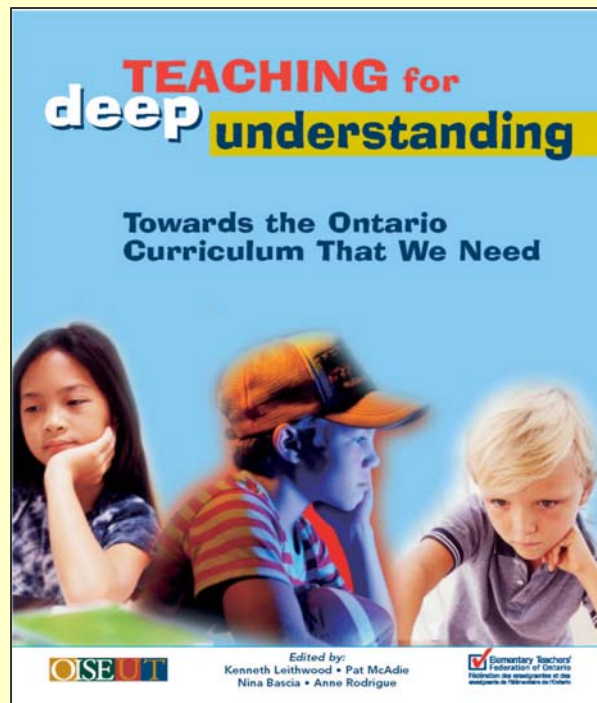


# Facilitator Guide ETF0 Book Clubs



*Teaching for Deep Understanding:  
Towards the Ontario Curriculum That We Need*  
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## Introduction to ETFO Book Clubs

The Elementary Teacher's Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.



## Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

## Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

## The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

## Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that



interfere with a group's effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.



## Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

## Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need. Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

Powerful  
Conversations:

- Focused
- Productive
- Interactive

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.



Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group’s work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue. The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

## Knowing Your Participants

When developing a group’s capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group. Although there is no “right” way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

“We should all try to listen with the same intensity we have when we are talking.”

Richard Saul Wurman



Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to \_\_\_\_\_?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

## Further Reading

Robert Garmston. 'Teacher Talk That Makes a Difference' Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. 'The Adaptive School: A Sourcebook for Developing Collaborative Groups', Christopher-Gordon Publishers, 1999.

Richardson, J. 'Norms Put the 'Golden Rule' into Practice for Groups', Tools for Schools, NSDC, August-September 1999.

Easton, L.B. 'Powerful Designs for Professional Learning' NSDC, 2004.

Richard G. Weaver & John D. Farrell. 'Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace', McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. 'Book Study Facilitator's Guide for Teaching Student-Centred Mathematics.' Pearson Education Canada, 2007.

Wisconsin Staff Development Council – [www.wi-sdc.org](http://www.wi-sdc.org).



## *Introduction to Teaching for Deep Understanding*

This ETFO Book Club Facilitator Guide was written and organized to assist educators in exploring, discussing, and implementing the wide variety of ideas, concepts, beliefs, philosophies, and strategies that are recommended throughout *Teaching for Deep Understanding*.

The goal of this Book Club is to guide teachers through an in-depth examination of the collection of theoretical and practical writing pieces and provide meaningful ways to discuss, relate, and reflect upon their application in the classroom and the curriculum in order to improve student achievement.

*Teaching for Deep Understanding* was written through partnership with ETFO members and the OISE/UT faculty. The objective of the project was to unite the two worlds of educational practice and educational research. This practical and thought-provoking book explores the problems that effective educators encounter when delivering the Ontario Curriculum. The number one goal of this collaborative partnership is to stress the importance of deep understanding for all students. This goal is linked closely to the concept of brain-compatible learning. In order for students to truly develop and achieve deep understanding we can no longer “plough” through the curriculum expectations. Our accountability as outstanding teachers should be to search for powerful ways to deliver the curriculum content with passion, meaning, and connections to life and real world experiences. These links to life beyond the four walls of the classroom will help to achieve the deep understanding that our students deserve in order to become emotionally intelligent and successful adults. Cross-curricular integration, conscious and unconscious instructional intelligence, a positive, enthusiastic attitude toward problem solving and ongoing learning are all necessary components of developing deep understanding for ourselves and for our Ontario students.

These beliefs, thoughts, and ideas connect closely to the provincial priorities emphasizing change and literacy as a focus for improving student achievement.



