**Enacting Multi-Dimensional Learning**

**IB Practice: C2.4** The written curriculum identifies the knowledge, concepts, skills (ATL) and attitudes to be developed over time.

**IB Practice: C3.12** Teaching and learning develops student attitudes and skills (ATL) that allow for meaningful student action in response to students’ own needs and the needs of others.

**MYP Practice: C2.4a** The written curriculum includes the prescribed key concepts and related concepts in each subject group.

**MYP Practice: C4.1a** The school uses prescribed assessment criteria for each subject group in each year of the program.

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| **What do I typically do to help students demonstrate conceptual understanding using applicable attitudes and skills?** | |
| The desired result of helping students demonstrate conceptual understanding using applicable attitudes and skills is the ability to explain a phenomenon, solve a problem, create a product or raise a new relevant question. | |
| **Student Evidence**   * Students frequently engage in experiences which require them to apply conceptual understanding across several disciplines * Students frequently engage in one or more identified skills in a student-centered and challenging environment * Students engage in summative tasks that ask them to synthesize learned skills/attitudes, content and conceptual understanding * Students can communicate on which criteria they are being evaluated and discuss their progress using a rubric and scale (MYP) * Students articulate a coherent and deeply concept-based view of the world * Students understand how conceptual understanding helps them make sense of authentic and complex situations | **Teacher Action**   * Teachers understand the dimensions of learning: skills/attitudes, content and conceptual understanding. * Teachers identify the skills, content, and concepts in a unit plan and articulate each dimension to students. * Teachers identify the essential elements in a unit and communicate each to students (PYP) * Teachers design learning experiences which ask students to use and practice identified skills (ATLs) and attitudes * Teachers engage students in tasks that relate to their own life experiences * Teachers design assessment tasks that ask students to demonstrate understanding using each of the three dimensions (skills/attitudes, conceptual understanding, and content) |

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| **Suggested alignment to Marzano teaching map strategies** |
| * Establishing rules and procedures * Use engagement strategies when students are not engaged * Communicating high expectations for all students * Organizing student to interact with content |

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| **What do I typically do to help students make sense of content through the use of applicable attitudes and skills while demonstrating deep conceptual understanding?** | | | |
| **Learn** | **Implement** | **Monitor** | **Impact** |
| Understand the 3-dimensional nature (skills/attitudes, content and conceptual understanding) of the unit being studied. | Plan and create learning experiences that allow students to make sense of content through the use of skills or attitudes while demonstrating deep conceptual understanding. | Check for evidence that all students are "putting the pieces together" with regard to the current content, skills/attitudes and conceptual understanding. | Adapt techniques so that all students can express themselves at a deep conceptual level while using the skills and content being studied. |

**Reflection**

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| **What do I typically do to help students make sense of content through the use of applicable attitudes and skills while demonstrating deep conceptual understanding?** | How did the use of multi-dimensional learning experiences and assessments deepen student learning? | What next steps will support you in deepening this practice? |
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**Strategies to engage students in multi-dimensional learning**

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