

# **Elevating Student Thinking: Tools for Critical and Creative Thinking for K-12 Instruction**

Molloy University 3 Graduate Credits

Andrea Brand

## **Course Description:**

Throughout this course, educators will explore practical strategies to deepen student thinking and increase cognitive engagement across content areas. Grounded in the work of Rebecca Stobaugh, participants will reflect on their current instructional practices, examine frameworks for fostering critical and creative thinking, and apply tools to design lessons that move students beyond surface-level understanding toward deeper learning and transfer.

## **Objectives:**

- Analyze key components of cognitive engagement and critical thinking, using Rebecca Stobaugh's frameworks to evaluate current instructional practices.
- Apply evidence-based strategies to design learning experiences that promote higher-order thinking, inquiry, and metacognition across K–12 content areas.
- Develop, implement, and reflect on instructional plans that foster deep student engagement, academic ownership, and transfer of learning.

## **Dates and Times:**

In Person: 3:35pm - 6:35pm: 3/3, 3/10, 3/17, 3/24, 3/31, 4/21, 4/28, 5/5, 5/12, 5/19

Assignments Due: 3/12, 3/19, 3/26, 4/23, 4/30, 5/14, 5/21

## **NYS Teaching Standards:**

II. Knowledge of Content and Instructional Planning

III. Instructional Practice

VI. Assessment for Learning

## **Danielson Rubric:**

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 4: Professional Responsibilities

## **Outline of Sessions:**

### **Week One: Why Thinking Matters in the Classroom**

- Topics: Course introduction, defining cognitive engagement and classroom examples

- Reading: Introduction and Chapter One: Understanding Cognitive Engagement and the Thinking-Based Classroom

### **Week Two: Bloom's Taxonomy as a Framework**

- Topics: Introduction to Bloom's Taxonomy, Understanding the levels in Bloom's Taxonomy and how it scaffolds deeper thinking
- Reading: Chapter Two: Applying a Taxonomy to the Thinking in Your Classroom

### **Week Three: Movement, Collaboration and Media Literacy**

- Topics: Creating opportunities for engagement and practice application of thinking strategies
- Reading: Chapter Three: Developing Critical-Thinking Skills and Fostering Engagement

### **Week Four: Understand-Level Strategies**

- Topics: Exploring techniques designed for comprehension and helping students grasp and internalize new concepts clearly and accurately; incorporation techniques designed for comprehension into lessons.
- Reading: Chapter Four: Implementing Strategies for Understand-Level Thinking

### **Week Five: Analyze-Level Strategies**

- Topics: Exploring techniques designed to have students break apart ideas, examine relationships, sort information, categorize concepts and identify patterns; incorporation of techniques designed for analysis into lessons • Reading: Chapter Five: Implementing Strategies for Analyze-Level Thinking

### **Week Six: Evaluate-Level Strategies**

- Topics: Exploring strategies that encourage students to make judgement, justify reasoning, compare approaches, critique arguments and assess the quality of work; incorporation of techniques designed for evaluation into lessons • Reading: Chapter Six: Implementing Strategies for Evaluate-Level Thinking

### **Week Seven: Create-Level Strategies**

- Topics: Exploring methods that support students in generating original ideas, synthesizing information, designing, inventing and expressing novel outcomes; incorporating strategies focused on student creation into lessons.
- Reading: Chapter Seven: Implementing Strategies for Create-Level Thinking

### **Week Eight: Creating a Culture of Thinking in your Classroom • Topics:**

Making cognitive engagement sustainable, fostering habits that encourage

continued use of strategies and building routines for a thinking classroom environment

- Reading: Chapter Eight: Cementing a Culture of Thinking

### **Week Nine: Bloom's Taxonomy and Beyond**

- Topics: Exploring/comparing other thinking matrices (i.e. Hess's Cognitive Rigor Matrix and Webb's Depth of Knowledge) to Bloom's Taxonomy
- Reading: Chapters One through Eight and supplemental resources

### **Week Ten: Reflection and Taking Ahead for the Future**

- Topics: Developing an action plan that focuses on synthesizing strategies across Bloom's levels into coherent instruction; reflection of learning and growth as an educator
- Reading: Chapters One through Eight and supplemental resources