Ontario teachers are being asked to develop better skills in using sound forms of student assessment in order to guide and direct our daily instruction. As professionals, we must continuously explore ways to become more effective and improve our practices. Assessment, literacy, and deep understanding go hand in hand. They are not “add-ons” for any of us but rather natural threads to weave through our instructional plans each day as we strive to create meaningful programs for our children.

## Facilitator’s Notes

In order to pursue our own levels of deep understanding, the Book Club is organized to model the concept of Literature Circles. Literature Circles are successfully used as a vehicle through which students learn to think about literature, express their ideas in oral and written forms, reflect upon their own feelings and views in relation to the literature, and better enjoy their literacy experience.

By practicing this effective strategy throughout the duration of the study, the participants will develop their own deep understanding of the components of Literature Circles and how to implement them in their own classrooms.

## Literature Circles Background

Literature Circles involve three basic elements: diversity, self-choice, and student initiative (Daniels, 2002). The teacher selects a set of texts that reinforce the curriculum goals and themes that the students are studying. The texts should be comprised of rich thematic literature that is motivating and inspiring for students to naturally relate to. The teacher can assign learners to a “circle” or they may be allowed to create their own groups. These choices should be based on students’ reading interests or book titles that they have selected. Within each circle, students are in charge of their own learning and must fully understand the concept of positive interdependence. Each of the “circle” learners has their own



responsibilities and roles. These roles are interconnected and must function in a collaborative manner in order for the Literature Circle experience to be successful.

## Community Members in Each Circle

Brabham and Villaume (2000) and Burns (1998) suggest that four to eight participants are the ideal number for an effective literature circle. Organization and understanding of responsibilities and roles are crucial in ensuring that the discussion is productive. Each circle is formed according to the learner's interests or the book titles they have picked. Each team will consist of learners of varying reading abilities and levels. Once the circles are formed, the team members begin to read the texts and prepare for discussion.

## Getting Ready For Discussion

This involves the students becoming familiar with the text and preparing to fulfill their roles as assigned in the discussions. The roles include:

- Discussion Director - developing questions to encourage meaningful and deep understanding.
- Artful Artist - sketching and sharing interesting sections of the text.
- Passage Picker - choosing motivating sections of the text to read aloud.
- Word Wizard - finding vocabulary from the story that is interesting, different, new, etc; and
- Connector Director - finding connections between the book and real life.

Participants are provided with an activity sheet to guide them through their role and these can be found in the Support Materials Section for each of the four sessions. This sheet should be completed thoughtfully prior to their leadership opportunity in the Literature Circle.



## Sharing and Face-to-Face Interaction

When all members in each circle have completed their reading and prepared for their roles, they should meet and begin their discussion. Each participant should bring their written responses/activity sheets and use these as guides for the discussion. These guides may be discarded once the discussion begins so that they do not limit the topics and reflections. The facilitator should rotate around the circles, modeling positive discussion behavior and reflective, thoughtful responses.

## Links to Life

This Book Club will use the Literature Circles framework to organize the discussions and ensure that all participants engage in an active and thoughtful role.



# Session One: The Significance of Deep Understanding

## Readings:

Chapters 1-4, pages 1-24.

## General Overview:

In this introductory session, participants will consider the significance and meaning of deep understanding as they connect content quotes from *Teaching for Deep Understanding* with their own experience. Participants will have a look at deep understanding for all students, constructivist learning, and consider a review of the related literature. We will introduce the roles associated with literature circles and experience a literature circle related to Chapters 1 to 4 of the book.

Time: 120 minutes

## Key Learning Objectives:

During this session, participants will:

- Learn the six claims that support the book's case for the need for deep understanding;
- Develop an awareness of the definition of deep understanding and realize that it is an acquired disposition;
- Understand the implications for teaching and the challenges that teaching for depth presents; and
- Comprehend the nine constructivist principles and their value.

## Materials:

- Give a Quote...Get a Quote (see Line Master 1A in the Support Material Section) prepared in advance of the session, one quote per participant.
- Jigsaw Guidelines (see Line Master 1B in the Support Material Section).



- Role Cards (see Line Master 1C in the Support Material Section).
- Reflection sheet (see Line Master 1D in the Support Material Section).
- T-chart (see Line Master 1E in the Support Material Section) reproduced for each expert or role group.
- Music to play during mingle and cue cards for making quotes.

