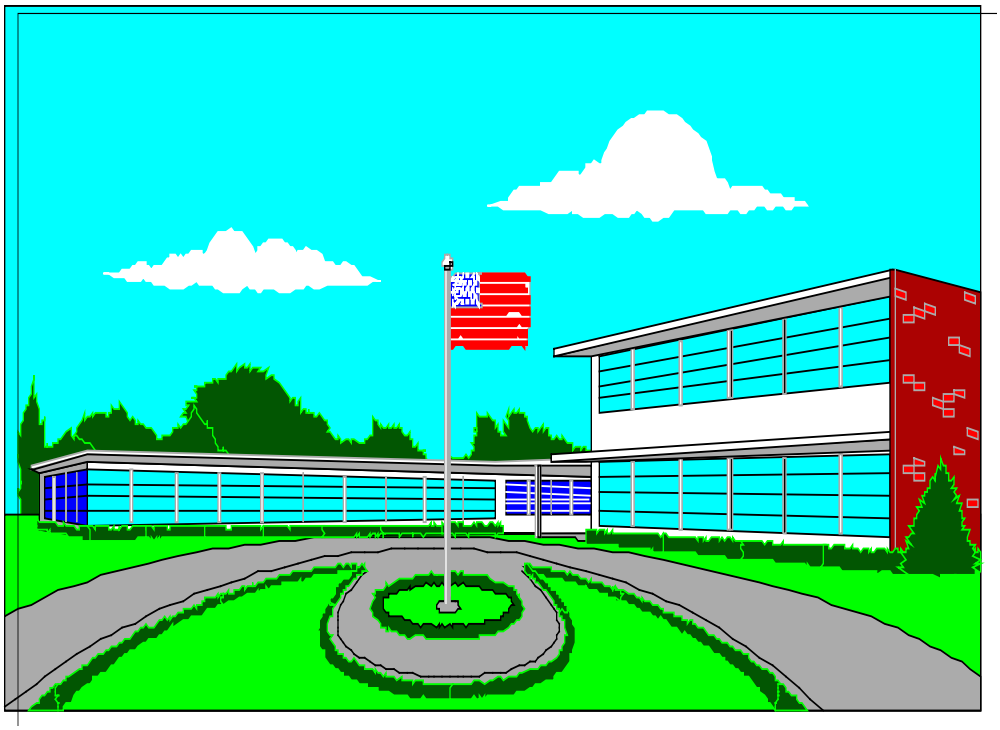
Using Backward Design for Action Planning



presented by

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Stage 1 – Desired Results

Established Goal(s): G

Understanding(s): U
Students will understand that...

Essential Question(s): Q

Students will know...

Students will be able to... K

Stage 2 – Assessment Evidence

Performance Task(s): T

Other Evidence: OE

Stage 3 – Learning Plan

Learning Activities: L

Stage 1 – Desired Results

Established Goal(s): G

• *What relevant goals (e.g., Content Standards, Course or Program Objectives, Learning Outcomes etc.) will this design address?*

Understanding(s): U

Students will understand that...

•*What are the "big ideas"?*

•*What specific understandings about them are desired?*

•*What misunderstandings are predictable?*

Essential Question(s): Q

• *What provocative questions will foster inquiry, understanding, and transfer of learning?*

Students will know...

Students will be able to...

K

• *What key knowledge and skills will students acquire as a result of this unit?*
• *What should they eventually be able to do as a result of such knowledge and skill?*

Stage 2 – Assessment Evidence

Performance Task(s): T

• *Through what authentic performance task(s) will students demonstrate the desired understandings?*

• *By what criteria will "performances of understanding" be judged?*

Other Evidence: OE

• *Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?*

• *How will students reflect upon and self-assess their learning?*

Stage 3 – Learning Plan

Learning Activities: L

• *What learning experiences and instruction will enable students to achieve the desired results?*

• *How will the design equip learners to demonstrate their understanding?*

Stage 1 – Desired Results

Goal(s): What needs do learning results/data reveal? What improvements are needed? What is our vision? What do we seek 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):

• Ensure a more thorough understanding of what UbD is and how it can improve our daily work.
• Supervisors will be able to observe indicators of successful implementation and provide feedback to faculty on the application of UbD principles throughout the school year.
• Faculty will be able to effectively design, implement and review quality UbD units that are aligned to standards.