### **Assignment Descriptions:**

- **Cognitive Engagement Initial Assessment & Reflection:** Educators will write a personal reflection on their beliefs about student cognitive engagement, what has led them to form these beliefs and how they currently foster cognitive engagement in their classrooms. Educators will reflect on the initial chapters of *50 Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom*, explain how these chapters have influenced their thinking and create goals for increasing cognitive engagement in their classrooms.
- **Lesson Plan Analysis and Revision for Cognitive Engagement (a minimum of two):** Educators will select an existing lesson plan and redesign it to incorporate at least two strategies from different Bloom's levels (i.e. Analyze and Create; Understand and Evaluate). Teachers will provide a reflective essay that explains the key changes in the original and revised lesson and an explanation of their changes.
- **Collaborative Strategy Toolkit:** Teachers individually or in small groups create a small toolkit of ready-to-use resources for teachers that focus on strategies for the various levels of the Bloom Taxonomy and will share and present to the class. The presentation/product will include a description, example activities designed for one subject/grade level, variations for differentiation and assessment ideas.
- **Unit Design for Thinking Culture:** Educators will design a sequence of learning or unit that integrates strategies across all four Bloom's levels (Understand, Analyze, Evaluate, Create). The unit plan will include annotated strategy

placement and rationale for alignment to both NYS Teaching Standards and course readings.

### **Required Texts:**

*50 Strategies to Boost Cognitive Engagement: Creating a Thinking Culture in the Classroom* by Rebecca Stobaugh

### **Molloy University Policies**

**Expectations of Academic Integrity for All Students:** [Honor Pledge and Academic Honesty Policy](#)

Honor Pledge and Academic Honesty Policy

At Molloy University, all students are required to uphold our Academic Honor Pledge. Molloy has serious consequences for violations of academic integrity.

### **Expectations of Academic Integrity for All Students:**

Engaging in any form of academic dishonesty is an academic infraction subject to referral to the student conduct process. Students will be held accountable for infractions regarding cheating, plagiarism, facilitating academic dishonesty, falsifying documents, and fabrication. The consequences for such behavior include, but are not limited to, participating in an interactive online academic integrity course with a written final paper, suspension, or dismissal. The faculty may also impose a penalty on your course grade.

### **Academic infractions include but are not limited to:**

(From the Molloy University Student Handbook)

1. **Cheating** – utilizing an unauthorized source other than self during an exam, in completing an assignment, or during a take home academic exercise. Examples of cheating include, but are not limited to:
  - a. Copying from a peer or an unauthorized source during an academic exercise or willingly allowing another to copy your work.
  - b. Unauthorized collaboration on homework, assignments, or examinations.
  - c. Obtaining and/or using an unauthorized test, examination, quiz, etc. prior to its administration.
2. **Fabrication** – intentional and unauthorized falsification or invention of any information.

**3. Facilitating academic dishonesty** – includes, among other things, intentionally or knowingly helping or attempting to help someone commit an act of academic dishonesty. For example, allowing another to copy from you during an examination, doing work for another and allowing her/him to represent it as her/his own, and supplying information regarding examinations to others.

**4. Plagiarism** – includes, among other things, failure to document the direct words of another or the rephrasing of another's words so as to represent them as one's own; handing in another's paper or project as one's own; or reusing substantial portions of a previously done assignment in response to a current assignment, without first obtaining approval for same from the faculty. It is irrelevant whether the theft was intentional and deliberate or accidental.

Artificial Intelligence is a form of Plagiarism - There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, Bard, and others. These tools will help shape the future of work, research, and technology, but when used in the wrong way, they can stand in conflict with academic integrity guidelines at Molloy University.

All students have important obligations and expectations on behavior, as detailed in the Student Handbooks, to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use "unauthorized assistance in the laboratory, on fieldwork, in scholarship, or on a course assignment" unless such assistance has been authorized specifically by the course faculty member. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing" of writing, ideas, or other work that is not your own.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Some faculty may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual faculty, and then only in the ways allowed by the faculty."

**5. Falsifying Documents** – includes, among other things, forging signatures of authorization, falsifying information on any official academic records, etc.

