

The TIF-Lens Series: “Zoom in” on Critical Thinking



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Objectives:

You will...

1. Recognize the purpose of the Transitions Integration Framework (TIF)
2. Explore the Critical Thinking category of the TIF and its skills
3. Use the A-C-E-S process to integrate Critical Thinking skills into a lesson
4. Explore TIF-ing methods to integrate Critical Thinking Skills into a classroom at all levels

ACES Webpage @ www.atlasabe.org

- *Transitions Integration Framework:* www.atlasabe.org/professional/transitions
- ACES PLC and Support Materials: www.atlasabe.org/resources/aces

Matching Critical Thinking Skills

Read the following Critical Thinking (CT) **skills** and decide which CT **sub skills** (below) go with each skill. Write the number of the skill (**1, 2, 3** or **4**) in the small box to the left of each sub skill.

CT Skills: Students will be able to...

Skill 1: Organize, analyze and illustrate relationships between components, items, & ideas

Skill 2: Solve problems

Skill 3: Use information to draw conclusions and make decisions

Skill 4: Recognize bias, assumptions and multiple perspectives

CT Sub Skills: Students will be able to...

<input type="checkbox"/>	Identify barriers to accomplishing a task or solving a problem	<input type="checkbox"/>	Identify and compare perspectives/points of view of self and others
<input type="checkbox"/>	Sequence components, items, or ideas in a logical or structured manner	<input type="checkbox"/>	Evaluate the quality and validity of information (new reports, gossip, online resources)
<input type="checkbox"/>	Articulate criteria for decision making as it pertains to a specified goal or purpose	<input type="checkbox"/>	Identify information needed to solve a problem
<input type="checkbox"/>	Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery	<input type="checkbox"/>	Identify and evaluate potential solutions and possible consequences of those solutions
<input type="checkbox"/>	Clearly articulate the component parts of a problem	<input type="checkbox"/>	Synthesize information, ideas, and components in a meaningful and structured way
<input type="checkbox"/>	Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)	<input type="checkbox"/>	Recognize a speaker or writer's intent or purpose
<input type="checkbox"/>	Support positions using prior knowledge and supporting evidence	<input type="checkbox"/>	Identify and evaluate options and consequences
<input type="checkbox"/>	Identify, prioritize, and apply steps to solve problems	<input type="checkbox"/>	Identify and evaluate bias and assumptions of self and others
<input type="checkbox"/>	Identify information needed to accomplish a task or meet a purpose		

TIF @ a Glance: Critical Thinking Snapshot

Critical thinking: Critical thinking (CT) requires disciplined thinking that is open-minded, rational, and informed by evidence in order to arrive at decisions or conclusions that go beyond factual recall. In ABE classrooms, CT skills involve actively applying thinking strategies that range from analyzing relationships between components to drawing conclusions from a variety of data. CT skills are increasingly essential for ABE learners to succeed in the workplace, higher education, and in navigating the complexities of 21st Century life.

Skill 1: *SWBAT* Organize, analyze and illustrate relationships between components, items, & ideas

Sub Skills:

- a. Sequence components, items, or ideas in a logical or structured manner
- b. Categorize items or ideas and articulate rationale (positive vs. negative, fact vs. opinion)
- c. Synthesize information, ideas, and components in a meaningful and structured way
- d. Support positions using prior knowledge and supporting evidence

Skill 2: *SWBAT* Solve problems

Sub Skills:

- a. Identify barriers to accomplishing a task or solving a problem
- b. Clearly articulate the component parts of a problem
- c. Identify information needed to solve a problem
- d. Identify and evaluate potential solutions and possible consequences of those solutions
- e. Identify, prioritize, and apply steps to solve problems

Skill 3: *SWBAT* Use information to draw conclusions and make decisions

Sub Skills:

- a. Articulate criteria for decision making as it pertains to a specified goal or purpose
- b. Identify information needed to accomplish a task or meet a purpose
- c. Evaluate the quality and validity of information (new reports, gossip, online resources)
- d. Identify and evaluate options and consequences

Skill 4: *SWBAT* Recognize bias, assumptions and multiple perspectives

Sub Skills:

- a. Recognize a speaker or writer's intent or purpose
- b. Identify and compare perspectives/points of view of self and others
- c. Identify and evaluate bias and assumptions of self and others
- d. Recognize bias in a variety of media (texts, broadcasts, blogs) and evaluate how it affects message and delivery

Critical Thinking Skills Sample Activities

Given each Critical Thinking **skill** from the complete TIF (pgs 42-49), read the sample activities (including technology activities) that are provided for that skill. Choose one sample activity at the level you teach (Beginning, Intermediate, or Advanced) that interests you.