Understanding(s):

• Effective curriculum/units/daily lessons design evolves "backward" from clear goals and is aligned across all three stages.
• UbD is a way of thinking more carefully about curriculum/units/daily lessons design; it is neither a prescriptive program nor just a template for design.
• UbD design process is non-linear and ongoing.
• Teaching and assessing for understanding enhances learning of content standards.

Essential Question(s)

• *Why are the best curricula/units/lessons designed "backwards"?*
• *What is good design? How does UbD support curriculum/unit/lesson design?*
• *Why teach for understanding?*
• *How will we know that students really understand?*
• *How will we know that as a district we are moving from an awareness stage to an application stage in the change process?*

Knowledge: *Staff will know...*
• the 3 stages of "backward design"
• characteristics of "big ideas" and "essential questions"
• the six facets of understanding and GRASPS
• the WHERETO elements of instructional planning
• design standards of UbD

Skills: *Staff will be able to..*
• develop understandings, essential questions and assessment evidence.
• design units using the "baclward design" template that meet UbD Design Sandards.
• review other designs against the Design Standards.

Stage 2 – Assessment Evidence

Direct Evidence:

• Develop draft designs using UbD template and tools.
• All staff participate in a school-based unit peer review process for feedback and making necessary revisions.
• Pilot the UbD units, reflect on results, and plan for changes.
• Participate in regional peer review processes for final approval prior to District curriculum adoption.
• Principals integrate UbD standards into supervision and evaluation process, and observe implementation of UbD principles applied in daily lessons.

Indirect Evidence:

• Pre- and post-workshop surveys.
• Observations of participants' understandings, questions, misconceptions, and frustrations.
• Quality of responses on exercises and worksheets.
• Participants' self-assessments and reflections on their understandings and design.
• Written and oral feedback on workshops and UbD implementation
• "Needs" statements for future professional development.

Stage 3 – Action Plan

• Work as school-based teams to establish clear goals aligned to state standards.
• Regional curriculum committees will review and revise the regional curriculum guides to create common goals and core rubrics for assessment on a continuous basis as part of District's Curriculum Development plan.
• Utilize portions of faculty meetings to facilitate deeper understanding of unit design and share works in progress.
• Provide guided design work time and workshops as needed.
• Build in opportunities for eams to work on units (through release times, summer work, after-school work, etc.).
• Provide opportunities for interested faculty to advance their learning through regional and/or school-based study groups, and local, regional, state, and national conferences.
• Provide ongoing peer review training opportunities in order to build expertise first regionally and then locally.
• Publish approved units and excellent UbD models on ubdechange.org and school-based intranets.
• Administrators will monitor implementation, providing faculty with ongoing input using observable indicators.

Backward Design Plan for an Elementary School Improvement Goal

Stage 1 – Desired Results

Goal(s):

- Reduce the amount of whole-group instruction and increase use of appropriate differentiated strategies.
- Increase the use of pre-assessments to diagnose students' readiness levels and guide differentiation.
- Increase the achievement (annual growth) of all student sub-groups in reading and mathematics.

Understandings (for teachers):

- Learners differ in their readiness (background knowledge, skills and experiences), learner profile (culture, gender, and preferred style) and interests.
- Learning is enhanced when these differences are acknowledged and addressed.
- Diagnostic (pre-) assessments are essential to reveal differences in readiness, profiles, and interests to guide differentiation.
- Respectful tasks engage learners with content standards in ways that appropriately challenge them.

