

Module 4
Facilitator Guide

Focus on Unit Design

Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O’Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Module Description

In Module 4, Connecticut Core Standards Coaches deepen their understanding of designing units and lessons that align with the Connecticut Core Standards for English Language Arts & Literacy (CCS-ELA & Literacy) and the three instructional shifts. In Modules 2 and 3, participants focused closely on individual components of lesson design, including instructional practices for close reading and writing instruction. In Module 4, they will take on the broader perspective of overall unit design. Using a backward design approach, they will match texts to CCS-ELA & Literacy standards, and align learning goals with performance tasks and the learning progression. Participants will have an opportunity to review the unit they created with a partner. During the session, coaches will discuss in small groups the ways in which they shared the messages of earlier modules with colleagues in their schools or districts. At the end of the session, they will reflect on Module 4 and plan for sharing and professional development back in their district or school.

Prerequisite	None
Duration	Full day
Outcomes	<p>By the end of the module, participants will accomplish the following:</p> <ul style="list-style-type: none"> ● Examine and develop learning goals aligned to the CCS-ELA & Literacy ● Understand the use of key understandings and essential questions to inform instruction and performance tasks ● Introduce and practice the use of the Hess Cognitive Rigor Matrix ● Examine performance tasks and rubrics and develop aligned learning goals ● Understand how learning progressions and formative assessment are integrated into lesson design ● Practice reviewing a unit and conducting a structured conversation around unit design

Resources Required

- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- Handouts:
 - CT Core Standards 6–12 Vertical Progression Document
 - CT Systems of Professional Learning – Sample Unit Template
 - Sample Texts: Grade 10: “Nobel Peace Prize Acceptance Speech” Rev. Dr. Martin Luther King, Jr. and “A Just and Lasting Peace” [Nobel Lecture] President Barack Obama. Retrieved from http://ctcorestandards.org/?page_id=350

Session Preparation

Tables should be arranged so participants can work in groups.

Session at-a-Glance

Introduction (10 minutes)

- Welcome and introduction to module outcomes
- Session agenda

Introductory Activity

Participants will spend a few minutes completing a Pre-Assessment.

Supporting Documents:

- Pre-assessment

Part 1: Sharing Successes and Challenges (20 minutes)

Activity 1: Sharing Modules 1, 2, and 3

Using a list of key understandings from Modules 1, 2 and 3, participants reflect upon what they have learned from these previous modules and how this information has been shared in their districts. Participants rate what has been accomplished in their district on a scale of 1–4 and place that number on a sticky note. Participants form groups of 4, with members who have rated themselves as 1, 2, 3 and 4. Those with ratings of 3 or 4 will share how information from previous modules has been shared or acted upon in their districts. Those who rated progress in their district as 1 or 2 will ask questions of those participants with rating of 3 or 4 to clarify their own understanding or to help them think about what they can do to promote this process. Afterwards, participants place their sticky note number on chart paper to create a ‘consensogram’ so the group can see and discuss where they are as a whole.

Supporting Documents:

- List of key understandings
- Discussion Prompts

Materials:

Chart paper, sticky notes

Part 2: Overview of Unit and Lesson Design (50 minutes)

Activity 2: Tracing the Claim

In small groups, participants reflect on their current knowledge of unit and lesson design and how units and lessons aligned with Connecticut Core Standards and instructional shifts differ from previous designs.

Using a jigsaw protocol, participants read and debrief the article *From Common Core to Curriculum Standards to Curriculum: Five Big Ideas*. Participants build expertise on one section of the article and share their ‘Big Idea’ with participants who read other sections. Participants use chart paper to share how the article aligns with or contradicts their earlier discussion about unit design.

Following Activity 2, participants are presented with information on the unit design process including backward design, teaching for understanding, and alignment to the standards. Included in this overview is a discussion around the need for teachers and leaders to evaluate curriculum alignment and analyze the tenets of sound curriculum design in order to implement the CCS-ELA & Literacy with fidelity.

Supporting Documents:

- Discussion Prompts
- Wiggins, G. & McTighe, J. (2012) *From Common Core Standards to Curriculum: Five Big Ideas*. Retrieved from <http://grantwiggins.wordpress.com/2012/09/19/a-white-paper-on-the-common-core-standards/>

Materials:

- Chart paper

Part 3: Stage 1 of Unit Design – Desired Results (90 minutes)

The facilitator describes the process of choosing a text or text sets, selecting CT Core standards, creating essential questions, articulating learning goals (knowledge and skills), and writing a unit overview.

Participants are provided with examples of each. Participants then apply each of the components of Stage 1 to a small unit in their own discipline and for their grade level, using a text or text sets they have brought or one provided by the facilitator.

Activity 3a: Developing Stage 1 of a Unit – Standards

In pairs, participants determine a focus set of CT Core Standards for the grade level and/or discipline and text they have chosen, including reading standards, writing standards, speaking standards, and language standards.

The unit and lesson design format that was introduced in Module 2 and will be expanded upon in Module 4, is based on Wiggins and McTighe (2005, 2011). However, the template, designed for CT Core Standards Systems of Professional Learning, modifies the language and design elements of “Understanding by Design.” This will be explained to participants.

Supporting Documents:

- Discussion Prompts
- CT Core Standards 6–12 Vertical Progression Document
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5
- Sample Texts: Grade 10: “Nobel Peace Prize Acceptance Speech” Rev. Dr. Martin Luther King, Jr. and “A Just and Lasting Peace” [Nobel Lecture] President Barack Obama. Retrieved from http://ctcorestandards.org/?page_id=350

Activity 3b: Stage 1 – Understandings and Essential Questions

Participants review sample curriculum units and then create one or two understandings and essential questions that will support the big ideas of the unit.

Supporting Documents:

- Discussion Prompts
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Activity 3c: Stage 1 – Knowledge and Skills

Participants review sample curriculum units and then write the knowledge and skills they want students to acquire throughout the unit, ensuring they are aligned to the selected standards.

Supporting Documents:

- Discussion Prompts
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Activity 3d: Stage 1 – Unit Overview

Based on the selected text, CT Core Standards, understandings and essential questions, and specific learning goals, participants draft a unit overview that summarizes Stage 1.

Supporting Documents:

- Discussion Prompts
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5

Part 4: Performance Tasks and Rubrics (90 minutes)

Part 4 focuses on Stage 2 of unit design: Evidence of Learning. The presentation includes a discussion of the recursive nature of the instructional process, different types of assessments, and performance assessments to provide evidence of students' deeper understanding of ideas, knowledge, and skills. Participants are introduced to Hess' Cognitive Rigor Matrix as a tool for incorporating the appropriate depth of knowledge when designing performance assessments. Participants also determine evaluative criteria for their assessments, and learn how those evaluative criteria would be used to design rubrics.