## Instructional Tasks: 105 minutes

**Give a Quote...Get a Quote.** Facilitator hands out a quote to each participant. Participants mingle to music and stop when the music stops. Participants consider the quote on their card and make a personal connection to the quote. They then share the quote and the connection with a partner and exchange quotes and then continue the process when the music starts up again. Repeat several times.

**Jigsaw.** See Jigsaw guidelines (Line Master 1B in the Support Material Section). Using the strategy Numbered Heads, have each “home base” group members number off (select the number of people you want in each role group and number accordingly). Move into expert groups, with each numbered head assigned a particular role, i.e.: all ones as discussion director, all twos as artful artist. Once in expert groups, have teachers discuss their role and what that would look like, sound like, and record on the T-chart provided (see Line Master 1E in the Support Material Section). Still within literature circle role, discuss and become expert on the first question on the role cards (see Line Master 1C in the Support Material Section).

**Literature Circle.** Return to home base groups and conduct the literature circle within the home group based on first item on the role cards. See Facilitator’s Notes prior to running the literature circle. Time permitting, the groups may discuss item number two on their role cards.

## Reflection: 10 Minutes



Teachers complete the following sentence stems (see Line Master 1D in the Support Material Section):

1. How will your reading of *Teaching for Deep Understanding* inspire you to deliver the curriculum differently?
2. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain.

## Homework and Follow-Up Task: 10 Minutes

Assign reading for the next session, Chapters 5-10, pages 25-67. Challenge teachers to select a quote during their reading and record it on the cue card provided. Bring the cue card to next class for the facilitator to collect and copy for all.



# Session Two: Teaching for Deep Understanding in the Disciplines

## Readings:

Chapters 5-10, pages 25-67.

## General Overview:

In this session, we will focus on teaching for depth in the disciplines. We will have a look at mathematics, the role of literacy and literature, science and technology education, and understanding technology. We will reflect on how teaching for deep understanding in the disciplines is informed by research and concepts presented in the articles, and think about what is really important in education today. Finally, participants will reflect on their own curriculum delivery.

Time: 120 Minutes

## Key Learning Objectives:

During this session, participants will:

- Develop an understanding for teaching for deep understanding in the disciplines;
- Develop an understanding of the role of literacy and literature in teaching for deep understanding;
- Learn how to teach for deep understanding using technology in teaching for deep understanding; and
- Think about teaching for deep understanding in social studies and mathematics.

## Materials:

- Role Cards (see Line Master 2A in the Support Material Section).
- Reflection Sheet (see Line Master 2B in the Support Material Section).



- Music and player for mix and mingle.
- Playing cards for grouping strategy in the first instructional task.

## Homework Review: 30 Minutes

**Mix and mingle.** Working with the cue card quotations completed as homework, participants return to, and conduct a mix and mingle with the new quote sheets as in session one.

## Instructional Tasks: 65 Minutes

**Playing card grouping strategy.** Pre-select playing card suits and numbers in the number needed to group participants for today's literature circle.

**Jigsaw:** Home base groups: once home base groups are formed using the playing cards, repeat the use of numbered heads to assign a new expert group role to each group member. Have like-numbered participants move into expert groups where they will repeat the process followed in the last session, this time in a new role. First have them discuss what the role looks like/sounds like. Then have them discuss and prepare for the first item on the role cards.

**Literature Circle.** Have expert group members return to their home base group and begin their Literature Circle based on the first item on the role cards. Time permitting, move on to the second item on the role cards.

## Reflection: 10 Minutes

Teachers complete the following sentence stems (see Line Master 2B in the Support Material Section).

1. How will your reading of *Teaching for Deep Understanding* inspire you to deliver the curriculum differently?



2. Reflect upon how the research and concepts presented in the articles reinforced your own beliefs and values regarding professionalism and meaningful instruction. Describe.
3. Outline how this book reminded you about what is really important in education today.
4. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain.

## Homework: 10 Minutes

- Assign reading for next session, Chapters 11-15, pages 68-99.



# Session Three: Teaching for Deep Understanding across the Curriculum

## Readings:

Chapters 11-15, pages 68-99.

## General Overview:

In this session we will focus on teaching for deep understanding across the curriculum. We will look at the pedagogy of multi-literacies, critical thinking, character development, technology for understanding, and the role of classroom assessment in developing deep understanding. We will end the session with reflection on the impact of this book club on participant feelings of pride and passion for teaching.