Essential Questions (for staff exploration):

- *Why should we differentiate our instruction?*
- *What does effective differentiation look like in the classroom?*
- *How do we decide what differentiation is needed?*
- *How can we make differentiation feasible with large classes?*
- *Is differentiation compatible with a standards-based accountability system?*

Knowledge: *Staff will know...*

- basic principles and practices of differentiation
- the ways in which students differ
- the content standards and benchmarks that all students are expected to learn

Skills: *Staff will be able to..*

- apply basic differentiation strategies – tiered lessons, flexible groupings, scaffolded assignments, and giving appropriate choices
- use diagnostic (pre-) assessments effectively
- manage a differentiated classroom

Stage 2 – Assessment Evidence

Direct Evidence:

Classroom observations will find:

- decreased use of whole-group instruction
- increased use of pre-assessments and appropriate differentiated instruction
- effective management of the class
- increase in student engagement in learning

Student assessment data will show:

- Increased achievement by sub-groups in reading and mathematics.

Indirect Evidence:

- Lesson plans include plan for differentiation.
- Teachers can explain how their instruction is responsive to student learning needs based on assessment data.
- Staff surveys identifying needs for future professional development.

Stage 3 – Action Plan

- Purchase copies of Differentiated Instruction and Understanding by Design (ASCD, 2006) for all teaching staff, and encourage them to read the book during the summer.
- Use the pre-school professional days and our two in-service days for book discussion, exploration of essential questions, and staff workshops on differentiation strategies conducted by district specialists.
- Engage staff in developing a set of observable indicators of effective differentiated instruction in the classroom.
- Use the agreed-upon set of observable indicators for "walk through" classroom visits; provide feedback to staff.
- Encourage grade level teams in sharing lesson plans that incorporate differentiated strategies.
- Use one faculty meeting a month for exploring a particular DI strategy (determined by staff needs assessment).
- Use regularly scheduled grade-level meetings to examine assessment data (from district benchmark assessments and state test results) and make plans for improving sub-group student performance. (Note: May involve some regrouping of students across classrooms.)

Essential Questions to Promote Staff Inquiry and Reflection

(examples)

VISION and BELIEFS

- *To what extent does our (team, school, district, community) share a common vision?*
- *What educational beliefs about teaching and learning do we hold?*
- *What assumptions about learning guide our instructional and assessment practices?*
- *To what extent do our policies, priorities, and actions reflect these beliefs?*
- *How might we better actualize our beliefs?*

STANDARDS

- *How would people know that we are a "standards-based" school/district?*
- *What are observable indicators at the classroom? ... school? ...district?*
- *To what extent are we "walking the talk" and using standards to guide our work (e.g., curriculum, assessment, instruction, professional development, staff appraisal)?*

CURRICULUM

- *Why should curriculum be planned "backward"?*
- *To what extent is our curriculum coherent and aligned?*
- *Does our curriculum highlight enduring knowledge and authentic performance?*
- *What content should we "cover" and what needs to be "uncovered?"*
- *To what extent do textbooks function as the syllabus (rather than a resource)?*

ASSESSMENT

- *How are we doing? What evidence is needed to answer this question?*
- *How will we know that students really understand the "big" ideas?*
- *Are we assessing everything we value (or only those things that are most easily tested and graded)?*
- *Is anything important "falling through the cracks" because we are not assessing it?*
- *How might our assessments promote learning, not simply measure it?*

INSTRUCTION

- *To what extent is our instruction engaging* and *effective?*
- *To what extent does our instruction reflect research and best practices?*
- *To what extent are we engaging students in "doing" the subject?*
- *Are we effectively teaching ALL students?*

Essential Questions to Promote Staff Inquiry and Reflection

(continued)

PROFESSIONAL DEVELOPMENT

• To what extent do our professional development practices reflect the research on adult learning?
• How does our staff view professional developement?
• To what extent are our professional development practices "results" oriented?
• Is our professional development approrpriately differentiated?