Activity 4a: Developing Stage 2 of a Unit – Performance Task

In Activity 4, participants view a video and deepen their understanding of the role of performance tasks as evidence of student learning. They use the acronym GRASPS (Goal, Role, Audience, Situation, Product/Performance, and Success criteria), to guide them in developing an engaging, authentic performance task aligned to Stage 1 of their unit. They also consider the Cognitive Rigor/DOK to guide them in aligning the performance task with understandings and grade level learning expectations. Groups record their work on chart paper and then do a “gallery walk” so they can see what other groups developed. They discuss their observations as a whole group, responding to the guiding question: “How realistic (or authentic) can a performance assessment be if it is to be both engaging *and* an effective measure of student learning?”

Supporting Documents:

- Discussion Prompts
- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5
- Hess's Cognitive Rigor Matrix: http://www.nciea.org/publications/CRM_ELA_KH11.pdf

Video:

- Hess, K. (2013). *A New Lens for Examining Local Curriculum, the Common Core, and Cognitive Rigor. Webb's Depth of Knowledge*. Retrieved from <http://www.youtube.com/watch?v=dRAOefIDcxs>

Materials:

- Chart paper

Activity 4b: Developing Stage 2 of a Unit – Evaluative Criteria

The facilitator discusses the importance of using rubrics to establish clear expectations for students and to provide evaluative criteria for complex assessments, such as performance tasks. Participants consider important evaluative criteria that would be included in a rubric for their unit.

Supporting Documents:

- Discussion Prompts

- Wiggins, G. & McTighe, J. (2012) *Understanding by design guide to advanced concepts in creating and reviewing units*. Alexandria, VA: ASCD.
- CT Systems of Professional Learning – Sample Unit Template
- Resources for rubrics:
 - Smarter Balanced Assessment Consortium, Descriptions of Practice and Training Test User Guide. Retrieved from <http://sbac.portal.airast.org/practice-test/resources/#rubrics>
 - Elk Grove Unified School District, Elk Grove, CA sample rubrics. Retrieved from <http://blogs.egusd.net/ccss/educators/ela/rubrics-k-12/>.
 - RubiStar is a free tool to help teachers create quality rubrics. Retrieved from <http://rubistar.4teachers.org>
 - iRubric is a free comprehensive rubric development, assessment, and sharing tool. Retrieved from <http://www.rcampus.com/indexrubric.cfm>

Part 5: Stage 3 – Designing Learning (45 minutes)

In Part 5, participants are introduced to Stage 3 of the design process in which learning activities are designed to support students in achieving the learning goals established in Stage 1 and being successful on assessments created in Stage 2. They review the definition of formative assessment presented by Smarter Balanced in “Four Attributes of Formative Assessment.”

Activity 5: The Learning Plan

Pairs review their unit goals and assessments to determine a progression of key learning activities leading from learning goals to evidence. They identify critical points along the way where teachers will need to ascertain student learning via formative assessment processes, before moving on.

Supporting Documents:

- CT Systems of Professional Learning – Sample Unit Template
- Sample Model MA Curriculum Units: http://ctcorestandards.org/?page_id=913#kto5
- Four Attributes of Formative Assessment (Smarter Balanced Consortium)

Part 6: Supporting Teachers in Unit Design (45 minutes)

In Part 6, participants review the entire unit design process and discuss the challenges they encountered during development. As a group, participants reflect on challenges teachers will encounter as they create units and what can be put in place to support their teachers’ work.

Activity 6: Supporting Teachers in Unit Design

With a partner, participants review the plan they created. They reflect on the challenges they encountered and discuss what they found to be the most difficult. With their table groups, they create a poster to brainstorm supports for teachers in the unit development process.

Supporting Documents:

- Challenges and Supports Template
- Discussion Prompts

Part 7: Reflection and Planning (20 minutes)

Activity 7: Action Planning

To consolidate today’s learning, participants consider all the elements of today’s presentation and activities (unit and lesson planning and design, performance tasks, and rubrics, and learning progressions).

Participants develop a strategy for sharing Module 4’s key messages and instructional resources (e.g., PowerPoint presentations, video, resource links, and aligned instructional practices) with colleagues back at their schools.

Supporting Documents:

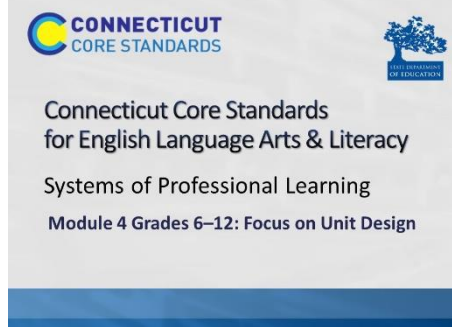
- Key Messages Template

Closing Activities (10 minutes)

Post-Assessment and Session Evaluation

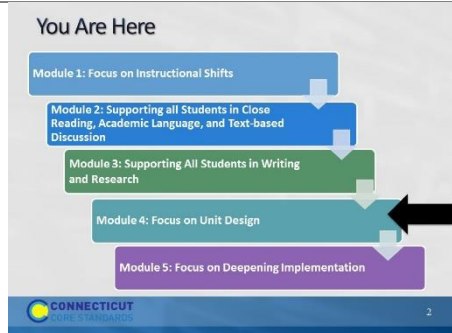
Session Implementation

Module 4 Introduction



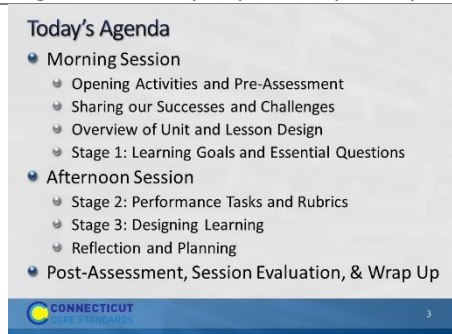
Slide 1

(Slides 1-6, including the Pre-Assessment, will take about 10 minutes total.)



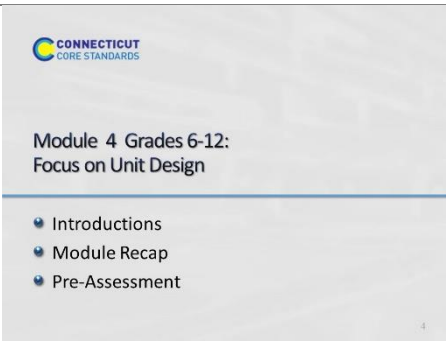
Slide 2

This slide provides a visual showing how the topics for the professional development modules fit together. Briefly explain to participants.



