



RSE-TASC reporter

LONG ISLAND REGIONAL SPECIAL EDUCATION—TECHNICAL ASSISTANCE SUPPORT CENTER

K-U-D Personified

By Larry Anderson, RSE-TASC Non-district Specialist

Kappa **U**psilon **D**elta is a fictional Greek academic/educational professional society I've created comprised of people who teach in varied worldwide settings. It is a learned group of individuals who subscribe to the notion that a fundamental purpose of teaching something or anything to a prospective learner, is predicated on the goal of helping the student to learn, comprehend, and apply what has been taught. As such, members of the prestigious K-U-D sorority or fraternity pledge to adhere to a teaching methodology that strives to underscore the importance of always being attuned to what do we want learners to: KNOW, UNDERSTAND, & DEMONSTRATE/DO.

In essence, when you teach, you need to have a solid and consistent game-plan when you design and subsequently execute a lesson plan or activity. You will need to reflect before, during, and after a specific lesson, on at the very least, these three core components:

KNOW: The student will be able to _____ (SWBAT): basic facts; key dates; names; places; events; details; essential information and knowledge; academic vocabulary & terms/terminology; rules; definitions; primary examples; timelines-timetables; etc. The KNOW elements are the essential-fundamental

“ingredients” of understanding.

UNDERSTAND: The learner will comprehend _____: big or main ideas; essential take away's; fundamental questions; core reasons; theories; basic generalizations; principles of transfer of learning; higher order thinking skills; multiple &/or alternate points of view; varying or opposing perspectives; different mind-sets; main or major points (and as differentiated from minor or insignificant points); connections; links; evaluation of pros & cons; orientation as per decision-making; evaluating choices/options; concepts; constructs; compare & contrast dynamics; truths; grasping purpose and relationships; APK (Activating Prior Knowledge) and past associations with content; etc. Understanding may be associated with the basic “AHA”, or “I get it” moments in the learning process...the affirmative “nod of the head”

DO or DEMONSTRATE: SWBAT _____: as per “K” + “U” variables: Clear and precise CFU (Checking for Understanding); formative & summative assessments; important generalizations; practical-functional application of skills to real-life situations and challenges; proof/evidence of actual competency and capabilities; assessment and evaluation protocols; utilization of rubrics to gauge pedigree of knowledge and understanding; diagnostic/prescriptive techniques to measure skills; skill set demonstration; following guidance and directions/

instructions from instructor or examiner; thinking on one's feet; demonstrating mastery; analysis of portfolio; performance or audition; final product; exit ticket; etc. In sum, the art of demonstration involves the ability to unequivocally display specific skills...

The bottom-line ability of the student to Know, Understand, and Demonstrate-Do should never be underestimated or merely assumed, since so much is at stake! It is crucial for the instructor to accurately articulate K-U-D variables for the novice student and to be sure that both the teacher and learner are on the same page as to purpose and goals. Likewise, it is beneficial to consider both short-term and long-term retention of K-U-D principles and applications for the best and most viable and deep-rooted learning to occur. Thus, the teacher that is able to effectively differentiate instruction as per the various preferred K-U-D learning styles of children in a class/group setting is apt to have the greatest cumulative impact on individual student growth profiles.

The K-U-D methodology or strategy is closely aligned to the medical school (teaching/learning) model of See It-Do It-Teach It. The medical student in training has to first see how an appendectomy is performed before they start to do appendectomies independently, and certainly in advance of eventually teaching the proper techniques to the next generation of rising physicians. The K-U-D principles and See It, Do It, Teach It frameworks,

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continue on in cyclical perpetuity in a never-ending, fluid motion and dance between learners and sage advisors (e.g. teachers).

Indeed, the ultimate abilities of a learner to successfully teach something previously learned to someone else is rather profound when you think about it. And it often underscores how the learner then eventually comes up with even better, more effective, or more efficient, or more splendid and vastly improved models or processes...and those are then taught to a subsequent generation of new learners who themselves will subsequently advocate enhancements.

So what might a contemporary lesson plan design look like with K-U-D elements embedded in the basic fabric of the planning template? For starters, K-U-D elements should probably be incorporated in all daily lessons and activities being contemplated. It doesn't have to be fancy or elaborate, but it does need to be baked-in to each ½ hour segment of the school day/week. It matters not what the curricular strand is or particular unit or theme of study under consideration! What is vital is that K-U-D permeates staff thinking and mind-set and focus. This will help students begin to routinely appreciate the core principles, regardless of the subject content being introduced. Of course, it is also of paramount importance for teachers and support personnel, to frequently interject how K-U-D properties potentially benefit student learners in multiple ways, both currently and prospectively.

The K-U-D protocol and hierarchy is also going to be helpful in further clarifying materials, learning, resources, and experiences that children were previously exposed to. K-U-D helps to put things in perspective...and perhaps with an exclamation point if certain prior concepts or information or even misinformation was somehow obstructing formal learning.

The beauty about K-U-D conceptual design is that it will always withstand the test of time when it comes to teaching and learning. Thus, it will forever have a direct and/or peripheral indirect correlation with any syllabus, including those that take shape as "Common Core" or "Next Generation" curriculum. For example, if you have a need to introduce students at a certain grade level to drafting a convincing or persuasive written argument on a timely topic...you might provide a prototype of a narrative opinion that would showcase defensible logic-reasoning-pertinent-ample evidence that would support the thesis, whatever that happened to be. No absolute right or wrong here, but rather a chance to elaborate on some facts, plausible concepts, and "extended thinking" of some sort. Expectations would of course be adjusted as per the age, grade level, maturity, cognitive skill, and effort of the student/s involved...but the individual learner would always be held to account for their performance, participation, and ability to comply with the stated lesson requirements...and to make more than de minimus progress over time in writing skill/s acquisition.