Fill out the corresponding row on the grid below with your choice. Indicate the sub skill and activity level

- * Write a brief description of the activity
- * Describe how you might use this activity with your students, including any modifications you would make
- * “Raise your hand” to share out with the larger group.

TIF Skill/Sub Skill	Which activity?	How will you tweak it for your class?
Skill 1/Sub skill__		
Skill 2/Sub skill__		
Skill 3/Sub skill__		
Skill 4/Sub skill__		

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Ss get their monthly calendar out of their folders. One ss volunteers to go to the board and write today's date, yesterday and tomorrow's day names and what the weather. Ss write board information in their notebooks. Class chorally repeats board information as volunteer ss leads.
<p>Introduction:</p> <p>Review place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to).</p> <ul style="list-style-type: none"> Teacher and ss go through worksheet with pictures of vocabulary and chorally repeat. T and ss review prepositions of place using classroom realia. T places two objects in relation to each other, and elicits from ss the correct preposition of place.
<p>Controlled Practice:</p> <ul style="list-style-type: none"> Ss read questions about map, and circle appropriate answer to fill in the blank.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss work in pairs and use map to complete short cloze dialogues. Ss pairs read dialogues out loud after completing cloze.
<p>Independent:</p> <ul style="list-style-type: none"> Ss use map and ask each other original "Where is the _____?" questions.
<p>Extension: N/A</p>
<p>Assessment:</p> <ul style="list-style-type: none"> T & volunteer circulate and monitor, checking that language is used and understood appropriately.

Post A-C-E-S
<p>Warm-up:</p> <ul style="list-style-type: none"> Ss get their monthly calendar out of their folders. Teacher elicits answers to a series of questions about the calendar, regarding this specific month. E.g. "How many Mondays are in February?" "What was the day before yesterday?" Ss then receive written calendar questions and take on role of T, eliciting answers. Continue as time allows.
<p>Introduction:</p> <p>Review place vocabulary (e.g. supermarket) and prepositions of place (e.g. next to).</p> <ul style="list-style-type: none"> Ss work in small groups & match photos of places with written words. T monitors. T directs ss to arrange photos differently using prepositions of place, e.g. "Put the supermarket next to the school."
<p>Controlled Practice:</p> <ul style="list-style-type: none"> Ss work in small groups (3-4), and receive envelopes containing a map template and several blocks labeled with place names. T instructs groups where to place the blocks on the map using prepositions of place. T then places the blocks on her own map, and ss check their work.
<p>Guided Practice:</p> <ul style="list-style-type: none"> Ss continue in small groups. T reads problem #1 from worksheet # and teams work together to accurately place blocks on the map. T repeats directions as necessary. Repeat with problem #2
<p>Independent:</p> <ul style="list-style-type: none"> Ss continue in small groups. Groups are given worksheet # and instructed to solve problem #3 as a group. Note: this time ss are reading and working independently, rather than having the problem read to them.
<p>Extension:</p> <ul style="list-style-type: none"> Ss continue in small groups and create their own block configuration on the map. After they have made a configuration, groups write their own instructions using a cloze. Groups swap directions and complete a map according to the other group's instructions. Groups check each other's work.
<p>Assessment:</p> <ul style="list-style-type: none"> T & volunteer circulate and monitor, checking that language is used and understood appropriately. Evaluate group and individual ss performance of the objectives using the rubric.

TIF-ing a Lesson



1. The first column outlines standard lesson components.
2. **Assess** the original “Pre-ACES” lesson to identify which TIF skills are addressed in each applicable lesson component.
 - Write the skills in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that integrate *additional* TIF skills.
 - Watch the video lesson. Write these skills in the “Complement” column.
4. **Evaluate** the outcomes of the lesson after instruction using **student evidence**.
 - What evidence of student learning did you see in the video? Note this in the “Evaluate” column.
5. **Study** and reflect about what else the students need as well as what the instructor needs.
 - What more do the teacher and students need? Note in the “Study & Reflect” column.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
Warm-up:				
Introduction:				
Controlled Practice:				
Guided Practice:				
Independent Practice:				
Extension:				