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PERSONAL PROFESSIONAL DEVELOPMENT: MONTH 1

Academic Moves for College and Career Readiness (2016)

Jim Burke and Barry Gilmore

"Every discipline comes with its own set of what many call 'thinking moves" (p. 8).

Burke and Gilmore conducted what they call here a "cognitive audit" of their own assignments and the activities, assignments, and assessments found in the Common Core standards, as well as the Advanced Placement, SAT, and ACT documents. They offer detailed explanations of these "moves," then show how to teach and incorporate them into classes across the disciplines.

What to Do

The "A-List" of verbs derived from various standards documents across the disciplines offers a useful menu when designing or evaluating assignments or assessments. These are, in short, the moves students are expected to know and make in all their academic classes. Some terms make greater cognitive demands on students than others, so when designing learning progressions be mindful that students are engaging in more complex work over the course of a unit or the year. The authors' "audit" identified fifteen words or, what they call "academic moves," that are most frequently used and assessed; a second list appears in the appendix of the book that lists "alternative moves that are not so easily tested but nonetheless vital to more innovative and ambitious thinking" (xiii). In addition to advocating for the deliberate and precise use of these fifteen A-List words, the authors emphasize a secondary object: "that the words . . . be used to bring consistency and clarity to the language we all use when teaching or designing assignments within and across disciplines" (xiii).

The A-List: Essential Academic Verbs

Analyze break something down methodically into its parts

break down • deconstruct • examine

Argue provide reasons or evidence to support or oppose

claim • persuade • propose

Compare/Contrast identify similarities or differences between items

delineate • differentiate • distinguish

Describe report what one observes or does *illustrate* • *report* • *represent*

Determine make a decision or arrive at a conclusion after considering all possible options, perspectives, or results establish • identify • define

Develop improve the quality or substance of *formulate* • *generate* • *elaborate*

Evaluate establish value, amount, importance, or effectiveness of assess • figure out • gauge

Explain provide reasons for what happened or one's actions

clarify • demonstrate • discuss

Imagine create a picture in one's mind; speculate or predict

anticipate • incorporate • predict

Integrate make whole by combining the different parts into one

combine • incorporate • synthesize

Interpret draw from a text or data set some meaning or significance deduce • infer • translate

Organize arrange or put in order arrange • classify • form

Summarize retell the essential details of what happened

outline • paraphrase • report

Support offer evidence or data to illustrate your point

cite • justify • maintain

Transform change in form, function, or nature to reveal or emphasize alter • change • convert

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What to Remember

The words students encounter in the directions, questions, prompts, assignments, and assessments are actions. These words identify and emphasize the cognitive processes students are expected to know and be able to do. In addition to emphasizing the role the A-List words play in designing and teaching lessons, the authors highlight the importance of being consistent within departments and across the school when using these terms (and other key words) to avoid confusing students through a Tower of Babel effect.

Fauity and Access Check

_4,
I define and clarify for all students the key words and actions that appear in the directions of assignments or assessments I give them, making sure they know what the words mean and what it looks like to, for example, "analyze."
I stop to consider whether what I am asking students to do, read, view, or think about would be traumatic for anyone identified as a universal screener.
I monitor those students who are likely to struggle with what I am teaching or the way I am teaching and assess them to see if any require additional support or interventions, such as helping them break down a complex activity into smaller steps as a way of scaffolding the lesson to ensure students' success on it.
I check with students for whom English is not their dominant or primary language to make sure they understand the key words we are using to indicate what they must do on an assignment.
NOTES

