

Understanding by Design (UbD) Workshop

June 11 - 14, 2019

REGISTRATION & PRE-ASSESSMENT

Stage 1 - Desired Results

Established Transfer Goal: To intentionally implement learning experiences that align with major concepts and enduring understandings.

| Enduring Understandings | Essential Questions |
|---|--|
| <p><i>Learners will understand that...</i></p> <ul style="list-style-type: none">• UbD does not demand a rigid sequence of curriculum design but instead is a tool designed for developing coherent, purposeful, learning experiences for students.• Use of backward design for planning instruction aligns assessments and learning activities with the course goals. | <ul style="list-style-type: none">• What knowledge is truly essential and enduring in a course?• What will we accept as evidence of student understanding and proficiency?• What activities, sequence, and resources are best suited to accomplish our goals? |
| Knowledge | Skills |
| <p><i>Learners will know...</i></p> <ul style="list-style-type: none">• UbD language: backward design, big ideas, transfer goals, enduring understandings, essential questions, performance task.• When planning instruction, teachers should start with identifying the desired results.• Assessments should be created after identifying desired results and before planning individual activities.• Learning activities should support students in meeting the transfer goals, which are measured by the performance tasks. | <p><i>Learners will be able to...</i></p> <ul style="list-style-type: none">• Identify components of UbD in an example unit.• Refine learning goals to be “transfer goals” and write good essential questions for a course or unit.• Examine assessments and how they align to course goals.• Use the UbD framework to plan a unit. |

Stage 2 - Assessment Evidence

| If the desired result is for learners to... → | Then you need evidence of learner's ability to... → | So the assessments need to require something like... |
|---|--|---|
| <p>Understand that...</p> <ul style="list-style-type: none"> • UbD is a tool designed for developing coherent, purposeful, learning experiences for students • Use of backward design for planning instruction aligns assessments and learning activities with the course goals <p>And thoughtfully consider the questions...</p> <ul style="list-style-type: none"> • What knowledge is truly essential and enduring in a course? • What will we accept as evidence of student understanding and proficiency? • What activities, sequence, and resources are best suited to accomplish our goals? | <p>Apply: The backward design process to develop a unit</p> <p>Explain: What is and what is <u>not</u> UbD?</p> <p>How performance tasks and learning activities align to transfer goals in a unit</p> | <p>Use UbD framework to begin planning a course</p> <p>Provide constructive feedback to peers on a unit that utilizes UbD using unit tuning, analysis and discussion.</p> |

Stage 3 - Learning Plan

The UbD Workshop will utilize a [Workshop Model](#) to support learners in understanding how to implement the UbD framework, in addition to demonstrating one method often used to differentiate instruction (*workshop* or *tiered approach*).

The pre-assessment data collected at registration will be utilized to inform instruction. Individual participants will have different learning goals for the workshop and will be provided with the support needed. The content and grouping of participants will change according to their needs.

The format of each day will consist of the following:

| | |
|---------------|--|
| 9:00 - 9:20 | Creating/Reviewing of norms, setting personal goals, small group set-up |
| 9:20 - 9:40 | Mini Lesson |
| 9:40 - 11:40 | Independent work, conferring, small group lessons |
| 11:40 - 12:00 | Share session (check for understanding/peer review, and a recap of key points so far) |
| 12:00 - 12:45 | LUNCH |
| 12:45 - 1:00 | Mini Lesson (clarify points needed from the check for understanding) |
| 1:00 - 2:40 | Independent work, conferring, small group lessons |
| 2:40 - 3:00 | Share session (check for understanding/peer review, a recap of key points, and follow-up) |