Time: 120 minutes

## Key Learning Objectives:

During this session, participants will:

- Develop an awareness of teaching for deep understanding across the curriculum;
- Learn about how to teach using critical thinking and character development;
- Build knowledge in science; and
- Use classroom assessment for deep understanding.

## Materials:

- Role Cards (see Line Master 3A in the Support Material Section).
- Reflection sheet (see Line Master 3B in the Support Material Section).
- Four Corners Sheet (see Line Master 3C in the Support Material Section).



## Homework Review: 30 minutes

**Four Corners.** Ask participants to consider social constructivism. Participants need to decide whether they strongly agree, agree, disagree or strongly disagree with the issue. In preparation for this session, facilitators should post the four position statement cards (see Line Master 3C in the Support Material Section) in four corners of the room.

At the facilitator's signal, participants travel to the corner of their choice where they explain their position to all others who are present. Each corner group then works to develop a single sentence argument supporting their position. Have each corner share their position and explanation sentence.

## Instructional Tasks: 65 minutes

Have participants return to the group that they were in at the last session and have them rotate roles for today's literature circle.

**Jigsaw.** Home base groups: Once home base groups are formed using the playing cards, repeat the use of numbered heads to assign a new expert group role to each group member. Have like-numbered participants move into expert groups where they will repeat the process followed in the last session, this time in a new role. First have them discuss what the role looks like/ sounds like. Then have them discuss and prepare for the first item on the role cards.

**Literature Circle.** Have expert group members return to their home base group and begin their Literature Circle based on the first item on the role cards. Time permitting, move on to the second item on the role cards.



## Reflection:

Teachers complete the following sentence stems (see Line Master 3B in the Support Material Section):

1. Describe how the structure of Literature Circles throughout the study motivated or inhibited you in terms of active participation.
2. List three ways the Book Club refreshed your feelings of pride and passion for teaching.

## Homework:

- Assign next reading, Chapters 17-20, pages 100-141.



# Session Four: The Challenge of Teaching for Deep Understanding and Enabling the Teaching of Deep Understanding

## Readings:

Chapters 17-20, pages 100-141.

## General Overview:

In this session, we will focus on the challenge of teaching for deep understanding. We'll have a look at the conditions that influence teaching for understanding, and the importance of partnerships to support and sustain teaching. Participants will consider teaching for depth in teacher education and the summary and recommendations provided in the final chapter. Participants will end this final session with a reflection on how participation in this book club contributed to participants' own deeper understanding of the text.

Time: 120 minutes

## Key Learning Objectives:

During this session, participants will:

- Develop understanding of how to enable deep understanding;
- Consider conditions that influence teaching for deep understanding;
- Discuss the importance of partnerships to the development of teaching for deep understanding; and
- Consider recommendations for teaching for deep understanding in terms of participants own teaching practice.



## Materials:

- Role Cards (see Line Master 4A in the Support Material Section).
- Reflection sheet (see Line Master 4B in the Support Material Section).
- Value Line (see Line Master 4C in the Support Material Section).
- Evaluation Form (see Line Master 4D in the Support Material Section).

## Homework Review: 30 minutes

**Value Line.** Participants must place themselves along a line based on their position on whether they believe that the curriculum is developmentally appropriate. The head of the line is for those who totally agree with the statement, and the end of the line is for those who distinctly disagree. Participants must discuss their position in order to place themselves in the right spot along the continuum or value line. Time permitted, have the line fold in on itself and have participants explain their position.

## Instructional Tasks: 65 minutes

Have participants return to the group that they were in at the last session and have them rotate roles for today's literature circle.

**Jigsaw.** Home base groups: Once home base groups are formed using the playing cards, repeat the use of numbered heads to assign a new expert group role to each group member. Have like-numbered participants move into expert groups where they will repeat the process followed in the last session, this time in a new role. First have them discuss what the role looks like/ sounds like. Then have them discuss and prepare for the first item on the role cards.

**Literature Circle.** Have expert group members return to their home base group and begin their Literature Circle based on the first item on the role cards. If time permits, move on to the second item on the role cards.



## Reflection:

Teachers complete the following sentence stems (see Line Master 4B in the Support Material Section):

1. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain
2. Express the changes you would make to the organization of the Book Club format. Justify your choices.
3. Why would you or wouldn't you recommend this book to a colleague?