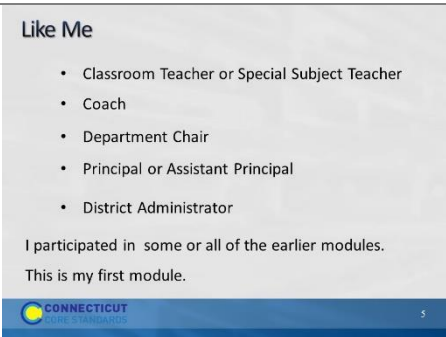
Slide 3

Review the agenda, noting there will be a break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to complete all the work of the day.



Slide 4

Blank.



Slide 5

Since this is a new school year, there are likely to be different faces in these groups. Facilitator: if you choose to have folks introduce themselves in another way, you may just skip this slide.

(On each click, a sentence completer will appear.)

1. Direct participants: “Stand if the sentence completer describes your current role in education, and say, ‘Like me.’ Please look around the room to familiarize yourself with others who are in a similar role to you.”
2. Read each phrase aloud, e.g., “I am a coach.” As each group stands, ask each person to introduce themselves and their district, school. Thank them and direct them to sit down, rather than remain standing. (Facilitator: Note approximately how many folks in each role.)
3. Ensure that each person has had a chance to introduce themselves by asking, “**Have I missed any one?**”
4. Then ask folks to raise their hands if they are representing a particular subject area or all subject areas: **Supporting all subject areas, Science and Technology, History/Social Studies, ELA.** Remind participants to look around for others in their same subject area. (Facilitator: Make a note of approximate numbers to be aware of for later groupings.)
5. Last, ask how many folks are here “solo.” It will be important over the course of the day to occasionally divide those who have come in large groups from one district and to fully include all participants.

CCS-ELA & Literacy: Module 4 Outcomes

- Extend knowledge of unit design with alignment to the CCS-ELA & Literacy and the instructional shifts
- Begin to build parts of a model unit
 - Develop goals aligned to the CT Core Standards
 - Use key understandings and guiding questions to inform instruction and performance tasks
 - Understand the use of the Cognitive Rigor Matrix
 - Examine performance tasks and rubrics and develop aligned performance tasks
 - Understand how learning progressions and formative assessment provide a framework for lesson design
- Collaboratively plan for sharing the key components of this module within your school and/or district

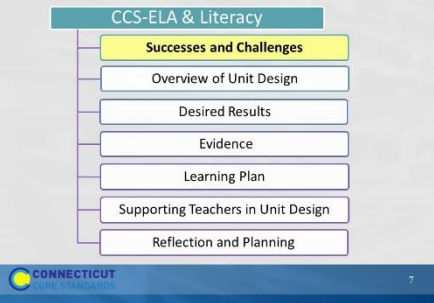


Slide 6

Review the expected outcomes. Remind participants that in Module 2 they developed key parts of a lesson (close reading, academic language, discussion). In Module 3, they looked at best practices for infusing writing into lessons. In this module, they will pull back to a broader view of overall unit design.

Part 1

Today's Session




Slide 7

Slide 8

Part 1: 20 minutes total, including directions.

CCS-ELA & Literacy: Modules 1, 2, and 3 Recap

- Vertical progressions of the CCS-ELA & Literacy Standards and Instructional Shifts
- Close reading, academic language, and text-based discussion
- Designing text-dependent questions
- Universal Design for Learning (UDL)
- Writing standards: Research base and vertical progression of writing
- Best practices in teaching writing
- Writing with evidence
- Supporting students
- Plan support for educators transitioning to the CCS



9

Slide 9


Briefly review Modules 1, 2, and 3’s activities. Participants will have a list of these in their Participant Guides, so this is just a memory jogger because of the three month hiatus between modules.

- Purpose of Module 1 was to establish a baseline of information for future modules, deepen our understanding through collaborative discussion, and ensure that all coaches were able to share the same information with educators in their schools and districts about the ELA & Literacy Standards and Instructional Shifts.
- In Module 2, we dug deeply into close reading and text-dependent questions, academic language, and text-based discussion as we created elements of a lesson. We also learned about planning lessons with Universal Design for Learning.
- Module 3 focused on writing, especially writing with evidence. Participants traced the vertical progression of the three genres of writing and looked at the grade level requirements for research.
- In each module, CT Core Standards District Coaches discussed how they could support their colleagues in implementing the standards and shifts, and had an opportunity to plan together.

**Activity 1:
Sharing Successes and Challenges**

Activity 1: Sharing Modules 1, 2, and 3

1. Use the list “Key Understandings: CCS-ELA & Literacy Topics from Modules 1, 2, and 3” to reflect on what you were able to share from the first three modules.
2. On a scale of 1–4 (next slide), choose the rating that best describes you (and your school/district). Place that number on a sticky note.
3. Form groups of 4 with members who have selected different rating levels.
4. Discuss with your group, sharing both ideas and challenges. Be sure to ask questions of each other.



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Slide 10

Activity 1: 20 minutes total for this activity.

Materials:

Chart Paper

Sticky notes (1 per participant)

Topics list on Page 7 of Participant Guide

Facilitator: Ideally, you’d like 4 members in a group, not from the same district. However, there may not be enough participants to form groups of 4, each with a different number. If groups of 3 are formed make certain there is at least one higher number (3 or 4) along with the lower numbers.

Rate your School/District's Progress on Modules 1, 2, and 3

- 1 • I have had little or no opportunity to share the messages of Modules 1, 2, and 3 with my colleagues.
- 2 • I have been able to share, on a limited basis, the messages of previous modules with colleagues in my district.
- 3 • I have been able to share the outcomes and activities of Modules 1, 2, and 3, and have been given time and resources by administration or a leadership team.
- 4 • At my school or district, a team works together to make plans, share, and follow up on the outcomes and activities of Modules 1, 2, and 3.

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Slide 11

Place 4 pieces of chart paper on one wall in order, placing a large number 1-2-3 or 4 at the top of the paper. This will be your 'Consensogram'. After the activity, review the results of the 'Consensogram'.

Visible Progress in a Consensogram

4 3 2 1

4 3 2 1

4 3 2 1

4 3 2 1

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Slide 12

F

Direct participants to place their number on the piece of chart paper you posted on the wall with the numbers 4, 3, 2, and 1. Sticky notes should be placed one above the other to create a bar graph. After the Consensogram chart is completed, either comment upon what you see, or invite participants to do. Have participants take a moment to record initial thoughts.

Inform participants that based on feedback from earlier modules, we realize that some participants prefer to keep electronic notes or notes in a Notepad. Therefore we are providing a space for notes in the Participant Guide, on pages 33-34, but its use is optional. We will continue to use the Notepad icon when notes are needed for a discussion or reflection.