CHANGE PROCESS

• What do we believe about educational change? To what extent are these shared beliefs?
• To what extent are various initiatives seen as connected and coherent (as opposed to being seen as separate things or "add ons")?
• How might we "work smarter" and more effectively?

POLICY, STRUCTURES, CULTURE

• To what extent do our policies, structures, and culture reflect our beliefs about learning?
• How might we restructure to enhance learning?
• What messages do our policies send?
• Is our staff appraisal process working?
• To what extent do we have a culture of continuous improvement?
• What existing factors support this reform? What factors resist change?
• How do our leaders receive the honest feedback they need to improve?
• To what extent does our grading and reporting system communicate clearly and honestly?
• Are resources (e.g., time, money, facilities, technology) being used optimally to advance learning?

OTHER

• Would you want your child to attend our school?

• other: _____

• other: _____

Considering Multiple Sources of Data

	Quantitative	Qualitative
External	❑ state achievement tests _____ _____ ❑ national standardized tests _____ _____	❍ surveys of constituent groups (e.g., parents, business leaders, community members) ❍ school accreditations ❍ structured observations by visitors (e.g., crtical friend, university partner)
Internal	❑ local achievement tests/ (e.g., common exams) ❑ core performance tasks ❑ student work ❑ grade distributions ❑ graduation/dropout rates ❑ other: _____	❍ surveys of students ❍ surveys of teachers ❍ surveys of administrators ❍ surveys of community ❍ structured observations (e.g., classroom visits) ❍ other: _____

Using Backward Design to Structure Observations

by James Reidl, member UbD Cadre

Pre-Observation Conference

Stage 1

- What do you want students to come to understand?
- What do you want students to know and be able to do?
- How will students know what they will be learning?

Stage 2

- What are some forms of evidence you will collect to determine if students have achieved the desired results?
- Are students clear about the criteria for success?

Stage 3

- In what ways will you help students learn this?

Observation

Observation focuses on student actions and products more than on the teacher's actions.

Post-Observation Conference

- To what extent did your students learn what you intended?
- What evidence of learning did you collect? What does it tell you? Is other evidence needed?
- In what ways did you provide feedback?
- Of the strategies you used, which were most effective?

Teaching and Assessing for Understanding – Observable Classroom Indicators

To what extent are...

1. Instruction and assessment focused on "big ideas" and essential questions based on established standards/outcomes?	**4**	**3**	**2**	**1**
2. Essential questions posted and revisited throughout a unit?	**4**	**3**	**2**	**1**
3. Pre-assessments used to check students' prior knowledge and potential misconceptions regarding new topics of study?	**4**	**3**	**2**	**1**
4. Opening "hooks" used to engage students in exploring the big ideas and essential questions?	**4**	**3**	**2**	**1**
5. Students' understanding of the "big ideas" and core processes assessed through authentic tasks involving one or more of the six facets?	**4**	**3**	**2**	**1**
6. Evaluations of student products/performances based upon known criteria/rubrics, performance standards, and models (exemplars)?	**4**	**3**	**2**	**1**
7. Appropriate instructional strategies used to help learners' **acquire** knowledge and skills, **make meaning** of the big ideas, and **transfer** their learning?	**4**	**3**	**2**	**1**
8. Students given regular opportunities to rethink, revise and reflect on their work based on feedback from on-going (formative) assessments?	**4**	**3**	**2**	**1**
9. The students expected to self-asses/ reflect on their work/learning and set goals for improvement?	**4**	**3**	**2**	**1**
10. Other: _____	**4**	**3**	**2**	**1**

Observable Indicators of Success

What if the reform vision was actualized? What would we routinely expect to see in classrooms, schools, and throughout the district? Use the spaces below to identify specific observable indicators of reform success.

Classroom:

School:

District:

Assessing Staff: Ready? Willing? Able?