As Stanford University Education Professor, William Damon, says, "schools need to give students a better understanding of why they are in school in the first place. In particular, students need to know why they are learning what is being taught. They need to understand how the knowledge and skills they are learning can help them accomplish their life goals. That is the only way to motivate students in a lasting way (Tully, Susannah, 2009, p. B14-B15). A prudent example follows.

A person goes to the mall wanting to buy gift boxes for ten friends for an upcoming party. The store clerk indicates that 3 boxes of the size chosen will fit into a store shopping bag. So the question becomes, how many bags will be needed to hold the ten total boxes? And of course, will the person be able to carry the total # of bags to the parking lot in one trip? Assuming the person studied algebra back in high school, he/she might conceptualize a quick and simple algebraic formula...hence... $x = \# \text{ of boxes purchased}$; $y = \text{capacity (for \# of boxes per bag)}$; $x/y = 10/3 = 3.33$ (bags) or actually 4 bags in total (3 completely full bags + 1 partially full bag).

The K-U-D formula applies here, in that the person on a box-buying mission to the mall needed to get the facts {i.e. how many boxes fit into a shopping bag} and understand the logistics involved (# of bags needed and eventually # of hands needed) and then apply the basic algorithm accordingly.

"I hear. I know. I see. I remember. I do. I understand."

- Confucius

"If you can't explain it simply, you don't understand it well enough."

- Alfred Einstein

Let's say you wanted to present a combination earth science-social studies-geography unit on the Great Lakes to your students at the upper elementary or middle school/junior high school level. The range of possible interdisciplinary lessons, activities, and enrichment options would be virtually limitless. However, to get you started you would be well advised to consider foundational K-U-D components that might include the following:

KNOW:

What is a lake? What are the properties of a lake? What are the names of the Great Lakes and where are they situated? What is a mnemonic device to remember the 5 Great Lakes (HOMES)? What are some historical facts associated with the Great Lakes, etc.

UNDERSTAND:

What makes the Great Lakes so "great" and important? What industries/businesses are associated with the Great Lakes? Outline some possible effects of climate change and "Global Warming" on the health of the lakes. Four of the lakes (except Lake Michigan) share water boundaries with the Province of Ontario (Canada)... what makes this especially challenging in terms of water management, conservation, and legal responsibilities of the USA & Canada?

DO or DEMONSTRATE:

Create a preliminary audio-visual orientation (presentation) for your classmates on the Great Lakes. Prepare a 3D model to scale of the Great Lakes. Draft a creative piece of writing on what it would be like to be a fish living in one of the Great Lakes...from the perspective and vantage point of the fish. Consider yourself an environmentalist and someone interested in preserving the ecological vibrancy of a Great Lakes...draft possible legislation that would prohibit or restrict any on-shore business development that might compromise the health of the lake.

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About the Author – Larry Anderson



Larry joined the Long Island RSE-TASC team in January 2014. He came to the assignment with a 40+ year career spanning the public, non-public, independent, and faith-based educational sectors. He was Principal at the Jacob Gunther School in North Bellmore from 1983 to his retirement from public education in 2005. Larry has held numerous leadership positions in diverse settings including pre-school, elementary, middle/junior high school, and high school levels and has also been an Adjunct Professor at Adelphi University at the graduate school division in special education. Mr. Anderson has a BBA degree from the City College of New York (CCNY-Baruch), an MA degree from New York University (NYU) in Educational Psychology/Special Education, extensive post-masters graduate work in Learning Disabilities (LDT/C) and Administration/Supervision from Montclair State College/University and was previously enrolled in the NYU doctoral studies program in Organizational & Administrative Studies.

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SUMMARY

There are a finite number of lesson elements a teacher can realistically include in any 30-45 minute class period. As such, the instructor must purposefully plan lessons and activities with the clock forever ticking in the background. This is true whether you follow iconic models such as EI (Explicit Instruction), EDI (Explicit Direct Instruction), SDI (Specially Designed Instruction), UDL (Universal Design for Learning), SMART (Goals) strategies, Action Plan (template) design, Differentiated Instruction, etc. Thus, the need to ensure that all expenditures of professional effort clearly keep the principles of K-U-D as part of day-in and day-out instructional rituals seems clear. This would be analogous to checking for “vital signs” of patients in the hospital setting. Those that occupy leadership roles in school environments need to make sure that the teaching staff, clinical services staff, and support staff all pay homage (and not just lip service) to K-U-D phenomena! A successful and effective school culture should have ample bona-fide evidence of practice and quality indicators that attest to whether or not staff that engage with students have the K-U-D mind-set in place at all times...and not just during selective intervals or showcase opportunities.

So, would you be interested in pledging or rushing to join Kappa Upsilon Delta? There is no initiation fee...other than your good faith and willingness to uphold fidelity. Your membership in this organization will guarantee positive impact and hopefully splendid outcomes for your students over the long haul. Participation as a devotee of this pedagogical endeavor may or may not get you to the “Teaching Hall of Fame”...but you can rest assured it will improve the chances for willing and aspirational learners to forge a successful pathway to chosen career fulfillment and lifetime accomplishments. So as you place your head on the pillow tonight and dream about teaching tomorrow, remember to ask yourself...

What do you want them to **KNOW**?

What do you hope they will **UNDERSTAND**?

How will you prompt them to **DEMONSTRATE** their acquisition of knowledge, concepts, and skills?

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