



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from Teaching Better Day by Day.

[LEARN MORE](#) about this title!

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

WORK WELL: PREPARE FOR THE MONTH AHEAD

MONTH 1

YEAR

LOOKING AHEAD: What is the most important outcome to accomplish by the end of the month—and why?

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 success and well-being of all my students and to their learning.
2. I know my subject and how to teach it so that all my students will learn, remember, and enjoy it.
3. I am responsible for designing, teaching, and assessing the lessons and learning of all my students.
4. I consider equity and access when designing, teaching, and assessing my lessons and students' learning.
5. I reflect on, analyze, and refine my teaching based on feedback from multiple sources.
6. I participate in and contribute to my learning community at school and the profession at large.

Reflect on the one commitment you made the greatest progress on or struggled with the most this month.

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		

READ • REFLECT • RESPOND How does Lampert's comment connect with or compare to your conception of your role?

Thursday	Friday	Saturday	Sunday
●	●	●	●
●	●	●	●
●	●	●	●
●	●	●	●
●	●	●	●

MONTH 1

© Corwin, 2023