



## **What is Academic Teaming?**

Academic teaming, at it's most basic level, is a group on interdisciplinary teachers who share common students in order to combine resources, interests and knowledge to meet the unique needs of students.

## **Why Academic Teaming?**

### **Why Is Teaming Good for Teachers?**

Teaming...

- Prevents isolation
- Shares joys and burdens
- Establishes common goals, expectations and routines
- Designs a common calendar so all students are more likely not to miss your assignment in lieu of another assignment

### **Why Is Teaming Good for Students?**

Teaming...

- promotes a sense of belonging within a group.
- enhances motivation and enthusiasm for learning through individual classroom study and team interdisciplinary units.
- allows teams to establish goals to better meet students' needs.
- helps teachers monitor attendance and behavior and address individual concerns/issues.
- teaches students necessary organizational and time management skills.
- provides common time for group/classroom guidance activities with support staff.
- allows for team trips, interdisciplinary units, and assemblies without disruption to entire school.
- offers students additional individualized help through after school tutoring with teachers from their team.

### **How Does Teaming Help Teachers Help Students?**

Teaming...

- helps teachers know their students and their needs better.
- enables teachers to implement interdisciplinary instruction, student incentive and recognition programs, and field trips.
- provides daily meeting time where teachers can:
  - discuss academic, social and behavioral concerns.
  - monitor students' progress.
  - conference with parents.
  - coordinate homework, tests, quizzes, projects, field trips and interdisciplinary units.
  - consult with support personnel (counselors, school nurse,

- psychologist) regarding individual student concerns/issues.
- support each other through shared goals, intellectual stimulation and better communication.
- evaluate teaching strategies/techniques through daily collaboration with team members.

### How Does Teaming Help Parents?

Teaming...

- allows for more parental involvement.
- enables parents to communicate and monitor student progress with all core teachers via a common daily team meeting time.
- provides timely and consistent information regarding homework, test, quizzes and projects.

### 7 Stages of Collaboration

#### Cooperation

1. Filling the time
2. Sharing personal Practice

#### Coordination

3. Planning, planning, planning
4. Developing common units / assessments
5. Analyzing student learning

#### Collaboration

6. Adapting instruction to student needs
7. Reflecting on instruction

Stage	Questions That Define This Stage
Stage one: Filling the time	What exactly are we supposed to do as a team?
Stage two: Sharing personal practice	What is everyone doing in his or her classroom for instruction, lesson planning, and assessment?
Stage three: Planning, planning, planning	What should we be teaching during this unit, and how do we lighten the load for each other?
Stage four: Developing common assessments	How will we know if students learned the standards? What does mastery look like for the standards in this unit?
Stage five: Analyzing student learning	Are students learning what they are supposed to be learning? Do we agree on

	student evidence of learning?
Stage six: Adapting instruction to student needs	How can we adjust instruction to help those students struggling and those exceeding expectations?
Stage seven: Reflecting on Instruction	Which lesson-design practices are most effective with our students?

Graham P. & Ferriter, B. (2008). One step at a time. *Journal of Staff Development*, 29(3), 38-42.

### Activity 2 – What Stage of Collaboration?

1. You will be given three scenarios. Decide for yourself whether the teachers in the scene are showing evidence of **Cooperation, Coordination, or Collaboration** (and possibly the level within the division). Think of 1 to 2 suggestions you would have for these teachers to move them toward more effective collaboration. Record in chart.

2. Discuss your conclusions and suggestions with your team. Record your consensus in the chart.

Scenario	Division/ Level	Evidence for the chosen division/level	Suggestions to move forward
Individual Reflection			
<b>A</b>			
<b>B</b>			
<b>C</b>			

Team Reflection			
<b>A</b>			
<b>B</b>			
<b>C</b>			

**Looking At Our Students – How do we currently get to know our students?**

Readiness - the student's entry point relative to a particular understanding or skill.

- Ahead, on grade, behind?
- Get to WHY!!
- Un-mastered prior knowledge?
- Never exposed to the learning?
- Don't remember but will be fine with reminder?
- Explained in ways that don't make sense to student?
- Language barrier?
- Learning disability?
- Other...

