- Give thinking tasks
- Frequently form visibly random groups
- Use vertical non-permanent surfaces
- Defront the classroom
- Answer only keep thinking questions
- Give thinking task early, standing, and verbally
- Mobilize knowledge
- Asynchronously use hints and extensions to maintain flow
- Consolidate from the bottom

- Give check-your-understanding questions
- Have students write meaningful notes
- Evaluate what you value
- Help students see where they are and where they are going
- Grade based on data (not points)

Figure 15.5 The Rebuilding Thinking Classrooms Framework.