**EFFECTIVE INSTRUCTION TEACHING MODEL - Critical Creative Thinking Skills**

**FOCUS Question - How often do my students apply information using Critical and Creating Thinking Skills (CCTS)?**

**What it looks like –** CCTS require students to take risks with their thinking, make decisions, construct arguments, or explain or justify a decision or opinion. CCTS may occur at any time during a lesson and is usually deliberately planned. The CCTS may derive from the cognitive verb of the LG/SC, linked to assessment, or be part of checking for understanding strategies. CCTS which involve complex higher order often require scaffolding by the teacher. Making the thinking obvious to the student is a key element of using CCTS to develop lifelong learning. For some simple routines see Pats posters ([here](file:///B:\Curriculum\_Essential%20MSHS%20docs%20for%20teachers\Effective%20Instruction\Cognitive%20verbs\_BOOKLET%20of%20Cognitive%20verbs%20-%2018%20common%20cognitive%20verbs)) or Visible Thinking Skills ([here](file:///B:\Curriculum\_Essential%20MSHS%20docs%20for%20teachers\Effective%20Instruction\Thinking%20Routines)).

**The CCTS model**

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| **Teacher Strategies (and Evidence)**  **CCT occurs**   * Teacher uses CCTS as part of the lesson. * Teacher obviously introduces activity as CCTS – making the thinking visible to students. * Teacher links CCTS to LG/SC or to real world context. * CCTS is scaffolded for students with structure and/or modelling.   **CCTS Routine used** | | **Student Evidence**   * Students notice transition to CCTS. * Students can state the cognitive verb/skill they are practicing. * Students appear comfortable attempting CCTS. |
| * Connect Extend Challenge. * Colour Symbol Image. * Claim Support Question. * Used to Think, Now I Think. * Similes, Analogies, Metaphors. * [Creative questions](http://pz.harvard.edu/sites/default/files/VT_CreativeQuestions.pdf). * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | * See Think Wonder. * Schematic Representation (mapping, drawing, flowchart). * What makes you say that? * Similarities and Differences. * Decision Making Matrix (advantages & Disadvantages). | * Students can state the CCTS they are using. * Working Individually. * Working collaborative. * All students responding. * Students appear familiar with CFU routines. |
| **Type of CCTS occurring**   * Classify things in categories. * Evaluating evidence and using it to make and justify (prioritise the evidence) decisions. * Summarising, draw inferences and/or making hypotheses. * Analyse or compare things into their components with tables or diagrams. * Understanding or deconstructing (statements, claims, problem solving methods). * Constructs, creates, or proposes an “idea” from a set of preconditions. * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | * Students can explain what type of thing they are doing. * Students are engaged. * Receive feedback and correction on CCTS effort. |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 …….…… 1½ …….…… 2 ………… 2½ …….……3 ……...…. 3½ …….…… 4 ……...… 4½ ………… 5** | | | | |  |
| **Providing clear instruction and opportunity for Critical and Creative Thinking.** | Strategies are not particularly evident. Students do not significantly engage with CCTS. | Uses strategies designed to promote CCTS, however the effect is limited because - too teacher centred, not obviously focussed on a cognitive verb, or insufficient structure or scaffolding. | Provides a clear link between cognitive verbs and CCTS. Clearly outlines, structures, and/or models strategies which can be used. Students recognises they are using CCTS. | CCTS based on cognitive verb in SC/LG. Scaffolding and modelling appears appropriate to cohort. Students engaged in CCTS. Students can clearly explain the thinking they are practicing. | In addition to previous criteria –provides a supporting environment for all students to take risks with CCTS. Can plan on adapt strategies on-the-spot to suit differences between students. |