Interest – what will motivate students to invest in learning

- Voice and Choice
- Cognitive choice about 35% of the time for intrinsic motivation
- How do you like to learn?
- Learning Autobiographies
- Classroom structures – whole, individual, pair, small groups, etc.

#### Learning Profile

- Choose which profiles to use: team to assess
- Share success strategies and approaches
- Classroom Community building

Note: Assessments can be downloaded at [www.e2c2.com/fileupload.asp](http://www.e2c2.com/fileupload.asp)

Choose either:

Profile Assessments Word

Profile Assessments for Cards (PowerPoint slides)

Kid Friendly Learning Profile

### Activity 3 – Learning Profile Inventories

## The Modality Preferences Instrument

Follow the directions below to get a score that will indicate your own modality (sense) preference(s). This instrument, keep in mind that sensory preferences are usually evident only during prolonged and complex learning tasks.

### Identifying Sensory Preferences

Directions: For each item, circle “A” if you agree that the statement describes you most of the time.

1. I prefer reading a story rather than listening to someone tell it. A
2. I would rather watch television than listen to the radio. A
3. I remember names better than faces. A
4. I like classrooms with lots of posters and pictures around the room. A
5. The appearance of my handwriting is important to me. A
6. I think more often in pictures. A
7. I am distracted by visual disorder or movement. A
8. I have difficulty remembering directions that were told to me. A
9. I would rather watch athletic events than participate in them. A
10. I tend to organize my thoughts by writing them down. A
11. My facial expression is a good indicator of my emotions. A
12. I tend to remember names better than faces. A
13. I would enjoy taking part in dramatic events like plays. A
14. I tend to sub vocalize and think in sounds. A
15. I am easily distracted by sounds. A
16. I easily forget what I read unless I talk about it. A
17. I would rather listen to the radio than watch TV. A
18. My handwriting is not very good. A
19. When faced with a problem, I tend to talk it through. A
20. I express my emotions verbally. A
21. I would rather be in a group discussion than read about a topic. A
22. I prefer talking on the phone rather than writing a letter to someone. A
23. I would rather participate in athletic events than watch them. A
24. I prefer going to museums where I can touch the exhibits. A
25. My handwriting deteriorates when the space becomes smaller. A
26. My mental pictures are usually accompanied by movement. A
27. I like being outdoors and doing things like biking, camping, swimming, hiking etc. A
28. I remember best what was done rather than what was seen or talked about. A
29. When faced with a problem, I often select the solution involving the greatest activity. A
30. I like to make models or other hand crafted items. A
31. I would rather do experiments rather than read about them. A
32. My body language is a good indicator of my emotions. A
33. I have difficulty remembering verbal directions if I have not done the activity before. A

## Interpreting the Instrument's Score

Total the number of "A" responses in items 1-11 \_\_\_\_\_  
This is your visual score  
Total the number of "A" responses in items 12-22 \_\_\_\_\_  
This is your auditory score  
Total the number of "A" responses in items 23-33 \_\_\_\_\_  
This is you tactile/kinesthetic score

- If you scored a lot higher in any one area: This indicates that this modality is very likely your preference during a protracted and complex learning situation.
- If you scored a lot lower in any one area: This indicates that this modality is not likely to be your preference(s) in a learning situation.
- If you got similar scores in all three areas: This indicates that you can learn things in almost any way they are presented.

### Activity 3 – Learning Profile Inventories

## The Theory of Multiple Intelligences Self Assessment

Where does your true intelligence (processing ability) lie? This quiz can help you determine where you stand. Read each statement. If it expresses some characteristic of yours and sounds true for the most part, jot down "T." If the statement is sometimes true, sometimes false, leave it blank.