Part 2

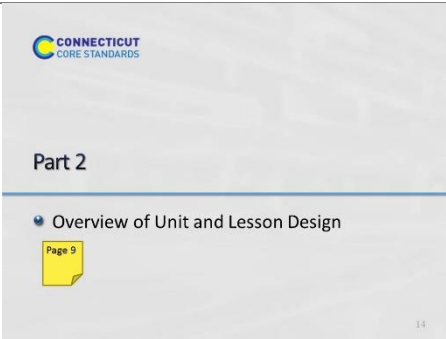
Today's Session

- CCS-ELA & Literacy
 - Successes and Challenges
 - Overview of Unit Design**
 - Desired Results
 - Evidence
 - Learning Plan
 - Supporting Teachers in Unit Design
 - Reflection and Planning

CONNECTICUT CORE STANDARDS 13

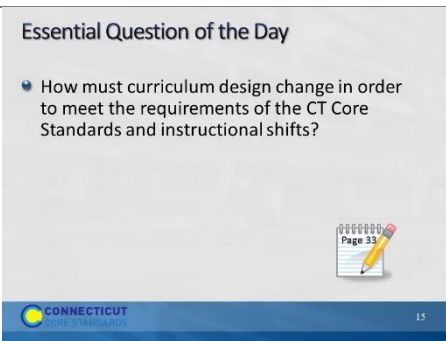
Slide 13

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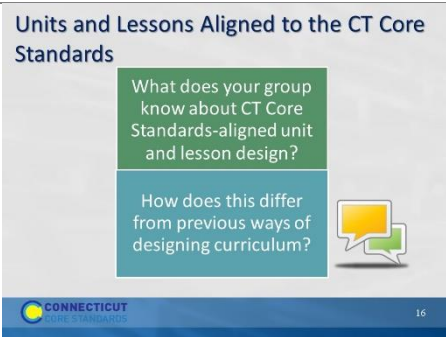
Slide 14

Part 2: 50 minutes total, including directions.



Slide 15

Discuss the essential question of the day. This question should be referred to throughout the presentation. *Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.*

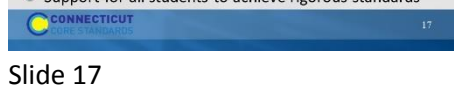


Slide 16

This discussion should take no more than 10 minutes. At tables, participants reflect on their current knowledge of unit and lesson design and how units and lessons aligned with Connecticut Core Standards and instructional shifts differ from previous designs. Have a recorder at each table. **Allow about 4 minutes for this discussion.**


Ask one table to report out one thing they know about the CCSS standards. Ask the next table to add one new thing and go around the tables until there is nothing new to be added. **Allow four minutes for the group reporting.** Some possible responses:

- Instructional rigor
- Learner centered
- Organized for results
- In-depth longer units and lessons
- Flexible groups
- Differentiated instruction
- Active learning
- Backward design
- Performance tasks
- Multiple standards
- 3 Shifts

<p>Key Elements: CCS Units and Lessons</p> <ul style="list-style-type: none"> • Integration of Reading, Writing, Speaking and Listening, and Language • Appropriately challenging text • Close reading, discussion, academic language, writing with evidence, and collaborative protocols • Building knowledge through rich nonfiction and literature • Clear learning targets, frequent formative assessment and feedback • Performance task to demonstrate depth of understanding • Support for all students to achieve rigorous standards 	
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Slide 17

Wrap up the discussion with these bullets.

<p>Activity 2: Experts' View on Unit and Lesson Design</p> <p>Activity 2: Tracing the Claim</p> <ol style="list-style-type: none"> 1. Your table will read one of the <i>Big Ideas</i> in the article, "From Common Core Standards to Curriculum: Five Big Ideas" starting on page 35 of the Participant Guide. 2. State the claim the authors make in your section regarding Common Core-aligned curriculum design. Trace their reasoning and identify evidence they use to support this claim. 3. On chart paper, record the authors' claim as a statement and create a bullet for each point they make to support the claim. 4. Appoint a reporter to state the authors' claim and explain their reasoning for the whole group. <p><small>Wiggins, G. & McTighe, J. (2012) From Common Core Standards to Curriculum: Five Big Ideas.</small></p> 	
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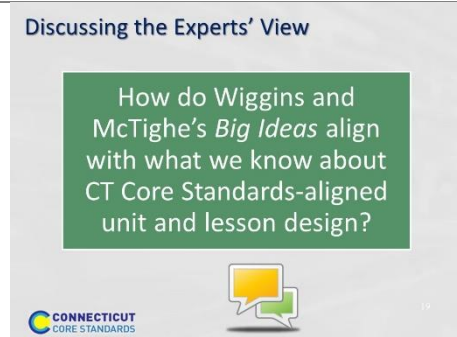
Slide 18

Activity 2: 35 minutes

- Big Idea 1: pgs. 35-36
- Big Idea 2: pgs. 36-37
- Big Idea 3: pgs. 37-39
- Big Idea 4: pgs. 39-42
- Big Idea 5: pgs. 42-43

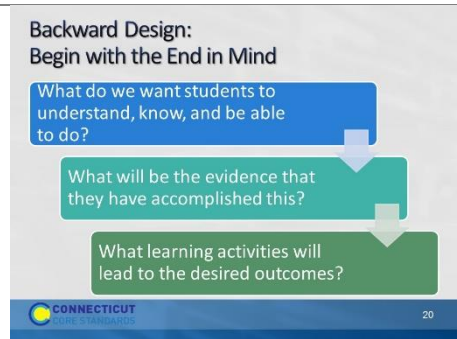
Using a jigsaw protocol, participants will read and debrief an article: "From Common Core Standards to Curriculum: Five Big Ideas." Participants will build expertise on one section of the article and will share their 'Big Idea' with participants who read other sections. With the full group, participants will discuss how the article aligns with or contradicts their earlier discussion about unit design.

Let participants know that the authors of this article are Grant Wiggins and Jay McTighe (pronounced Mc Tie), creators of Understanding by Design. Also remind them that the MA model curriculum units on the CT Core Standards site are designed using “pure” UbD.



Slide 19

In a brief, open discussion, invite participants to compare Wiggins and McTighe’s Big Ideas to what the group brainstormed earlier with regard to implications for changes in curriculum design to align with CCS shifts and standards.



Slide 20

Following Activity 2, participants are presented with information on the unit design process including backward design, teaching for understanding, and alignment to the standards and the three shifts.

Explain to participants that in Module 2, we focused on lesson design, but now we will start with looking at the big picture of unit design.

Most exemplary units, even before the era of Common Core, contained elements of backward design. In backward design, the desired results are established before designing assessments and learning activities.

