

Spring 2010

### Teaching Students to Think Course Syllabus

This course will focus on how to teach students to foster intellectual discipline and ultimately become responsible for their own learning. Participants will be introduced to effective thinking and teaching methods from the Paul- Elder Model for Critical Thinking.

### Goals

The goals of this course is to develop and foster the following dispositions of intellectually disciplined thinkers:

- persevere through difficulties in problems and issues.
- routinely empathize with the thinking of others, especially the thinking of those with whom they disagree.
- take ownership of content by actively thinking it through.
- develop confidence in their ability to figure things out for themselves.
- understand the relationship between thoughts, emotions, and desires.
- can distinguish between what they know and what they do not know.
- clarify complex questions by articulating them in multiple ways before dealing with them.
- use intellectual tools routinely in every class to take ownership of the content.
- seek to identify key structural components in thinking (purposes, question at issue, information and data, inferences and interpretations, concepts and theories, assumptions and presuppositions, implications and consequences, points of view and frames of reference).
- read, write, listen, and speak critically.
- locate ultimate intellectual authority in evidence and reasoning, rather than in authority figures or “authoritative” beliefs or texts.

### Outcomes/Objectives

Participants will be introduced to the instructor, other participants, the technology needed for the course and the demands and goals of the course.

Participants will define and apply the Paul- Elder Elements of Thought within their academic discipline.

Participants will define and apply Paul- Elder intellectual standards within their academic discipline.

Participants will develop instructional activities that teach students to listen, read and observe content using the Paul- Elder model of critical thinking skills.

Participants will develop instructional activities that allow students to process and present information using Paul- Elder Elements of Thought and Intellectual Standards.

Participants will develop instructional activities that facilitate the development of

intellectual traits/ virtues of the Paul-Elder model of critical thinking. Participants will develop assessments of critical thinking that integrates the Elements, Standards and Virtues of the Paul- Elder critical thinking model.

## NYS Professional Development Standards

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

NYS PDS

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

9. Technology: Professional development promotes technological literacy and

facilitates the effective use of all appropriate technology.

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

## NYS ELA Standards

Standard 1 - Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 3 - Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4 - Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views."

### About the Instructor

Patricia Brosnan-Cardo has been teaching secondary social studies in Long Island public schools for more than twenty years. She received a B.A. in Social Studies Education from SUNY Albany, a M.A. in Liberal Studies and a School District Administrators Professional diploma from SUNY Stony Brook. Ms. Brosnan-Cardo currently teaches Advanced Placement United States History, a Syracuse University concurrent enrollment course in Sociology and Global History and Geography at Westhampton Beach High School. She has served as College Board/ETS Reader for the AP US History exam, presented workshops for the New York State Council for the Social Studies and has served as policy board chair and assistant director for the Teacher Center of the Western Hamptons. Her most recent interest in pedagogy relates to the development of critical thinking skills in students. To that end, she has been trained in the Wiggins and McTighe Understanding by Design model of lesson plan development and the Paul-Elder model of critical thinking.

Contact Ms. Brosnan-Cardo via email at [patcardo@aol.com](mailto:patcardo@aol.com)

### Technical Requirements:

You will need to be able to open/create documents in Microsoft Word, have an available email account, and access to Internet Explorer. To hear/view class exercises, you will also need Real Audio, Quicktime, or Media Player.

### Recommendation for In-service credit:

Students will receive recommendation for full in-service credit if:

- All assignments and discussions are completed by the assigned due date
- All assignments and discussions are at a satisfactory level or higher
- Student abides by all course policies