1. \_\_\_\_ I'd rather draw a map than give someone verbal directions.
2. \_\_\_\_ I can play (or used to play) a musical instrument.
3. \_\_\_\_ I can associate music with my moods.
4. \_\_\_\_ I can add or multiply quickly in my head.
5. \_\_\_\_ I like to work with calculators and computers.
6. \_\_\_\_ I pick up new dance steps quickly.
7. \_\_\_\_ It is easy for me to say what I think in an argument or debate.
8. \_\_\_\_ I enjoy a good lecture, speech, or sermon.
9. \_\_\_\_ I always know north from south no matter where I am.
10. \_\_\_\_ Life seems empty without music.
11. \_\_\_\_ I always understand the direction that comes with new gadgets or appliances.
12. \_\_\_\_ I like to learn puzzles and play games.
13. \_\_\_\_ Learning to ride a bike (or skate) was easy.
14. \_\_\_\_ I am irritated when I hear an argument that is illogical.
15. \_\_\_\_ My sense of balance and coordination is good.
16. \_\_\_\_ I often see patterns and relationships to numbers faster and easier than others.
17. \_\_\_\_ I enjoy building models or sculpting.
18. \_\_\_\_ I am good at finding the fine points of word meaning.
19. \_\_\_\_ I can look at an object one way and see it turned sideways or backwards just as easily.
20. \_\_\_\_ I often connect a piece of music with some event in my life.
21. \_\_\_\_ I like to work with numbers and figures.
22. \_\_\_\_ Just looking at shapes of buildings and structures is pleasurable to me.
23. \_\_\_\_ I like to hum, whistle, and sing in the shower or when I am alone.
24. \_\_\_\_ I am good at athletics.
25. \_\_\_\_ I would like to study the structure and logic of languages.
26. \_\_\_\_ I am usually aware of the expressions on my face.
27. \_\_\_\_ I am sensitive to the expression on other people's faces.
28. \_\_\_\_ I stay in touch with my moods. I have no trouble identifying them.
29. \_\_\_\_ I am sensitive to the moods of others.
30. \_\_\_\_ I have a good sense of what others think of me.

### Scoring Sheet

Place a checkmark by each item, which you marked as "True." Add your totals. A total of four in any of the categories A through E indicates strong ability. In categories F through G a score of one or more means you have abilities in these areas as well.

<b>A</b> <b>Linguistics</b>	<b>B</b> <b>Logical/Math</b>	<b>C</b> <b>Musical</b>	<b>D</b> <b>Spatial</b>	<b>E</b> <b>Body/ Kinesthetic</b>	<b>F</b> <b>Intrapersonal</b>	<b>G</b> <b>Interpersonal</b>
7 ___	4 ___	2 ___	1 ___	6 ___	26 ___	27 ___
8 ___	5 ___	3 ___	9 ___	13 ___	28 ___	29 ___
14 ___	12 ___	10 ___	11 ___	15 ___		30 ___
18 ___	16 ___	20 ___	19 ___	17 ___		
25 ___	21 ___	23 ___	22 ___	24 ___		

### Activity 3 – Learning Profile Inventories

## Triarchic Theory of Intelligences - Robert Sternberg

Mark each sentence T if you like to do the activity. Mark it F if you do not.

1. Analyzing characters when I'm reading or listening to a story \_\_\_\_\_
2. Designing new things \_\_\_\_\_
3. Taking things apart and fixing them \_\_\_\_\_
4. Comparing and contrasting points of view \_\_\_\_\_
5. Coming up with ideas \_\_\_\_\_
6. Learning through hands-on activities \_\_\_\_\_
7. Criticizing my own and other kids' work \_\_\_\_\_
8. Using my imagination \_\_\_\_\_
9. Putting into practice things I learned \_\_\_\_\_
10. Thinking clearly and analytically \_\_\_\_\_
11. Thinking of alternative solutions \_\_\_\_\_
12. Working with people in teams or groups \_\_\_\_\_
13. Solving logical problems \_\_\_\_\_
14. Noticing things others often ignore \_\_\_\_\_
15. Resolving conflicts \_\_\_\_\_
16. Evaluating my own and other's points of view \_\_\_\_\_
17. Thinking in pictures and images \_\_\_\_\_
18. Advising friends on their problems \_\_\_\_\_
19. Explaining difficult ideas or problems to others \_\_\_\_\_
20. Supposing things were different \_\_\_\_\_
21. Convincing someone to do something \_\_\_\_\_
22. Making inferences and deriving conclusions \_\_\_\_\_
23. Drawing \_\_\_\_\_
24. Learning by interacting with others \_\_\_\_\_
25. Sorting and classifying \_\_\_\_\_
26. Inventing new words, games, approaches \_\_\_\_\_
27. Applying my knowledge \_\_\_\_\_
28. Using graphic organizers or images to organize your thoughts \_\_\_\_\_
29. Composing \_\_\_\_\_
30. Adapting to new situations \_\_\_\_\_