Directions: Place estimates of percentage of staff who fall into the 9 categories below. Then, consider the different actions/strategies that may be needed for each group.

	Do they get it?	***Are they willing?***	***Are they able?***
Yes			
Not Yet			
Not Likely			

What patterns are evident?  *What are the implications?*

Possible Actions:

Assessing Conditions for UBD Reform: Force Field Analysis

(examples)

	Curriculum	*Assessment*	*Instruction*	*Professional Development*	*Resources*	*Policy*	*Other:* _____
⊕ **Assist**	curriculum mapping has been completed in all content areas adoption of new "problem-based" mathematics series emphasizing conceptual understanding	some teachers have experience using performance tasks and rubrics the use of portfolios in elementary language arts and secondary visual arts	widespread use of the writing process w/ peer editing and revision the use of the five E's as an instructional framework for science teaching	several teachers involved in a pilot "action research" project through RESA voluntary study group being formed at one elementary school	several sources of available grants to support reform activities (e.g., Goals 2000) installation of Internet-ready computers in every school	State requires districts to develop "multiple measures" to assess content standards at the local level	
⊖ **Resist**	no "quality control" process in place for local curriculum no experience with peer review	Board of Ed. and community fixate on state test scores (Other evidence isn't valued.) "scantron-type" testing is predominant in our high school	many cases of "activity-based" teaching at the elementary level a "coverage" orientation at the secondary level	history of "one shot" events on inservice days a "this too shall pass" attitude on the part of some staff members	no budget allocation for summer design work teacher appraisal process is not "results" focussed	No incentives for individuals and teams to experiment, share ideas, and critique work collaboratively No demands that designs be public	

Assessing Conditions for UBD Reform: Force Field Analysis

Use the following matrix to assess those forces that support planned reforms and those that resist.

	Curriculum	*Assessment*	*Instruction*	*Professional Development*	*Resources*	*Policy*	*Other: _____*
⊕ **Assist**							
⊖ **Resist**							

"Yes, but..." – Responding to Predictable Concerns

Advocates for *Understanding by Design* often encounter predictable concerns ("yes, buts...") from colleagues. The following exercise is designed to help you prepare thoughtful responses to likely objections.

Part 1 - Select one of the following concerns (or add one of your own) and generate ideas for responding to that concern. Record your ideas in the box below.

Part 2 - Meet with others who have selected the same concern and share responses.

I (we) would like to teach and assess for understanding, but...

1. We are expected to teach to state/district standards and benchmarks.
2. This approach takes too much time. I (we) have too much content to cover.
3. We are being held accountable for student performance on superficial state tests.
4. I am a "skills" teacher, and students need to master the 'basics' first.

I (we) would like to design curriculum using the UbD framework, but...

5. This approach is too demanding. We couldn't possibly do this for everything we teach.
6. It's not my job to develop curriculum. Besides, we already have a textbook.
7. I don't know how to do this kind of design work.
8. We already do this.
9. This approach takes away a teacher's freedom/creativity.
10. Other: _____

Your response: _____

Backward Design for Action Planning
Stage 1 – Desired Results

Goal for the Reform Initiative or Needed Improvement

Understandings:	*Essential Questions:*

Knowledge and Skills:

Backward Design for Action Planning
Stage 2 – Needed Evidence

Direct Evidence:	*Plan to collect and analyze it:*

Indirect Evidence:	*Plan to collect and analyze it:*

Using Backward Design for Action Planning

Stage 3 – Action Plan					
Key Actions	**Person(s) Responsible**	**Groups/ #s Involved**	**Date(s) – Time Frame**	**Budget – Amount/Source(s)**	**Evaluation Plan**

Using Backward Design for Action Planning

	Stage 3 – Action Plan					
	Key Actions	**Person(s) Responsible**	**Groups/ #s Involved**	**Date(s) – Time Frame**	**Budget – Amount/Source(s)**	**Evaluation Plan**
Year 1						
Year 2						