Backward design is a method of designing curriculum by setting goals before choosing instructional methods and forms of assessment. Backward design of curriculum typically involves three stages:

- identify the results desired
- determine acceptable levels of evidence that support that the desired results have occurred
- design activities that will make desired results happen

The idea in backward design is to teach toward the "end point" or learning goals, which typically ensures that content taught remains focused and organized. Although the idea of backward design has been around for a long time and is used in various industries, the term "backward design" was introduced to curriculum design by Jay McTighe and Grant Wiggins (*Understanding by Design*). Understanding by Design (UbD) is both a curriculum process and a model. In "pure" UbD, there are two distinct parts: a goal of student understanding, and the process of backward design. Most of the exemplar curriculum units that we see today are designed using a backward design process and some also include elements of UbD. Our template is a modified version of a UbD template.

Design Format – Starts with the Unit

- A unit represents a coherent chunk of work in content areas, across days or weeks.
 - A body of subject matter that is somewhere in length between a lesson and an entire course of study
 - Focuses on a major topic, theme, or process
 - Lasts between a few days and several weeks
 - Includes an instructional sequence that supports students in achieving goals and assessing student progress toward goals

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Slide 21

Remind participants once again that in Module 2, we built the elements of a CCS-aligned lesson, close reading, academic language, and writing. Today we will be taking a broad view of units.

Curriculum should lay out the most effective ways of achieving specific results. It is analogous to travel planning. Travel plans should provide a set of itineraries deliberately designed to meet specific goals, rather than a purposeless tour of all the major sites in a foreign country. In short, the best designs derive backward from the learnings sought and diving deeply into topics, themes, or processes.

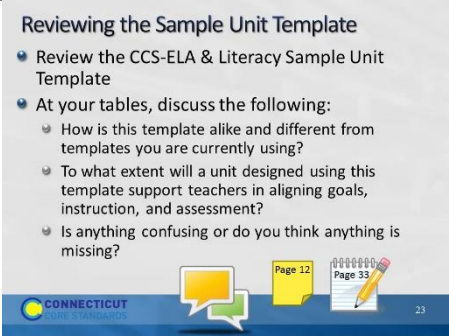
CCS ELA & Literacy-Aligned Unit Design

- The unit
 - Aligns with the letter and the spirit of the CCS
 - Addresses key instructional shifts in the CCS
 - Is responsive to varied student learning needs
 - Regularly assesses whether students are mastering standards-based content and skills

CONNECTICUT CORE STANDARDS 22

Slide 22

(Language of EQulP rubric) This is one of several reminders that we’re looking at both good design overall, and design that supports students in meeting the CCS ELA & Literacy.



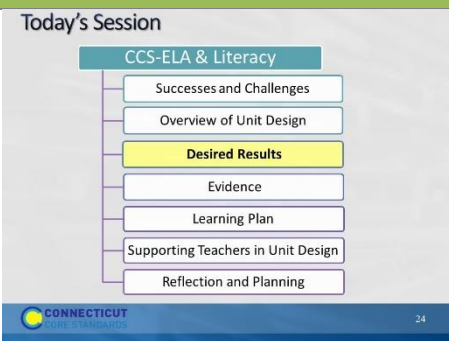
Slide 23

Facilitator: Be sure to explain that this is just a sample template. It is not an “official” template for CT, but it has been approved by the Department for use in this project. It is a hybrid of UbD and templates used by other large curriculum projects.

Participants review the sample unit template. After discussing at their tables, conduct a brief review of the discussion. Be sure to record any questions or comments that arise that will need to be addressed.

Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.

Part 3



Slide 24

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Slide 25

Part 3 – Take 90 minutes for this part: Stage 1 of unit design: Desired Results.* The facilitator will describe the process of choosing a text or texts, selecting CT Core standards, creating essential

questions, articulating learning goals (knowledge and skills), and writing a unit overview. Participants will be provided with examples of each. Participants will then apply each of the components of Stage 1 to a small unit in their own discipline and for their grade level, using a text or texts they have brought or one provided by the facilitator. The presentation of information will be interspersed with the actual practice in Activity 3.


Backward Design of Units and Lessons

Stage 1: GOALS – CCS ELA & Literacy, understandings, essential questions, knowledge and skills

Stage 2: EVIDENCE OF LEARNING – performance tasks and other assessments that provide evidence that students have achieved the learning goals

Stage 3: LEARNING PROGRESSION – leads toward student mastery of the standards and instructional shifts with formative assessment and UDL supports

(Wiggins & McTighe, 2011)


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Slide 26

The design of CT Core Standards-ELA & Literacy aligned units and lessons blend curriculum, instructional practices, and classroom-based assessment to ensure that the Standards and related learning goals drive instructional decisions.

Stage 1: Educators specify desired results of student performance by establishing the overall goal of the lessons based on the Standards and specifying essential questions to guide the learning of key content relative to what students should know and be able to do at the end of the unit or lessons.

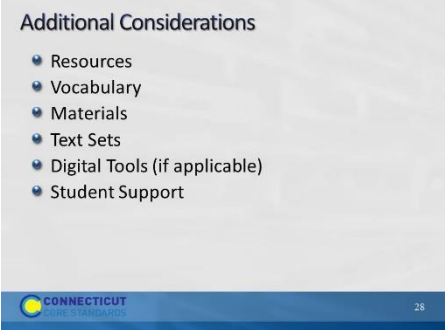
Stage 2: Educators focus on evidence of learning. It is here that specification of summative performance tasks aligned to the Standards and the unit’s essential question(s) provides the focus for examination of student work. It can also include student self-reflection and assessment of learning.

Stage 3: Educators specify learning activities related specifically to the three instructional shifts for English Language Arts: building background knowledge by reading content rich text; using evidence to support point of view in reading, writing, and speaking and listening; and attentiveness to academic language in grade appropriate complex text. Here again, the unit’s essential question(s) drive decisions for learning activities. If well designed, students should have engaged in instructional activities which are scaffolded and lead to the expectations for performance task assessment.



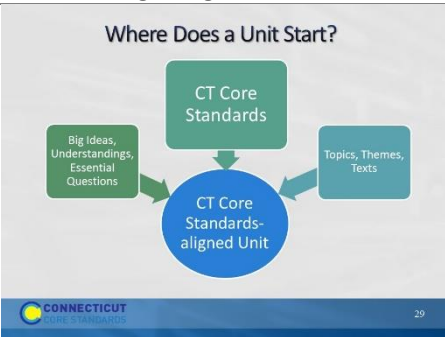
Slide 27

Quickly show locations on template as participants follow along.



Slide 28

Point out that on page 3 of the template, there is a place for resources. These may be determined prior to, or during, Stage 1.



Slide 29

- Point out to participants that even though we call it “backward design,” the seed of a unit may vary.
- Regardless of the inspiration for the unit, we are teaching toward the goals (CCS and big ideas). The learning activities purposefully build student knowledge and skills from the goals toward the assessment.
- In a high quality CCS-aligned unit, instruction will always teach the standards by keeping students actively engaged in the text; however, it is not about teaching a particular text, but rather about teaching the standards through the text.

Where Does a Unit Start?

