

**AIM:**  
Muir students are confident independent learners

**Student Identity**

- Students' work and thinking is at the heart of teaching
- Students enjoy learning
- Students persevere (know how to move out of the learning pit)
- Teachers having a deeper understanding of how Implicit Bias Affects opportunity gap

**Teacher Facilitation**

- Know students prior knowledge
- Task set up (tension/drama) - Ignite
- Give authority to students
- Select and sequence student work

**Lesson Structure**

- Independent student think/writing time
- Consistent lesson structure
- Design includes evidence of student thinking
- Opportunity for students to update thinking/reasoning
- Summary of learning

**Curriculum**

- Clarity of student learning goals
- Keep it at grade level

That use evidence to reason and construct viable arguments  
**(HOW)**

**Student Discourse**

- Explicit teaching of discourse routines/ use of frames
- Students can be heard by their peers
- Students speak to their peers (not to teacher)

**Student Thinking**

- Make it highly visible
- Have it show student reasoning
- Plan out boardwork
- Include information processing skills
- Students use evidence to support their thinking

**Questioning**

- Teacher models questioning for students
- Expectation and opportunity for students ask each other thoughtful questions
- Use evidence to support answer

**Notebooks**

- Structure supports student thinking/ideas
- Mirrors flow of student thinking during the lesson
- Includes student's personal learning reflection/wonderings/questions