## Additional Resources/Readings:

Alfie Kohn has a number of other books that participants may be interested in reading or visit his website: [www.alfiekohn.org](http://www.alfiekohn.org).

*Beyond Discipline: From Compliance to Community* (1996).

*The Schools our Children Deserve* (1999).

*The Case Against Standardized Testing* (2000).



# Support Material Section



## Session One: The Significance of "Deep Understanding"

Line Master 1A

### Give a Quote...Get a Quote

"It is common to hear that the purposes for schools are unclear and often contested; this, in spite of an official curriculum literally teeming with things to be 'covered'".

Page 2

"Our assertion that deep understanding ought to be the goal of education for all students is likely more controversial than the importance we attribute to deep understanding alone".

Page 5

"...the pursuit of deep understanding is not something that comes naturally as an expression of normal curiosity. It is an acquired disposition."

Page 9

"At the deepest levels, understanding of an important theory or work of art should change the way we perceive and experience the world."

Page 10



## Session One: The Significance of "Deep Understanding"

Line Master 1A

### Give a Quote...Get a Quote

"On our interpretation, however, students' constructed ideas typically will both be a reasonable interpretation of concepts within the relevant discipline(s) and reflect students' genuine experience of the world."

Page 15

"Even if they wished to, students could not isolate themselves from the class milieu; it continually impinges on their thoughts, emotions, and relationships, interpreting the messages they receive from teachers and other sources."

Page 17

"...according to social constructivism both academic knowledge and popular culture can have either a negative or positive impact, and both can be either superficial and peripheral or profound and central to life."

Page 18

"Teachers are under pressure today to cover an enormous range of topics, regardless of their relative importance and interest to students. We must resist this pressure..."

Page 19



# Session One: The Significance of "Deep Understanding"

Line Master 1B

## Jigsaw

The jigsaw is an instructional strategy in which participants are organized like pieces in a jigsaw to form different kind of groups, where each participant (piece) must be part of the solution to the jigsaw puzzle. The basic idea is very simple: participants are divided into groups which all have their own research topic to study. After research each topic group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic specific knowledge into the understanding of the new group he/she is in.

### How-to

- ❑ Define the group project on which the class will be working.
- ❑ Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group. These become the home base group.
- ❑ Assign each student/number a topic in which he/she will become an expert.
- ❑ The topics could be related facets of a general content theme.
- ❑ Rearrange the students into expert groups based on their assigned numbers and topics.
- ❑ Provide the experts with the materials and resources necessary to learn about their topics.
- ❑ The experts should be given the opportunity to obtain knowledge through reading, research and discussion.
- ❑ Reassemble the original home base groups.
- ❑ Experts then teach what they have learned to the rest of the group.
- ❑ Take turns until all experts have presented their new material.
- ❑ Groups present results to the entire class, or they may participate in some assessment activity.



# Session One: The Significance of "Deep Understanding"

Line Master 1C

## Role Cards

### Discussion Director

The authors of the first section root their case for deep understanding in six claims. Review the claims and discuss their importance in relation to the Ontario Curriculum and your own teaching/learning experiences.

Do you agree with the idea that the pursuit of deep understanding is not something that comes naturally as an expression of normal curiosity but is an acquired disposition? Back up your opinion with personal or professional encounters. When are you, as an adult learner, motivated to pursue deep understanding? When do you most observe your students in pursuit of deep understanding?

Carl Bereiter writes about the similarities between teaching for depth and internalization. Discuss examples of true internalization within your own lives and your own schooling.

### Artful Artist

Choose a quote or a photograph that you feel emphasizes the definition of deeper understanding.

Create a simple mind map that outlines ideas and strategies that you have implemented or would like to implement to improve and increase the level of deep understanding in your classroom.

Sketch a scene or a diagram of a situation where you experienced a true sense of internalization about a concept.

### Passage Picker

There are four sections in part one of this book. Choose one powerful passage from each section that you feel best exemplifies the authors' messages. Mark or highlight these important pieces of text and be prepared to read them aloud to the group.

Choose a section from part one of the book to read aloud that you believe epitomizes the meaning of teaching for deep understanding in relation to your own teaching and learning experiences.

Read aloud a point of text from part one that you do not agree with and explain why.