Unit design doesn't always start in the same place. There are different entry points.

- Questions
- Standards
- Important Activities or Lessons
- Assessment
- Resource or Text

The process is recursive. As you design the stages of a unit, you revisit and revise to achieve alignment.



Slide 30

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Starting with a “Big Idea”

- Begin with themes, understandings, or essential questions that guide or inform your school year.

- How do challenges and difficult decisions help us mature?
- What is our journey?

- Use big ideas of content to begin the unit

- To what extent are we responsible for the well-being of others?
- Can we save the Earth?



Slide 31

Regardless of where the unit starts, it must be standards-based, rely on text, and require evidence. You may use as an example a hypothetical class that returns back to the essential question in each unit: *How do challenges, decisions, and responsibilities help us grow as human beings? Over the course of the year, each text is looked at through this lens as well as other lenses.*

Building a Topic or Theme through Text

- Build knowledge, through text, on a topic or theme
- Texts are deliberately chosen to meet CT Core Standards
- Create text sets that “talk” to one another
- Text complexity appropriate to grade level, although spikes in complexity will occur
- Consider how to support all students in accessing complex text

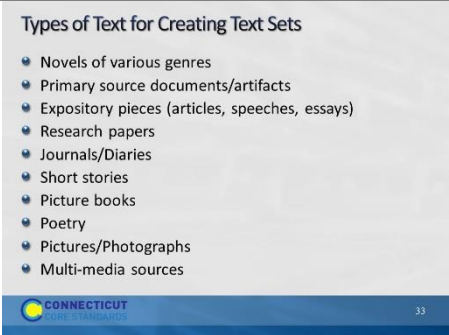


Slide 32

When looking at the standards across the year, it often becomes apparent that too many units are centered on a single text (teaching the text), a single genre of text (usually fiction) or on themes that have been “pre-decided” by the teacher. If the teacher has already determined the theme, then it is likely the unit will lead students to think like the teacher.

Emphasize that texts “talk” to one another and build knowledge. They are not random collections on a topic. Support students in accessing rich, complex texts, although at some points a text of lower complexity may help students build knowledge on a topic.

At this point, have participants locate texts and briefly discuss selection.



Slide 33

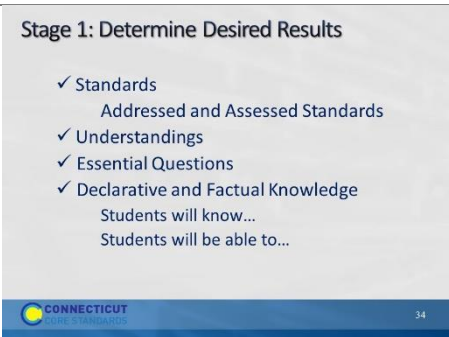
Emphasize that in today’s exercise, they will not have time to search out text sets, but they can think about the kinds of texts they would pair with the primary text they have chosen.

Text 1: Helps build background knowledge through reading, discussing, and writing

Text 2: Narrative teacher read-aloud or student read accessible text

Text 3: Well-written, complex expository text with multiple reads; independent, and guided by the teacher with direct instruction in decoding, text-dependent comprehension, and academic language

Text 4: Independent practice with related text and written response



Slide 34

Once texts have been selected, it is time to design Stage 1. Sometimes texts are selected and/or changed during this process. Then the curriculum designer asks:

“What are the desired student learning outcomes? What will students understand, know, and be able to do by the end of the lesson/unit? What open-ended questions will help students explore the big ideas and work through misconceptions?”

Based on the CCS-ELA & Literacy selected, what are explicit knowledge and skills, related to theme and topic that will be assessed?

Guidelines for Selecting Standards

- Limit the number of standards you choose. This helps to keep the unit focused.
- Some standards are addressed in nearly every unit.
- Indicate (bold or asterisk) those that are assessed in the unit.
- Have a plan for every standard you choose.
- Choose standards that work with your text.
- Integrate standards: Include reading, writing, speaking and listening, and language.
- As you develop the unit, continue to check in with your standards; if you see that it is not possible to include a standard, save it for another unit.



Slide 35

Facilitator, be sure to give examples.

Slide 36

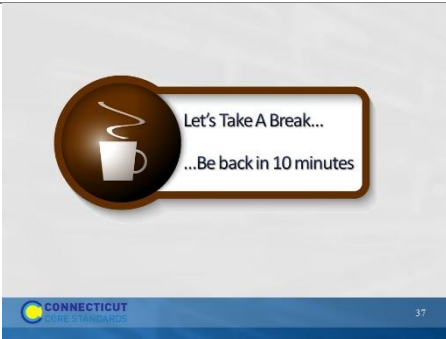
In Activity 3, participants will learn about, review, and build Stage 1 of a simple unit. The steps on this slide will be repeated for each part of Stage 1.

(Note: The template is also available on <http://ctcorestandards.org>, so participants can work in an electronic version of the template.)

Explain to the participants that the unit and lesson design format that was introduced in Module 2 and will be expanded upon in Module 4, is based on Wiggins and McTighe (2005, 2011). However, the template, designed for CT Core Standards Systems of Professional Learning, modifies the language and design elements of “Understanding by Design.” Today we will be looking at designing a unit and will get to the essential pieces of beginning lesson design.

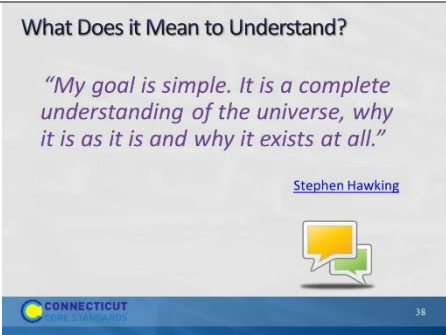
Activity 3a: 30 minutes

In pairs, participants determine a focus set of CT Core standards for the grade level and/or discipline and text they have chosen, including reading standards, writing standards, speaking standards, and language standards. Because of the limited time available for this activity, participants may need to concentrate on reading and writing standards. For the purpose of this exercise, if they don’t have time to select standards from all four domains, tell them they may default to SL.1 (discussion) as a Speaking and Listening standard, and L.4 (meaning of words) as a Language standard.



Slide 37

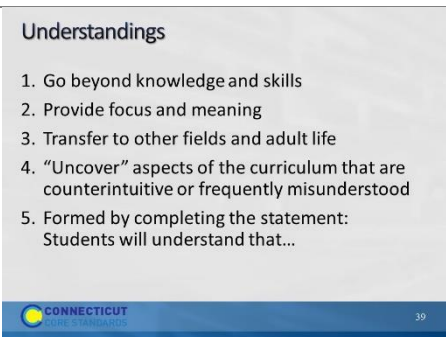
The break should be 10 minutes. Remind participants to try to be timely in their return.



