportunities** in moments, tasks, projects and events.
- **Recognizing specific characteristics** of challenging opportunities that promote learning (novel application, meaningful inquiry, effective communication and perceived worth)
- **Realizing opportunities** to make them work for teachers and students

Adapted from *Creating Cultures of Thinking*

## MODELING

Seeing **ourselves through our students' eyes** by:

- **Dispositional apprenticeship**; being a role model of learning and thinking
- **Cognitive apprenticeship**; making our thinking visible
- **Gradual release of responsibility**; modeling for independence
- **Interactive modeling**; learning from examples, practice and reflection

Adapted from *Creating Cultures of Thinking*

## Creating Cultures of Thinking

How to promote **engagement, understanding and independence** for all learners.

**Cultures of Thinking:**  
[pz.harvard.edu/projects/cultures-of-thinking](http://pz.harvard.edu/projects/cultures-of-thinking)

**Making Thinking Visible:**  
[visiblethinkingpz.org](http://visiblethinkingpz.org)

Adapted & summarized from "Creating Cultures of Thinking" (Ron Ritchhart, Project Zero at Harvard) by Stephen Taylor (@sjtylr)

## ENVIRONMENT

Using **space to support learning and thinking** through:

- Ensuring form follows the function (promoting thinking)
- Curating a classroom that values thinking

Create **environments to enhance learning & build culture** through:

- Visibility
- Flexibility
- Comfort
- Invitational Quality

Adapted from *Creating Cultures of Thinking*

## LANGUAGE

Purposeful choice of "**Language Moves**" that promote a *Culture of Thinking* through using the **Language of...**

- Listening
- Thinking
- Community
- Identity
- Initiative
- Mindfulness
- Praise & Feedback

Adapted from *Creating Cultures of Thinking*

## TIME

Become the **master of time**, rather than its victim through:

- Recognizing **time as a statement of your values**
- Learning to prioritize and always prioritizing learning
- Giving Thinking Time
- Managing energy, not time
- **Investing in time to make time**

Adapted from *Creating Cultures of Thinking*

Adapted & summarized from "Creating Cultures of Thinking" (Ron Ritchhart, Project Zero at Harvard) by Stephen Taylor (@sjtylr)

## EXPECTATIONS

High expectations **for all learners** (and learning) through:

- Focusing on learning vs. work
- Teaching for understanding vs knowledge alone
- Encouraging deep vs. surface learning strategies
- Encouraging independence vs. dependence
- Developing a growth vs. a fixed mindset

Adapted from *Creating Cultures of Thinking*

## INTERACTIONS

Forging relationships that empower learners through establishing working and thinking norms in the classroom to:

- Build culture through affect and roles
- Shape interactions through roles
- Ask "good" questions
- Create new patterns of discourse

Adapted from *Creating Cultures of Thinking*

## ROUTINES

Supporting and scaffolding learning and thinking, Routines are more than just an activity! They:

- Direct **attention** to the issue of thinking
- Provide specific **practices** that have immediate effect
- Make students' thinking **visible**
- Encourage **action** & discussion around thinking
- Build **infrastructure** for thinking and learning in the classroom
- **Connect** the other cultural forces

Adapted from *Creating Cultures of Thinking*

Adapted & summarized from "Creating Cultures of Thinking" (Ron Ritchhart, Project Zero at Harvard) by Stephen Taylor (@sjtylr)

Adapted from "Creating Cultures of Thinking" by Ron Ritchhart