# Session One: The Significance of "Deep Understanding"

Line Master 1C

## Role Cards

### Word Wizard

Choose 3 words from each reading in part one that are essential in enhancing your own comprehension of the definition of deep understanding. Be prepared to explain your choice.

List 3 words from part one that you have never encountered before. Read them aloud and solicit conversation about them in relation to your teaching.

Select 5 words from the first four readings that, in some way, describe your personal/professional priorities for your own classroom. Explain.

### Connector Director

Describe how the definition and meaning of deep understanding connects to your teaching and your life. Give specific examples.

What are the most common obstacles that we encounter in pursuing deep understanding for ourselves and for our students?

Describe a former teacher of yours that effectively motivated you in pursuing deep understanding. What strategies did this teacher most commonly implement?



# Session One: The Significance of "Deep Understanding"

Line Master 1D

## Reflection Sheet

Teachers complete the following sentence stems:

1. How will your reading of *Teaching for Deep Understanding* inspire you to deliver the curriculum differently?

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2. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain.

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# Session One: The Significance of "Deep Understanding"

Line Master 1E

## T-Chart

Looks Like	Sounds Like



## Session Two: Teaching for Deep Understanding in the Disciplines

Line Master 2A

### Role Cards

#### Discussion Director

How do you feel personally and professionally about the teacher's role when teaching for depth in Mathematics as described in the Rubric for Teaching for Deep Understanding on page 26-Table 1.

Is reaching level 4 a priority for you? How close do you feel you are to attaining the expectations of level 4? What obstacles stand in your way?

Ross and McDougall state that "Teaching for deep understanding in mathematics=Rich talk about rich tasks." Do you believe that mathematics is an area where depth of understanding is often overlooked? If so, why?

#### Artful Artist

Describe a visual arts activity or lesson that was taught to you that changed your feelings and experiences about the world of the arts. This experience may be positive or negative.

Share an idea or lesson that you have implemented with your students that guided them in valuing the arts intrinsically.

Facilitate the group in sharing how they have used drama in a cross-curricular manner. Discuss why and how it was successful.

#### Passage Picker

Choose two empowering passages from part two that emphasize the importance of encouraging our students about becoming more critical in their use of all media. Read them aloud and discuss the reflective feeling of the group with regard to internet use etc. and the impact of multi media on learning, the classroom environment and the development of today's children to adolescents.

Select a passage from part two that describes something that you strongly believe in and are already implementing in your classroom. Read it aloud and share your achievements in relation to this passage.



# Session Two: Teaching for Deep Understanding in the Disciplines

Line Master 2A

## Role Cards

### Word Wizard

Highlight or post-it the 5 most powerful words from each section of part two that you believe are most descriptive of the themes and messages that the writers are delivering. Read the words aloud and explain your choices.

Each section of part two emphasizes the importance of finding connections between the curriculum subjects and real life. Discuss each of the subject areas; literature, mathematics, science and technology, social studies, and drama and the arts. Describe which areas lend themselves most easily to making link to life connections. Why is this? What can we do to improve in the other content areas?

Reflect back to a curriculum expectation or specific lesson that was taught to you in a meaningful way throughout elementary school and explain how it is valuable to you today in your work and in life.

**Facilitator Note: There is no Connector Director Role Card for this session.**



## Session Two: Teaching for Deep Understanding in the Disciplines

Line Master 2B

### Reflection Sheet

Teachers complete the following sentence stems:

1. How will your reading of *Teaching for Deep Understanding* inspire you to deliver the curriculum differently?

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2. Reflect upon how the research and concepts presented in the articles reinforced your own beliefs and values regarding professionalism and meaningful instruction. Describe.

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3. Outline how this book reminded you about what is really important in education today.

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4. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain.

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# Session Three: Teaching For Deep Understanding across the Curriculum

Line Master 3A

## Role Cards

### Discussion Director

Briefly summarize or define the concept of multiliteracies as explained by Jim Cummins in section 11. Describe your opinion about the multiliteracies pedagogy. Do you feel that it is realistic and attainable? Explain your thinking.

There are 5 major components for fostering effective and optimal learning. They are: Learning with deep understanding, Building on pre-existing knowledge, Promoting active learning and Support within the community of learners. Were you aware of these components and do you feel that you apply them appropriately in your daily planning?

