

# Thinktrack Reflection

Teacher name \_\_\_\_\_ School/ Grade level: \_\_\_\_\_ Date: \_\_\_\_\_

**Thinking Dispositions:** Reflect on the past week. Which of the following thinking dispositions do you think your classroom instruction helped students develop? (Check as many as apply. Give a double check to dispositions that were **strongly** emphasized this week.)

Reasoning \_\_\_\_\_  Questioning & Investigating \_\_\_\_\_ 

Exploring Viewpoints \_\_\_\_\_  Observing & Describing \_\_\_\_\_ 

Finding Complexity \_\_\_\_\_  Comparing & Connecting \_\_\_\_\_ 

**Frequency of Thinking Routines:** Think about the past week in your classroom. How many routines did you try? Include any partial use and/or combined use of Artful Thinking routines as well as use of other thinking routines you've invented or know about.

- \_\_\_ 0 routines
- \_\_\_ 1-3 routines
- \_\_\_ 4-6 routines
- \_\_\_ 7-10 routines
- \_\_\_ More than 10 routines

**Use of Thinking Routines:** Circle the routines you tried this week. Include any partial routines and/or combined use of routines.

<p><b>WHAT MAKES YOU SAY THAT?</b></p> <p><b>CLAIM / SUPPORT / QUESTIONS</b></p> <p><b>STEP INSIDE</b></p> <p><b>CIRCLE OF VIEWPOINTS</b></p>	<p><b>HEADLINES</b></p> <p><b>BEGINNING / MIDDLE / END</b></p> <p><b>LOOKING OR LISTENING: TEN TIMES TWO</b></p> <p><b>COLORS / SHAPES / LINES</b></p>
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<b>PARTS / PURPOSES / COMPLEXITIES</b>	<b>THE ELABORATION GAME</b>
<b>COMPLEXITY SCALE</b>	<b>THINK/ PUZZLE EXPLORE</b>
<b>I USED TO THINK...NOW I THINK...</b>	<b>CREATIVE QUESTIONS</b>
<b>CONNECT / EXTEND / CHALLENGE</b>	<b>SEE/ THINK / WONDER</b>
<b>CREATIVE COMPARISONS</b>	

**Integrating Art:** Did you use any art in your classroom this week?    Yes        No  
 If yes, what did you do? Check as many as apply.

Discussed an art image/object with a thinking routine you've used before

Discussed an art image/object with a new routine

Discussed an art image/object without using a thinking routine

Created art using a thinking routine at some point in the creative process

Created art without using a thinking routine

Connected an art image/object to a topic in the curriculum

Connected an art making experience to a topic in the curriculum

Other. Please describe:

Optional: Tell more about how using art in any of the above ways affected your students' thinking or understanding.