# Triarchic Theory of Intelligences - Robert Sternberg

Transfer your TRUE answers from the survey to the key. The column with the most "True" responses is your dominant intelligence.

## Analytical

- 1. \_\_\_\_\_
- 4. \_\_\_\_\_
- 7. \_\_\_\_\_
- 10. \_\_\_\_\_
- 13. \_\_\_\_\_
- 16. \_\_\_\_\_
- 19. \_\_\_\_\_
- 22. \_\_\_\_\_
- 25. \_\_\_\_\_
- 28. \_\_\_\_\_

## Creative

- 2. \_\_\_\_\_
- 5. \_\_\_\_\_
- 8. \_\_\_\_\_
- 11. \_\_\_\_\_
- 14. \_\_\_\_\_
- 17. \_\_\_\_\_
- 20. \_\_\_\_\_
- 23. \_\_\_\_\_
- 26. \_\_\_\_\_
- 29. \_\_\_\_\_

## Practical

- 3. \_\_\_\_\_
- 6. \_\_\_\_\_
- 9. \_\_\_\_\_
- 12. \_\_\_\_\_
- 15. \_\_\_\_\_
- 18. \_\_\_\_\_
- 21. \_\_\_\_\_
- 24. \_\_\_\_\_
- 27. \_\_\_\_\_
- 30. \_\_\_\_\_

Total Number of True:

**Analytical** \_\_\_\_\_

**Creative** \_\_\_\_\_

**Practical** \_\_\_\_\_

### Activity 3 – Learning Profile Inventories

**Directions:**

- Rank order the responses in rows below on a scale from 1 to 4 with 1 being "least like me" to 4 being "most like me."
- After you have ranked each row, add down each column.
- The column(s) with the highest score(s) shows your primary Personal Objective(s) in your personality.

In your normal day-to-day life, you tend to be:							
Nurturing Sensitive Caring		Logical Systematic Organized		Spontaneous Creative Playful		Quiet Insightful Reflective	
In your normal day-to-day life, you tend to value:							
Harmony Relationships are important		Work Time schedules are important		Stimulation Having fun is important		Reflection Having some time alone is important	
In most settings, you are usually:							
Authentic Compassionate Harmonious		Traditional Responsible Parental		Active Opportunistic Spontaneous		Inventive Competent Seeking	
In most situations you could be described as:							
Empathetic Communicative Devoted		Practical Competitive Loyal		Impetuous Impactful Daring		Conceptual Knowledgeable Composed	
You approach most tasks in a(n) _____ manner:							
Affectionate Inspirational Vivacious		Conventional Orderly Concerned		Courageous Adventurous Impulsive		Rational Philosophical Complex	
When things start to "not go your way" and you are tired and worn down, what might your responses be?							
Say "I'm sorry" Make mistakes Feel badly		Over-control Become critical Take charge		"It's not my fault" Manipulate Act out		Withdraw Don't talk Become indecisive	
When you've "had a bad day" and you become frustrated, how might you respond?							
Over-please Cry Feel depressed		Be perfectionistic Verbally attack Overwork		Become physical Be irresponsible Demand attention		Disengage Delay Daydream	
Add score:							
<b>Harmony</b>		<b>Production</b>		<b>Connection</b>		<b>Status Quo</b>	

