

Stage 1 – Desired Results

Goal(s):

Understanding(s):

Essential Question(s):

Knowledge & Skills:

Stage 2 – Assessment Evidence

Direct Evidence:

Indirect Evidence:

Stage 3 – Action Plan

Key Actions:

Person(s) Responsible:

Time Frame:

Stage 1 – Desired Results

Goal(s):

What needs do learning results/data reveal?
What improvements are needed? What is our vision? What do we want to accomplish as a result of this initiative?

Understanding(s):

What understandings and attitudes do teachers, administrators, parents, policy makers, etc. need for these goals to be met?

Essential Question(s):

What essential questions about teaching, learning, results and change should guide our improvement actions?

Knowledge & Skills:

What knowledge and skill will teachers, administrators, policy makers, parents, and students need for this vision to become a reality?

Stage 2 – Assessment Evidence

Direct Evidence:

What will count as evidence of reform success?

What are the key observable indicators of short and long-term progress?

Indirect Evidence:

What other data (e.g., achievement gaps; staff understandings, attitudes, and practices; organizational capacity, etc.) should be collected?

Stage 3 – Action Plan

What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, job appraisal, etc.)?

What strategies will help us achieve the desired results?

Who will be responsible? What resources will be needed?

Stage 1 – Desired Results

Goal(s):

What is our Vision for 21st Century Learning?
What is our Mission for 21st Century Learning?
What outcomes do we seek as a result of this initiative?

Understanding(s):

What understandings and attitudes do teachers, administrators, parents, policy makers, etc. need for these outcomes to be achieved?

Essential Question(s)::

What essential questions about 21st Century Learning and the practices and structures of schools need to be explored?

Knowledge & Skills:

What knowledge and skill will teachers, administrators, policy makers, parents, and students need for this vision to become a reality?

Stage 2 – Assessment Evidence

Direct Evidence:

What will count as evidence of success - for learners? - for the organization?
What are the key observable indicators of short and long-term progress?

Indirect Evidence:

What other data (e.g., achievement gaps; staff understandings, attitudes, and practices; organizational capacity, etc.) should be collected?

Stage 3 – Action Plan

What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, job appraisal, etc.)?

What strategies will help us achieve the desired results?

Who will be responsible? What resources will be needed?

Backward Design Plan for a Workshop on *Understanding by Design*

Stage 1 – Desired Results

Understanding(s):

U

- Effective curriculum design evolves “backward” from clear goals and is aligned across all 3 stages.
- UbD is a way of thinking more carefully about curriculum design; it is not a prescriptive program.
- Using design standards improves quality.
- The UbD design *process* is non-linear and iterative.
- Teaching and assessing for understanding enhances learning of content standards.

Essential Question(s)::

Q

- Why are the best curriculum designs “backwards”?
- What is good design? How does UbD support effective curriculum design?
- How does “continuous improvement” apply to curriculum design?
- Why teach for understanding?
- How will we know that students *really* understand?
- What is the difference between understanding and knowing?

Staff will know...

K

- the 3 stages of “backward design”
- characteristics of “big ideas” & “essential questions”
- the 6 facets of understanding and GRASPS
- the WHERETO elements of instructional planning
- design standards for UbD

Staff will be able to...

S

- develop understandings, essential questions, and assessment evidence
- draft a unit in the Template
- review designs against the Design Standards

Stage 2 – Assessment Evidence

Performance Task(s):

T

- Develop a draft design using the UbD template and tools. (Design meets most of the UbD design standards.)
- Participate in a peer review process using design standards and provide feedback to designers.

Other Evidence:

OE

- pre- and post-workshop surveys
- observations of participants’ understandings / questions / misconceptions / frustrations
- quality of responses on exercises and worksheets
- participant self-assessments and reflections on their understandings and design
- written and oral feedback to presenter

Stage 3 – Learning Plan

Learning Activities:

(selected)

L

- overview of session, performance goal, meet in role-alike groups
- exercise on Good Design
- study and discuss “before” and “after” design examples
- guided design work on each stage
- watch and discuss relevant video clips
- “gallery walk” to review participants’ designs
- lecture / discussion on key design elements and issues
- peer review against design standards