### Artful Artist

Create a small and simple poster advertising the 4 key conditions for effective learning as outlined on page 70. Share copies of your poster and encourage colleagues to use it as a reminder for daily planning of program instruction.

Select three powerful photos or pictures that you feel are examples of the meaning of wisdom. Share your selection and enlighten your peers about your choice and your feelings.

Construct a basic mind map outlining the major aspects of a knowledge building community as described in section 14. Share and clarify.

### Passage Picker

Choose a passage from part three and type it out with 5 or 6 of the most influential words deleted or missing. Distribute the passage and instruct the study members to fill in the blanks. Check for correct completion.

Read aloud the most significant passage about teaching and gaining wisdom in relation to character development from section 12. Express your reason of choice.

Review the 3 factors about science research as outlined on page 83. Discuss how they effect and promote deep understanding.



# Session Three: Teaching For Deep Understanding across the Curriculum

Line Master 3A

## Role Cards

### Word Wizard

Choose one focal word from each section of part three. Scramble the words and distribute them for each study group member to unscramble.

Select 10 imperative words from part three's readings. Distribute them to your study group team on a copied sheet. Ask each member to prioritize the words from 1-10 in terms of critical importance to their own personal educational philosophies and planning.

Page 92 summarizes "Surprising Results" of the three-year study. Share a teaching experience of your own that provided you with "surprising results."

### Connector Director

Many of the beliefs described in part three of the book link very closely to life outside the four walls of the classroom. Develop a reflective question of your own, to ask your group, about making more meaningful use of technology in order to develop deeper learning connections for your students?

Wisdom and real life go hand in hand. Develop an inspiring quotation to read to your group that summarizes your philosophies about wisdom and life skills. Express the thought process that guided you in forming the quote.

Read aloud "The Role of Schooling" as written on page 79. Ask your group to "Think, Pair, Share" about the content as it relates to their teaching and to their own lives. (Think, Pair, Share is an instructional strategy that is effective when motivated individuals are provided with time to reflect and think about a concept or a reading and then pair up collaboratively with a partner to share their reflections and thoughts.



# Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3B

## Reflection Sheet

Teachers complete the following sentence stems:

1. Describe how the structure of Literature Circles throughout the study motivated or inhibited you in terms of active participation.

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2. List three ways the Book Club refreshed your feelings of pride and passion for teaching.

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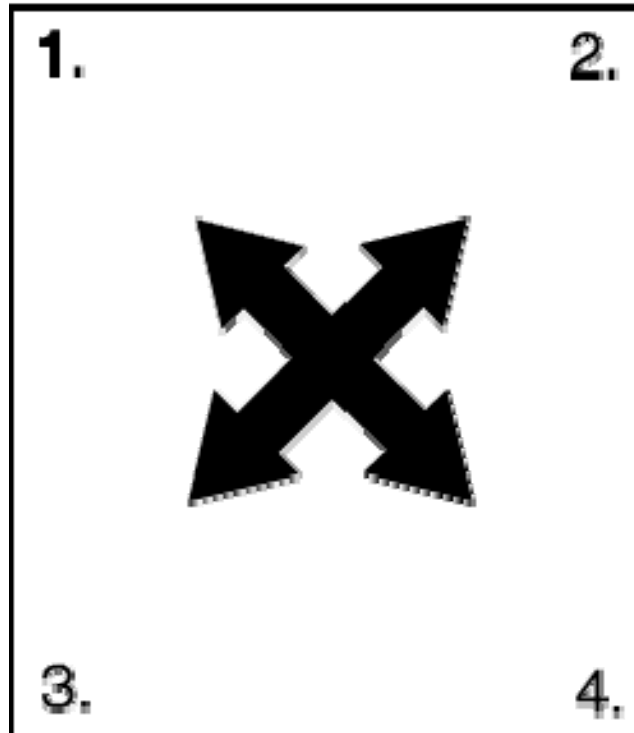
## Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3C

### Four Corners: A Cooperative Learning Tactic

This is a useful tactic that can precede debates:

- Begin with a statement, issue or question
- Label your corners: Strongly Agree, Agree, Disagree, Strongly Disagree
- Students are given a specified period of quiet time in which to make up their minds. At this stage, dialogue is not allowed.
- Students move into the corner which best represents their view of the issue
- In small groups, students discuss why they moved to the corner they did and record their combined reasons.
- Students then report on their reasons from each corner



# Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3C

# ***STRONGLY AGREE***

Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser



# Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3C

# AGREE

Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser



# Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3C

# *DISAGREE*

Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser



## Session Three: Teaching for Deep Understanding across the Curriculum

Line Master 3C

# ***STRONGLY DISAGREE***

Adapted from *Beyond Monet - The Artful Science of Instructional Intelligence*, Barrie Bennett / Carol Rolheiser



# Session Four: the Challenge of Teaching for Deep Understanding and Enabling the Teaching of Deep Understanding

Line Master 4A

## Role Cards

### Discussion Director

1. Read aloud the “Findings in brief...” section on page 101. What are your opinions about these conclusions?
2. Why do you think that 43% of our province’s experienced teachers feel inadequately prepared for teaching the current curriculum? Would you fall in to this category? Explain.
3. Page 110 outlines the “Findings in brief...” regarding teaching conditions. Explain why you agree or disagree with these statements.



# Artful Artist

1. Compose an acronym poem based on your learnings from this book and share it with your study team.

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E  
P

U  
N  
D  
E  
R  
S  
T  
A  
N  
D  
I  
N  
G

2. Choose and use a variety of resources to create a collage that exemplifies the meaning of teaching for deep understanding through your eyes. Share it with the group.
3. Facilitate a “Graffiti” activity for the study group to complete. Select key statements from each section of the Summary of Recommendations on page 141 and print one different statement on each of 6 large blank pieces of paper. Study group members’ flow/rotate to each of the graffiti mats and jot down any words, symbols, pictures etc. that come to mind when they think quickly about the statement. Discuss and share the thoughts and ideas as written on the mats.

# Passage Picker

1. Select a passage from page 120 that you strongly agree or disagree with in relation to the support of your federation as an active partner in teaching for deep understanding. Read it aloud and encourage your study group members to reflect upon how they have been supported and how the partnership could be further developed.
2. Write a collaborative letter to your federation stating the proactive ways that they could continue to support your team in teaching for deep understanding.
3. Search for a passage from another educational resource that supports the need for teaching for meaning and making connections to life and experiences. Read it aloud to the group and talk about the links between the two texts.



## Word Wizard

1. Facilitate the playing of “Word Chain”. The Book Club team should stand in a circle. The word wizard begins the game by stating a word that relates to the readings. The next player, to the wizard’s right, must then say a theme related word but his or her word must begin with the last letter of the previous word. This chain continues around the circle until each group member has participated.
2. Compose a list of empowering words from parts 4 and 5. Print them on post its. Distribute one word to each study team member. Ask each member to state and define their word in relation to their own teaching/learning experiences.

## Connector Director

1. Discuss how realistic and influential your partnerships are with each of the partners as outlined on page 117.
2. “Teachers with only superficial knowledge of their subject matter will have little flexibility in their pedagogical choices and preferences and thus be effectively constrained to teach “just the facts,” or to leave learning up to the students.” Page 114
3. Share with your colleague’s times that you have felt constrained as described above.
4. Read Recommendations for Provincial Policy-Makers- number 11 on page 139 aloud to your team. Share feelings about how this relates to your programming and daily planning.



# Session Four: the Challenge of Teaching for Deep Understanding and Enabling the Teaching of Deep Understanding

Line Master 4B

## Reflection Sheet

Teachers complete the following sentence stems:

1. How did your participation in the Book Club enhance your own deeper understanding of the text? Explain

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2. Express the changes you would make to the organization of the Book Club format. Justify your choices.

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3. Why would you or wouldn't you recommend this book to a colleague?

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## Session Four: the Challenge of Teaching for Deep Understanding and Enabling the Teaching of Deep Understanding

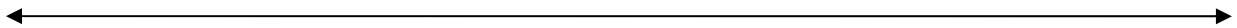
Line Master 4C

### Value Lines: A Thinking / Emotions Organizer

- A simpler version of Four Corners which uses a continuum between opposites to place a student's thoughts / emotions.
- Used in combination with other tactics and strategies.

Agree

Disagree



Value Statement: "The Ontario Curriculum is developmentally appropriate".



# ETFO Book Club Evaluation Form

## Teaching for Deep Understanding

Line Master 4D

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

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2. Outline the most useful feature(s) of the program and why?

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3. What three things from the ETFO Book Club had the most impact on you?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

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5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

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6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

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7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

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8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

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Overall comments:

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