Modality: Visual, Auditory, Kinesthetic

<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
Numerous notes	Notes distract from processing	Notes a necessary evil
Sit in front	Sit where they can hear, but not see what is happening in front	Sit near door or where they can have some movement
Usually neat and clean	May not coordinate colors or clothes	
Close eyes to visualize or remember	Hum or talk to themselves	Speak with hands and gestures
Find something to watch when bored	Hear music in their head when bored	Find reasons to tinker or move when bored
Like to see what they are learning	Learn by reading aloud	Remember what was done, not what is seen or heard
Benefit from illustrations and color	Remember by verbalizing lessons	Benefit from hands-on experiences
Like imagery (written or spoken language)	Like sounds / sound effects	Like active learning and need frequent breaks
Prefer stimuli to be isolated from auditory and kinesthetic distraction	Can be distracted by other noise or conversations	Rely on what they can directly experience or perform
<b>Task Ideas</b>		
Pictures	Speeches	Matching games
Graphic Organizers	Discussions	Modeling
Color coding	Infomercials or PSAs	"Becoming" the task
Posters	Creating Question Lists	Hands-on tasks
Charts / Graphs	Read Alouds	"Peg Board" yarn game
Videos	Books / Instructions on tape	Gestures and Motions
Detailed Notes	Self Talk (Whispies)	Motion
Visualizing	Tape Recording Answers	Drama / Skits
Making Books	Interviews	Charades
To Do Lists	Lectures / Tone & Inflection	Manipulatives
Written Directions	Spoken Directions	Modeled Directions

## Multiple Intelligences – Howard Gardner

Type	Characteristics	Likes to	Is good at	Learns best by
LINGUISTIC LEARNER "The Word Player"	Learns through the manipulation of words. Loves to read and write in order to explain themselves. They also tend to enjoy talking	Read Write Tell stories	Memorizing names, places, dates and trivia	Saying, hearing and seeing words
LOGICAL/ Mathematical Learner "The Questioner"	Looks for patterns when solving problems. Creates a set of standards and follows them when researching in a sequential manner.	Do experiments Figure things out Work with numbers Ask questions Explore patterns and relationships	Math Reasoning Logic Problem solving	Categorizing Classifying Working with abstract patterns/relationships
SPATIAL LEARNER "The Visualizer"	Learns through pictures, charts, graphs, diagrams, and art.	Draw, build, design and create things Daydream Look at pictures/slides Watch movies Play with machines	Imagining things Sensing changes Mazes/puzzles Reading maps, charts	Visualizing Dreaming Using the mind's eye Working with colors/pictures
MUSICAL LEARNER "The Music Lover"	Learning is often easier for these students when set to music or rhythm	Sing, hum tunes Listen to music Play an instrument Respond to music	Picking up sounds Remembering melodies Noticing pitches/rhythms Keeping time	Rhythm Melody Music
BODILY/ Kinesthetic Learner "The Mover"	Eager to solve problems physically. Often doesn't read directions	Move around Touch and talk Use body	Physical activities (Sports/dance/ acting)	Touching Moving Interacting with space

	but just starts on a project	language	crafts	Processing knowledge through bodily sensations
INTERpersonal Learner "The Socializer"	Likes group work and working cooperatively to solve problems. Has an interest in their community.	Have lots of friends Talk to people Join groups	Understanding people Leading others Organizing Communicating Manipulating Mediating conflicts	Sharing Comparing Relating Cooperating interviewing
INTRApersonal Learner "The Individual"	Enjoys the opportunity to reflect and work independently. Often quiet and would rather work on his/her own than in a group.	Work alone Pursue own interests	Understanding self Focusing inward on feelings/dreams Pursuing interests/goals Being original	Working along Individualized projects Self-paced instruction Having own space
NATURALIST "The Nature Lover"	Enjoys relating things to their environment. Have a strong connection to nature.	Physically experience nature Do observations Responds to patterning nature	Exploring natural phenomenon Seeing connections Seeing patterns Reflective Thinking	Doing observations Recording events in Nature Working in pairs Doing long term projects

Triarchic Theory (Robert Sternberg): Analytical, Practical, Creative

Analytical	Practical	Creative
Bullets, lists, tables	Notes to self	Figure out a way to...
Worksheets	Analogies	Idiot's Guide to...
Graphic Organizers	Advising and convincing others	Multiple Representations
Timelines	Hands-on	Own interpretations
Sequential reasoning	Real World Examples	Pictures or skits
Flow Charts	Putting things into practice	Design new things
Compare and Contrast	Explaining uses	Alternative solutions
Finding errors	Developing plans	Unique observations

