

## +1 ROUTINE

### *A routine for the identifying important ideas worth remembering*

*After reading a text, watching a movie, listening to a lecture, or being presented with new information or ideas in some manner, a group of learners does the following:*

<b>RECALL</b>	In 2-3 minutes and working individually, each learner generates a list of key ideas that he or she recalls from the presentation they he/she feels is important to hang onto. Learners do this from memory rather than reviewing notes or material.
<b>ADD (+) 1</b>	Learners pass their papers to the right. Taking 1-2 minutes, each student reads through the list in front of him/her and <i>adds one new thing</i> to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas). REPEAT this process at least two times.
<b>REVIEW</b>	Return the papers back to the original owner. Learners read through and review all the additions that have been made on their sheets. At the same time they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.

#### **Purpose: What kind of thinking does this routine encourage?**

The routine provides learners with a structure for identifying key ideas and committing them to memory. Research has shown that engaging students in memory work immediately after the presentation of information helps learners to retain that information more effectively.

#### **Application: When and where can it be used?**

As learners we often encounter new ideas, information, and content. At upper levels, students often take notes on this material but too often may do so in a superficial, unthinking manner by merely writing down everything for possible review later. This routine could be used as an alternative to traditional note taking. The benefit of post-lecture note taking is that students are required to identify key ideas, an important processing move, which is often easier to do after material is presented than during its presentation. At the same time this routine harnesses the power of the group to enhance everyone's notes while providing individuals with a written record to hang onto for future reference.

#### **Launch: What are some tips for starting and using this routine?**

When presenting students with new information, in whatever form, tell them that you will be trying out a new note taking routine that will help them identify key ideas from the lesson/material. Instead of taking notes, ask learners to listen, engage, and participate fully in the lesson/lecture. You may want to assure them that they will have access to your slides or lecture notes. You may wish to tell students that research has shown it is important to engage memory right away when something is learned rather than waiting to try and memorize things for a test later. At the end of the lesson allow 10-15 minutes for the routine. Timing may be influenced by the complexity, richness and depth of the material that was presented as well as the age of students. Debrief this note taking method and discuss how to make it better next time.

### Prompts for observation:

1. Expectations: Are the students working, avoiding working, or learning? How do I know? What do I see and notice that tells me this? Where and how would a student pick up on the fact that the teacher is concerned with learning over work, understanding over knowledge, depth over surface, nurturing independence, and developing a growth mindset? What other messages about learning/school/teaching are being sent?
2. Opportunities: What are the opportunities for learning here? Are they deep and rich or surface? What am I basing that on? What would take these opportunities to the next level?
3. Thinking: What's the thinking students are required to do? How is it being promoted and encouraged...or being left untapped and unsupported? If routines are being used, how are they facilitating students' deep thinking and rich exploration of content? How might they be enhanced even more? How was students' thinking made visible?

Additional Prompts. Pick no more than one additional prompt to add to your group's observation focus.

4. Environment: how does the environment contribute to and enhance the learning? How is it being used effectively? What other potentials exist?
5. Interactions: What significant student-teacher or student-student interactions occurred? Why were these significant? Where was effective listening and questioning being employed? Where was it needed?
6. Modeling: As a model of thinking and learning, what is on display from the teacher? Students?
7. Language: What are you noticing about how teachers and students are using language in the classroom? What language moves might be facilitating a culture of thinking? What language moves might be inhibiting a culture of thinking?
8. Time: How was time being used in the classroom? What about its use felt effective and facilitative to the learning? Was there anything about the use of time that felt constrained or limiting? What different decisions might have made to further enhance the learning?
9. How is the teacher attending to our school's Cultures of Thinking "target of advancement" or other school-wide initiative in this snapshot? What practices are helping to move our target/initiative forward and what practices might be standing in the way? What might the teacher try or insert to take things to the next level.

A note about privacy: To build a culture of thinking for teachers, we need to develop trust and respect while honoring the complexity of teaching and learning. That means we should not gossip or share stories about others teaching or individual learners that might be disrespectful. When talking with colleagues not participating in a Snapshot Observation, the best approach is to focus only on one's own learning and the discussion. For example, "Our discussion has got me thinking more about..."