How to Kill UbD – by Design

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How to Kill UbD - by Design	Tips to Avoid Killing UbD from the Start
1. Mandate that every teacher must use UbD for *all* of their planning immediately (without sufficient training, on-going support, or structured planning time).	☛ Think *big*, but start *small*. For example: • Work with volunteers at first • Ask teachers to plan just one UbD unit per semester for starters. • Encourage teachers to work w/ a colleague or team, and begin w/ a familiar unit topic. • Provide some designated planning time.
2. Assume that staff members understand the need for UbD and/or will naturally welcome it. In other words, prescribe UbD as an "answer" or "solution" when staff do not see or own the "problem."	☛ Establish the need for a change (e.g., analysis of performance data or staff/student surveys) *before* proposing a prescription. Make sure that staff see UbD as an appropriate response to a need that they recognize and own.
3. Introduce UbD as *this year's* focus – suggesting that UbD can be fully implemented in a year and that it bears no relation to last year's initiative. (This practice can foster a "This too shall pass" attitude in staff.)	☛ Develop and publish a multi-year plan to show how UbD will be slowly and systematically implemented as part of a larger strategic plan.
4. Attempt to implement too many initiatives simultaneously (e.g., UbD, Differentiated Instruction, Curriculum Mapping, Bran-based Learning, Professional Learning Communities, etc.)	☛ Develop a 1-page graphic (e.g. limbs of a tree, pieces of a puzzle, supports of a building, etc.) showing how the various school/district initiatives are interconnected and support Mission-related goals. Use "backward design" to plan all major initiatives.
5. Provide one introductory presentation/workshop on UbD and assume that teachers now have the ability to implement it well.	☛ Design a long-term professional development program "backward" from your goals. Then, develop a plan for the year (workshops, study groups, action research, etc.) to develop staff competence and confidence with UbD.
6. Provide UbD training for teachers, but not for administrators, OR give administrators and supervisors the *same* training as teachers.	☛ Establish parallel tracks of training for administrators in which they learn how to supervise and support UbD; e.g., how to conduct in-class "look-fors," establish peer reviews of units, form PLC teams to analyze assessment results, etc.

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(continued)

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7. Provide minimal UbD training for a few teachers in a Train-the-Trainers program and then expect immediate and effective turn-key training of all other staff.	☛ Invest in cultivating expertise in a team. Engage staff in "coming to understand" UbD through study groups, exploration of essential questions and data, etc. Consider using outside experts/consultants to launch UbD when necessary.
8. Train people in Stage 1 for the first year, Stage 2 in year 2, then Stage 3 in Year 3.	☛ Introduce UbD as a "whole." Begin by working on elements in all three stages (e.g., EQs for Stage 1, Performance Tasks for Stage 2).
9. Announce that UbD is the official way to plan, and from now on, teachers are expected to use the UbD template to plan *each and every lesson*.	☛ Make clear that the UbD framework is designed for unit and course design, *not* for planning individual lessons. Encourage teacher teams to agree on Desired Results (Stage 1) and Evdience (Stage 2), then allow teachers some freedom in how they develop and write lessons (Stage 3).
10. Standardize all UbD implementation. Do not permit options/alternatives/different approaches to learning and using UbD. Disregard the interests, talents, and readiness of individuals and teams.	☛ Differentiate UbD implementation as appropriate. For example: • Allow different departments and grade-level teams some options for actions and schedule. • Permit minor modifications to the Template to highlight specific school/district goals.
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