Sort and Classify	Field Trips	"Suppose..."
Puns and Subtelties	Experiments	Humor
Identifying key parts / Cause and Effect	Scenarios	Songs, riddles, charades
Patterning	Job shadowing	Quotes or sayings

### Personality Array

	<b>Harmony (Pooh)</b>	<b>Production (Rabbit)</b>	<b>Connection (Tigger)</b>	<b>Status Quo (Eeyore)</b>
Cooperation (Positive Behavior)	Caring Sensitive Nurturing Harmonizing Feeling Oriented	Logical Structured Organized Systematic Thinking Oriented	Spontaneous Creative Playful Enthusiastic Action Oriented	Quiet Imaginative Insightful Reflective Inaction Oriented
Reluctance (Negative Behavior)	Over adapted Over pleasing Makes mistakes Cries or giggles Self Defeating	Over critical Over works Perfectionist Verbally Attacks Demanding	Disruptive Blames Irresponsible Demands Attention Defiant	Disengaging Withdrawn Delays Despondent Daydreams
Needs	Friendships Sensory Experience	Task Completion Time Schedule	Contact with people Fun activities	Alone time Stability
Ways to Meet Needs	Value their feelings Comfortable and pleasing learning environment Work with a friend Sharing time	Value their ideas Incentives Rewards Leadership Position Schedules To-do lists	Value their activity Hands-on activities Group Interaction Games Change in routine	Value their privacy Alone time Independent Activity Specific directions Computer Activity Routine tasks

### Activity 4: Get To Know Students Discussion

1. How can we gather and share information about our students as learners (and as people!) as a team?



## Who Is It Cards

Have your students (and you too!) write 5 things about themselves in the following manner:

- The first thing should be something almost everyone has in common (ex: I like to learn)
- The second thing most people should have in common (ex: I have brown hair)
- The third thing many people should have in common (ex: I love dogs)
- The fourth thing only a few people have in common (ex: I have travelled to Asia)
- The last thing should be unique to you! (ex: I live in AZ)

Collect the cards. Draw a card randomly and read the first statement. Everyone for whom the statement is true stands up. Read the next statement. If it is no longer true of you, sit down. Repeat this until the last statement when the person who wrote the card should be the only one standing.

Enriched Environments (Magic Trees of the Mind, Marion Diamond, 1998)

- Includes a steady source of positive support;
- Stimulates all the senses (not all at once);
- Has an atmosphere free of undue pressure and stress but suffused with a degree of pleasurable intensity;
- Presents a series of novel challenges that are neither too easy nor too difficult for the child at his or her stage of development;
- Allows social interaction for a significant percentage of activities;
- Promotes the development of a broad range of skills and interests: mental, physical, aesthetic, social and emotional;
- Gives the child an opportunity to choose many of his or her efforts and to modify them;
- Provides an enjoyable atmosphere that promotes exploration and the fun of learning;
- Allows the child to be an active participant rather than a passive observer.

## Integration Potential

### Activity 6: Academic and Behavioral Support Discussion

1. How has your team, or how could your team, support struggling or advanced learners in one content area in all content areas? For example, if a student is struggling with forming a logical argument in Social Studies, how can English, Math and Science help? List as many specific areas of struggle and help as possible.

In the same way, if one teacher is having behavioral difficulties with a student, how can the other teachers help and support? For example, a behavior intervention plan for one classroom can be implemented in all classrooms.

<b>Potential Academic Difficulty</b>	<b>Other Content teachers can help by...</b>

Potential Behavioral Difficulty	Other Content teachers can help by...

Please make a poster to share with the rest of the group.