Slide 38

What does it mean to understand? Turn and Talk. Put on chart paper. It is important to capture different aspects of understanding. Participants are likely to say, “Analyze, apply, create... If no one offers, be sure to add “Empathy, perspective, self-knowledge.”

You might get to these aspects of understanding by asking a couple of questions: What kind of understanding is meant when someone says, “He just doesn’t *understand* me?” How about, “After working at this job for a year, I *understand* that I need to do all my writing in the morning and save the afternoon for more routine tasks. Or, “I can’t *understand* why she wants to move to Chicago. It’s so nice here.” “It is hard to *understand* why they would choose to fight when they know the children will be the ones who suffer.”



Slide 39

Understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should

understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.

Some participants will have trouble formulating understandings and essential questions. Tell them that these can be refined over the course of the unit.

- If there are misconceptions that students frequently have about the content or skill, then it is a good idea to have an understanding about those, so the students explore them deeply and understand them at the end.

Essential Questions

- Can set the focus of the unit
- Address conceptual or philosophical foundations
- Stimulate ongoing rethinking of big ideas
- Thought-provoking
- May require further investigation
- May be standards-related or content related
- Interpretive, have no obvious right answer
- Raise more questions

(Wiggins & McTighe, 2013)

CONNECTICUT CORE STANDARDS FOR ELA & LITERACY

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Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence... Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers.”

Sometimes understandings and essential questions are reciprocal; sometimes not. There is often more than one essential question for an understanding as there are different aspects of the understanding to explore.

Understanding	Essential Questions
Great literature explores universal themes of human existence and can reveal truths through fiction.	How can tales from other places and times relate to our current lives?
By writing we communicate with future generations and by reading we communicate with past generations.	Why read? Why write?
Collaboration enables us to expand on our ideas and build our knowledge and accomplish more.	To what extent is collaboration necessary?
There are different versions of the truth.	How do I know what the truth is?

CONNECTICUT CORE STANDARDS FOR ELA & LITERACY

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Understandings start with an assumed sentence stem – “Students will understand that...” Explain that many essential questions start with the words, “Why?” “How?” and “To what extent?” Be careful with “Is?” and “What?” These often lead to finite answers with no exploration.

Ask participants, “Which of these understandings and essential questions are thematic in nature? Which invite students to explore the standards?”

Activity 3:
 Developing Stage 1 of a Unit

Activity 3b: Stage 1 – Understandings and Essential Questions

- **Review:** Review the understandings and essential questions in the model curriculum unit.
 - Do they require deep understanding?
 - Are understandings and essential questions related?
 - Do they address misconceptions?
 - Do they align with the text and the standards?
- **Do:** Create one or two understandings and essential questions for your unit.

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Activity 3b: 15 minutes

Elements of Stage 1 Work Together

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A reminder that the process is recursive. It is important to check and recheck that the elements work together as a unified whole.

Knowledge and Skills

- Derived from grade level standards
- Represent the most important aspects of the standard for this unit
- Will be assessed
- Indicate depth of knowledge or skill

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Blank.

Knowledge and Skills

<p>Students will know...</p> <ul style="list-style-type: none"> • Facts • Declarative knowledge • Vocabulary • Rules 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Examples • Identify key details • Summarize an article • Describe a character
--	---

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Should match standards and be specific to unit. Must be assessed.

Activity 3: Developing Stage 1 of a Unit

Activity 3c: Stage 1 – Knowledge and Skills

- **Review:** Review the knowledge and skills in the model unit.
 - Do they reflect the grade level standards in depth and specificity?
 - Are they realistic and measurable?
 - Are there too many or too few?
- **Do:** Write knowledge and skills for your unit.
 - Specific
 - Realistic and measurable
 - Not redundant

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Activity 3c: 30 minutes

Teaching for Transfer

Transfer goals highlight the effective *uses* of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. In every case, the ability to transfer learning manifests itself in not just one setting but varied real-world situations. Furthermore, transfer is about *independent* performance in context. You can only be said to have fully grasped and applied your learning if you can do it without someone telling you what to do.

Wiggins, G. & McTighe, J. (2012). What are transfer goals? Retrieved from <http://grantwiggins.wordpress.com/2012/02/02/a-summary-of-our-views-and-tips-on-transfer-goals-in-planning-and-teaching>

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Explain to participants that in the newest versions of UbD templates, the transfer goals are made specific in the template. These used to be called “Program Level” understandings and were intended to reflect those understandings that spanned the PK-12 range of a discipline. The term “transfer goal” was coined by Wiggins and McTighe to describe a more integrated type of understanding. In MA model curriculum units, the state has provided a limited number of transfer goals, representing integrated CCSS, from which curriculum writers choose one or two.

CCR Anchor Standards are Transfer Goals

"The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards. Students who are college and career ready:

- Demonstrate independence
- Build strong content knowledge
- Respond to the various demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures"

Common Core State Standards Initiative
<http://www.corestandards.org/ELA-Literacy/introduction/students-who-are-college-and-career-ready-in-reading-writing-speaking-listening-language/>



Slide 48

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**Activity 3:
Developing Stage 1 of a Unit**

Activity 3d: Stage 1 – Unit Overview

- **Review:** Does your model unit have an overview?
- **Do:** Considering the texts, standards, key understandings, essential questions, and learning goals, write a brief unit overview.
- Share your unit overview with your table.

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Activity 3d: 15 minutes

Stage 1 Wrap-up

- Discuss any questions or concerns that teachers may have about Stage 1 of the unit design process.
- How could you support them in addressing these concerns?



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Facilitator: Conduct this discussion in a way that is appropriate for your group. A small group may be able to do a full group discussion; a larger group may need to divide.

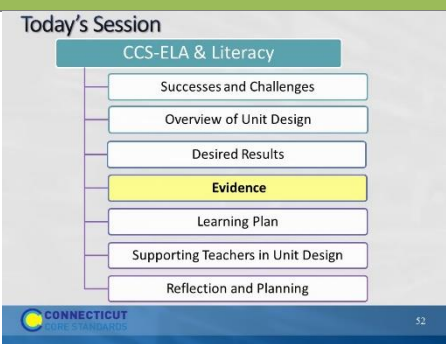
Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.



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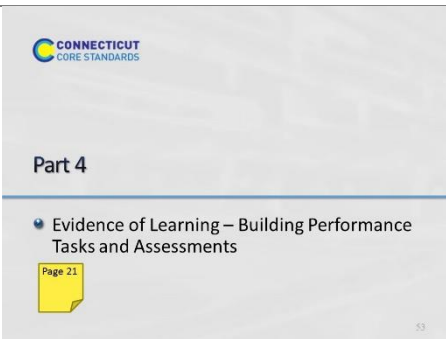
Remind participants of the need to be timely. Allow 45 minutes. State time to return.