WORK WELL: PREPARE FOR THE MONTH AHEAD

MONTH 1	LOOKING AHEAD: What is the mos	st important outcome to accomplish b	by the end of the month—and why?
YEAR			
Notes/Events	Focus 1: What and Why?	Focus 2: What and Why?	Focus 3: What and Why?
	What is your focus and why?	What is your focus and why?	What is your focus and why?
	Focus 1: When and What?	Focus 2: When and What?	Focus 3: When and What?
	When do you work on it and what do you do?	When do you work on it and what do you do?	When do you work on it and what do you do?
	The Six Commitments 1. I am committed to the succe well-being of all my student learning. 2. I know my subject and how that all my students will lear and enjoy it. 3. I am responsible for designiand assessing the lessons a all my students. 4. I consider equity and access designing, teaching, and assessons and students' learning. 5. I reflect on, analyze, and refit teaching based on feedback sources. 6. I participate in and contribut learning community at schoprofession at large.	the greatest p most this more to teach it so con, remember, and, teaching, and learning of sowhen sessing my ang. fine my control from multiple	one commitment you made progress on or struggled with the nth.

HABIT TRACKER DIRECTIONS: List specific **actions** in the left column that will help you develop and maintain healthy habits. Indicate your daily results with a code that works for you. At least some of these habits should be directly related to your three key areas in which you are trying to improve or achieve some specific result this year. Go to jamesclear.com/habit-tracker for more information about tracking your habits.

Habits	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

LOOKING BACK: What did I do just a little bit better	this month? How d	id I do just a little bit better day by da	y this month?					
PROFESSIONAL: Review and reflect on your weekly self-evaluations for the past month.	PERSONAL: Reveluations for the	view and reflect on your weekly self- ne past month.	KIDS: Check In/Check On					
		202,2						
	::(,,						
	OLM,							
MANAGING YOUR KIDS, CLASSROOM, AND CUI	RRICULUM	FOCUS: CLASSROOM ENVIRON	MENT					
1. Foster a classroom environment in which every st	tudent feels knowr							
What This Means and Why It Matters The "classroom environment" now includes in-pers spaces, both of which come with potential obstacle undermine students' comfort and confidence in the Students feel known, respected, and safe in classrevalue their culture, experiences, and knowledge. T	es that can e classroom. ooms that	Assess yourself by answering T (True), F (False), S (Some I know every student's full name and how to pronour Every student in my class knows that I respect and ca about them, and that I am committed to their safety. I give each student my full attention and listen to what						
the teacher avoids labels and stereotypes; also, the gathers information on each student's home and a situation, and their personal and academic needs, any accommodations the teacher should provide. line: Beware of anything that might cause a studer	e teacher academic including Bottom		nat they say or how they say it. h student's culture, interests, person.					
embarrassed (Newkirk, 2017) and, as a result, und learning and safety in the class. This is what Hamm refers to in her descriptions of a culturally respons as cultivating an "ethos of caring" that confirms for	ermine their nond (2014) sive classroom students that	embarrassed or have a pan I show or express my gratite efforts, and progress.	ic attack. ude for students' contributions,					
their environment is "physically, socially, and intell [so they can enter] a state of relaxed alertness and learning" (p. 144).		I monitor and solicit students' feedback about how known, valued, respected, and safe they feel in my class and online.						

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WORK ON: ACADEMIC IDENTITY

HOW TO HELP STUDENTS SEE THEMSELVES AS STUDENTS AND LEARNERS

If the young people who come to school do not see themselves as learners, they are not going to act like learners even if that would help them to be successful in school. It is the teacher's job to help them change their sense of themselves so that studying is not a self-contradictory activity. . . . Academic identity is formed from an amalgamation of how we see ourselves and how others see us. . . . How I act in front of Others expresses my sense of who I am. How others then react to me influences the development of my identity. —Magdalene Lampert, *Teaching Problems and the Problems of Teaching*

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NOTES	Monday	Tuesday	Wednesday							
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CHECK IN • CHECK UP • CHECK OUT Visit Carol Pelletier Radford's website Mentoring in Action (mentoringinaction.com) for practical suggestions and activities, such as mindfulness meditation, to help you maintain your balance this year.										

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Thursday	Friday	Saturday	Sunday
		2023	
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