Students are responsible for knowing the policies regarding cheating, fabrication, facilitating academic dishonesty, plagiarism, and fabrication, as well as the penalties for such behavior. Academic integrity is expected in all learning modalities, whether online, hybrid, or in-person. For more details, please refer to the Student Handbooks.

Reports of a possible infraction of Molloy's Academic Integrity policies are referred to the Dean of Students Office for investigation using this online report form. Faculty and

students can direct questions to [deanofstudents@molloy.edu](mailto:deanofstudents@molloy.edu).

### **Course Withdrawals:** [Withdrawal Policy](#)

Withdrawal from a course after the Add/Drop period ends can be voluntary or administrative.

#### **Voluntary Withdrawals**

Voluntary withdrawals from a course are requested by the student from the faculty of the course which the student wishes to withdraw. The last date of attendance/participation is required for all courses when the faculty enters withdrawal grades as final grades. Faculty must submit the "W" grade to the Registrar within 14 days of the request.

The deadline for a student to request a voluntary withdrawal is prior to the end of the 10th week of the semester (prorated for shorter sessions and terms). After the end of the 10th week, the student may complete the course for a grade, or receive a grade of WF; except when withdrawing from all classes for the semester and changing majors, or in extenuating circumstances.

(Refer to Academic Calendar and the course syllabus for dates.)

#### **Non-Voluntary Withdrawals**

The faculty may assign "WF" when the student's work is failing after the 10th week of the semester (prorated for shorter sessions and terms), and when the student has not completed all the course material or final project/exam (or attended the last on-line discussion forum for online courses). "WF" is not computed as a failure in quality points/GPA.

View the [Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

### **Incompletes:** [Incompletes Policy](#)

A grade of incomplete "I" will be granted only in cases of hardship (circumstances which, in the judgment of the faculty, warrant special consideration). \*For details on possible student remedy recourse, please see the established grade appeals process. If all coursework is not completed by the last day of class, it is the student's responsibility to contact the faculty within 24 hours of the final examination. If the student fails to follow the above procedure, the faculty will grade accordingly (as per course outline).

Students with "Incompletes" at the end of the term will not be awarded degrees. Pending graduates must have all grades recorded prior to the degree award date in the Academic Calendar or be denied approval for graduation.

The faculty will determine the appropriate amount of time required to complete the

outstanding work and may require a written Completion Contract with the student. Students have no longer than until the last day of the following semester to submit their completed assignments to the faculty. If the Incomplete grade is received in the fall semester or winter intersession, they have until the last day of the spring semester to submit their assignments. If the Incomplete grade is received in the spring or summer semester(s), they have until the last day of the fall semester to submit their assignments.

Further extensions will be considered under extenuating circumstances and will need to be approved by the School Dean. If by that time the faculty has not notified the Registrar that the "I" has been changed to a letter grade, the "I" becomes an "F."

The faculty is required to submit a grade for the student within 14 days after the student has submitted the work to fulfill the terms of the "Incomplete."

### **Email Accounts**

Students are to utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course.

### **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010). Washington, DC: American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.

### **Health and Wellness: [Student Health Services](#)**

Molloy Health Services is committed to the health and wellbeing of the students. Therefore, students are urged to monitor the website and all health and safety updates for any health-related changes in campus procedures. See Student Health Services or email [healthservices@molloy.edu](mailto:healthservices@molloy.edu) or by phone at 516-323-3467. The Student Personal Counseling Center (SPCC) is a confidential and free service available to all currently enrolled Molloy University students. If you are interested in scheduling an appointment with SPCC, please call 516-323-3484 (Monday-Friday), scan the QR code, or walk in to request a time and day to meet.

### **Student Counseling Center: [Student Counseling Center \(SCC\)](#)**

The Student Counseling Center (SCC) is a free and confidential counseling service

available to all currently enrolled Molloy University students.

