

# Rigorous Instruction and Thinking Skills

## New Teacher Self-Assessment and Goal Setting

- \_\_\_ Use Bloom's Taxonomy and the Question and Task Wheel to purposefully design questions and tasks at a variety of cognitive levels
- \_\_\_ Ask all students questions that require higher levels of thinking and probe student answers for clarification and extension
- \_\_\_ Pose open-ended thought-provoking questions
- \_\_\_ Name, model, and provide practice of thinking processes so that students can build and independently access their own thinking skills repertoire
- \_\_\_ Have students identify where else a particular thinking skill might be useful and design tasks so that they use these thinking skills in multiple situations
- \_\_\_ Teach students to use journals, learning logs, or interactive notebooks to analyze and reflect on their own learning and the effectiveness of their effort
- \_\_\_ Use Williams' Taxonomy of Affective and Creative Thinking to design questions and learning tasks
- \_\_\_ Have students analyze print text, media, and technological sources for reliability and relevance
- \_\_\_ Include opportunities for both inductive and deductive thinking
- \_\_\_ Teach skills of inquiry
- \_\_\_ Teach skills of dialogue and debate
- \_\_\_ Point out, or have students identify, how ideas are alike and different and how they relate to one another
- \_\_\_ Have students seek evidence/data to support opinions and generalizations
- \_\_\_ Have students demonstrate relevant and important connections they are making



**See pages 54-60 in *Why Didn't I Learn This in College?* and pages 12-13, 157-158, 168 and Chapter IX in *Instruction for All Students*.**