**Integrated Units**

Reference:  
<http://www.lesley.edu/middle-school/service-learning/examples/>  
[http://www.connectedcalifornia.org/downloads/LL\\_Designing\\_Curriculum\\_Units\\_2010\\_v5\\_web.pdf](http://www.connectedcalifornia.org/downloads/LL_Designing_Curriculum_Units_2010_v5_web.pdf)  
<http://educationcloset.com/7-12-arts-integration-lessons/>

Meaningful integration occurs around concepts or overarching understandings. For example, Government is not something to integrate around, but the concept of balance could be. We have checks and balances in government. Solving equations in math requires understanding that the equal sign serves as a type of balance of equality between two expressions, and that balance must be maintained. In science living systems require balance including molecular balance through bonding or homeostasis. And themes of balance are found throughout literature, or even possibly the balance of structure in grammar or poetry. Similarly, an overarching understanding of “Our world is dependent on maintaining balance.” Essential questions to spur discovery and conversation could be, “What balance is present or needed in this situation?” or “What are the consequences of losing balance in this condition?”

KNOW: Facts, vocabulary, dates, places, names, examples and how to's.

Concepts: A mental construct that frames a set of examples sharing common attributes. Concepts are timeless, universal, abstract, and broad. Concepts may be very broad, such as “change,” “system,” or “interdependence,” or they may be more topic specific, such as “organisms,” “solution,” “habitat,” or “government.”

Examples of Concepts:

Power	Revolution	System	Conflict
Courage	Tradition	Constancy	Resolution
Change	Evil	Cycles	Loyalty
Responsibility	Tolerance	Interdependence	Spirituality
Destruction	Infinity	Myth	Invention
Relationship	Eternity	Voice	Altruism
Justice	Patterns	Culture	Equilibrium
Fairness	Exploration	Identity	Constancy
Freedom	Discovery	Perspective	Commitment
Adaptation	Beauty	Classification	Violence
Survival	Truth	Idea	Value
Ownership	Conservation	Rituals	Equality
Individuality	Adaptation	Fantasy	Cause and Effect
Perspective	Extinction	Migration	Persuasion
Ethics	Loyalty	Altruism	
	Spirituality	Equilibrium	

UNDERSTAND: Written statements of truth, the core to the meaning(s) of the lesson(s) or unit. These are what connect the parts of a subject to the student's life **and to other subjects**.

It is through the understanding component of instruction that we teach our students to truly grasp the "point" of the lesson or the experience. Understandings are purposeful. They focus on the **key ideas** that require students to understand information and **make connections** while evaluating the relationships that exist within the understandings.

Writing Understandings:

- Begin with the stem "Students will understand that..."
- Explain the "why or so what" about the understanding.
- Are not just truisms or statements of facts by definition (e.g., triangles have three sides)
- When writing essential understandings, verbs should be active and in the present tense to ensure that the statement is timeless.
- Don't use personal nouns- they cause essential understanding to become too specific, and it may become a fact.
- Make certain that an essential understanding reflects a relationship of two or more concepts.
- Write essential understandings as complete sentences.
- Ask the question: What are the bigger ideas that transfer to other situations.
- Do not use the phrase, "Students will understand how to..." this would be a skill.

Examples of Understandings:

- Great artists often break with conventions to better express what they see and feel.
- Price is a function of supply and demand.
- Friendships can be deepened or undone by hard times
- History is the story told by the "winners"
- $F = ma$  (weight is not mass)
- Might does not make right
- (Math) models simplify physical relations – and even sometimes *distort* relations – to deepen our understanding of them
- The storyteller rarely tells the meaning of the story

## **Activity 7: Beginning Integrated Units**

1. Review the list of major concepts by 6 week marking periods you brought with you. Do you need to revise any of your notes into concepts (as opposed to knowledge, skills or topics)? Do you want to write any understandings for your units?

2. Compare the list of concepts or understandings (maybe topics?) that you brought with you by 6 week marking periods with your team. Where are possible connections around CONCEPTS or broader understandings? Is it possible to rearrange a unit to make a fit with your teammates?

3. What might be the start of an integrated unit of study?

## Evaluating the Experience for ASCD

[survey.ascd.org](https://survey.ascd.org)

Survey ID: workshop

Keyword for question 1: (NS9)

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services we provide.