Wellness is a journey of mental and physical healing and transformation. Grounded in Molloy's four pillars of spirituality, service, community, and study, The Department of Health and Wellness is dedicated to empowering students to prioritize their wellness on their journey of personal growth. Our mission is to enable Molloy students to live a meaningful life in this community by cultivating a supportive and inclusive relationship where every student feels valued and respected. Molloy University's Health and Wellness Department encompasses Health Services and the Student Counseling Center. Together, we are committed to promoting the psychological (mind) and physiological (body) well-being of our students through a lens of health equity, cultural responsiveness, accessibility, and inclusivity. We aspire to sustain a community where wellness is embraced as a whole-body pursuit equipped with tools and support to lead a well-balanced life within our university and beyond.

**Center for Access and Disability (ACCESS):** [Center for Access and Disability](#)

Molloy University provides reasonable accommodation for any student with a documented disability or chronic illness. Students requiring accommodations are urged to contact the at [access@molloy.edu](mailto:access@molloy.edu). See ACCESS for more information.

**Technical Support:** [Student Account, Technology and Canvas](#)

Canvas Support is accessed through the HELP feature in the lower left-hand corner of Canvas. You can also call 844-408-6455 or use the online chat feature 24 hours 7 days a week. Technology Support Services and The Information Commons are available to support students' technology needs. Technology Support Services is located in Kellenberg 022 and can be reached via phone: 516.323.4800 or email: [helpdesk@molloy.edu](mailto:helpdesk@molloy.edu). The Information Commons is located on the second floor of Public Square and can be reached at 516.323.4817 or email: [slewis2@molloy.edu](mailto:slewis2@molloy.edu). For more information see Student Account, Technology and Canvas.

**Ally for Canvas:** [Supportive Tools and Resources/ Ally](#)

Students are able to download course materials in different formats that fit your device, need, and learning preference. For more information see Supportive Tools and Resources/ Ally or contact [CourseDesign@molloy.edu](mailto:CourseDesign@molloy.edu).

### **Molloy Student Tour**

The Molloy Student Tour (MST) helps students locate appropriate student resources and contact information, navigate Canvas effectively, and identify ways to be successful during your time at Molloy University. Students can access MST by selecting "Courses" from the left navigation in



Canvas and then selecting “All Courses.” Select the star next to its name to turn it orange and include it on your Canvas dashboard for easy access.

## **Recording**

To foster an environment that encourages and supports the full and free expression of information, ideas, and opinions between students, faculty, and administration of the University, students, faculty, employees, and administrators are prohibited from recording in any manner or by any means conversations, meetings, class lectures, or any communication without the explicit consent of all participants. This is a critical commitment to the collegiate experience at Molloy and any violation may become a subject of disciplinary action. Thus, recordings are only permitted if all participants are fully informed that the recording will be made, and all participants consent to being recorded. A student who does not consent to the recording must email their professor at the start of the course. Any student who has not contacted the professor is deemed to have consented to the recording. You may notify your professor by email at any time if you choose to revoke your consent.

## [Proctorio Resources for Students](#)

### Use of Proctorio for Exams/Quizzes (if applicable)

This course may require one or more proctored exams using Proctorio through Canvas. Students must be sure to have:

- Access to a quiet, preferably private, space for testing.
- A web camera (USB or internal).
- A microphone (USB or internal).
- Their Molloy ID card (not their driver’s license) ready for the ID verification process.
- A desktop computer or laptop when taking quizzes and exams using Proctorio (mobile devices are not compatible, including iPads and mobile phones).
- Download a supported browser like Google Chrome or Microsoft Edge and install the Proctorio extension

Students should understand that recording hardware (i.e., web camera and a microphone) is purchased and controlled by the student. Students are expected to read Molloy University’s rules and expectations for engaging in honest research and coursework while completing assignments and exams by accessing the Student Academic Integrity webpage. For additional information about online proctoring with

Proctorio, students can visit the Support for Test-Takers and FAQ page at <https://proctorio.com/support>.

Proctorio recordings are only available to your instructor and other university officials, and the extension only runs during the quiz or exam. Therefore, no student privacy rights are violated, nor is the security of computers or laptops jeopardized. Proctorio is designed to help maintain the academic integrity of online exams. Proctorio offers 24/7 support and can answer your questions by chat by clicking the shield icon in Chrome, or by email at [support@proctorio.com](mailto:support@proctorio.com).