Part 4



Slide 52

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Slide 53

90 minutes. Facilitator, if you are running over time on this section, you may need to eliminate activity 4b. Just discuss, but don't do.


Stage 2: Evidence

Assessment Evidence

- Reflects the desired results identified in Stage 1
- Identifies the evidence needed to validate that the targeted learning has been achieved
- Sharpens and focuses teaching

Two types of Assessment Evidence

- Performance tasks: Students apply their learning to a new and authentic situation to assess their understanding and ability to transfer their learning
- Other evidence: Assessments of discrete knowledge and skills



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Performance tasks reveal deep understanding and assess key knowledge and skills. Not all standards will be assessed in the performance task. In ELA, the bulk of performance tasks will require some kind of writing with evidence.

Please remind participants that formative assessment does not belong in Stage 2. You might think about it here, or note it here, but it goes in the learning plan and lesson plans.

Stage 2 Template: Evidence

Evaluative Criteria	Assessment Evidence
By what criteria will performance tasks be judged?	Performance Task(s) Through what authentic performance tasks will students demonstrate deep understanding and application of learning standards?
By what criteria will other types of assessments be judged?	Other assessments Through what other assessments (quizzes, tests, written assignments, observations, etc.) will students demonstrate mastery of desired knowledge and skills?



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Quickly show locations on template as participants follow along. Explain that “evaluative criteria” for the performance task will be the basis for the rubric. Be sure to explain that formative assessment is not considered part of the summative evidence. It is essential to the instructional process. We will discuss in more depth in Stage 3 of this module.

What is a Performance Task?

“What happens in athletics should happen in schools, though often it does not. In classrooms we see overemphasis on tests and worksheets that are the equivalent of decontextualized sideline drills, with few if any opportunities for students to actually play the game or “do” the subject in realistic ways.”

Wiggins and McTighe (2012)

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Turn and Talk. What does this mean? What does it mean for assessment? How does performance assessment change in project-based learning?

Characteristics of Exemplary Performance Tasks

- Provides an authentic context with relevance for students
- Gives specific expectations and criteria for students
- Emphasizes the application and use of knowledge and skills
- Reveals student understanding and transfer
- Rated with a rubric to measure different aspects of the task

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Use GRASPS to Create a Performance Task

- G** • GOAL Research the effects of the sale of junk food in schools
- R** • ROLE You are a subcommittee of the student council
- A** • AUDIENCE The principal and his/her advisory board
- S** • SITUATION The school committee wants to ban junk food in the schools
- P** • PRODUCT Write a letter proposing a policy on the sale of junk food in schools
- S** • STANDARD Peer review using rubric

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GRASPS is an acronym for creating performance tasks. It is important for the teacher to try it out first to see if it is do-able and to uncover places where students may not be able to complete the task.

This task was introduced to students as follows: “As president of the middle school student council, I have convened this subcommittee to craft a letter to the principal’s advisory board on behalf of the student council. The school committee is considering a ban on vending machines and the sale of junk food in all of the district schools. They are getting a lot of pressure from health professionals and parents who say that vending machines and the sale of junk food promote unhealthy eating habits. The school committee is asking each principal’s advisory board to weigh in on the issue. Our principal values students’ opinions and will consider our sound reasoning carefully. She knows that there are reasons for and against vending machines and the sale of junk food in schools. For example, on one hand, the revenue from the machines helps the school lunch program stay afloat, but on the other hand the school is promoting unhealthy eating habits through the sale of junk food.”

The principal has requested that the student council study the issue and write a letter stating an opinion and suggesting a policy based on evidence and sound reasoning.

Working in pairs, the students read several articles on the topic and then drafted a letter. One of the challenges to this performance task was that the teacher was not clear on the definition of “junk food.” Students interpreted it in different ways, and wanted to know if all food in vending machines was considered junk food. The articles also were not parallel in their definitions. The teacher modified this

task by allowing students to define for themselves what was considered “junk food.” Once they did that, they all agreed that “junk food” shouldn’t be allowed, but “snack food” might be OK.

GRASPS Ideas

G	Design, teach, explain, inform, create, persuade, defend, critique, improve
R	Advertiser, illustrator, coach, candidate, eyewitness, newscaster, editor, news show host, politician
A	Classmates, neighbors, pen pals, travel agent, jury, celebrity, historical figure, community, school board, government
S	The context of the situation – Create a real life scenario
P	Essay, letter, advertisement, script, debate, story, proposal, brochure, slide show, performance
S	What success looks like: Scoring guide, rubric, and examples

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This should provide structure and ideas. Emphasize for participants that in creating a GRASPS, the parts of the GRASPS should not be so unfamiliar that they create a barrier for the performance. For example, students should not be asked to write a news story if they have not learned the parts of a news story. They should not be given the role of architect if they don’t know what an architect does. The intent of the performance task is to engage students and give them an opportunity to apply knowledge and skills in new ways to demonstrate understanding – not to trick them.

Secondary Example
CCSS.ELA-Literacy.9-11.12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Reading Like a Historian: You are a journalist who is trying to answer the question: *Was the Great Society successful?*

1. Read LBJ’s “Great Society” speech.
2. Answer the provided sourcing and context questions.
3. Read the two provided secondary sources: a “Pro” perspective from historian Joseph Callifano and a “Con” perspective from Thomas Sowell.
4. Fill out the comparative graphic organizer.
5. As a Journalist for *American History Magazine*, you are to produce an article supporting the following: Which historian is more convincing? What kind of evidence does each use to make his case? How do these arguments still play out today? Cite evidence from all sources.
6. Your Discussion/Your Audience – You are asked to discuss your findings with the readers of *American History* (i.e., the students in our class). They will also be able to ask questions and provide comments.

www.achievethecore.org

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Here is an example of an aligned performance task to a standard. Mention that performance tasks should measure multiple standards. From www.achievethecore.org.

Performance Tasks Reflect Depth of Knowledge

DOK is about complexity—not difficulty!

- The intended student learning outcome determines the DOK level. What mental processing must occur?
- While verbs may appear to point to a DOK level, it is what comes after the verb that is the best indicator of the rigor/DOK level.
 - **Describe** the process of photosynthesis.
 - **Describe** how the two political parties are alike and different.
 - **Describe** the most significant effect of WWII on the nations of Europe.

Depth of Knowledge with Karin Hess
<http://www.youtube.com/watch?v=dRAOeflDcx>


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Slide 61

Participants will view a section of the video: *Depth of Knowledge with Karin Hess* <http://www.youtube.com/watch?v=dRAOeflDcx>. Time 00:00 to 8:55

Depth of Knowledge

- Performance tasks must require and reflect understanding of grade level CCS
- Hess' Cognitive Rigor Matrix http://www.nciea.org/publications/CRM_ELA_KH11.pdf is a tool for gauging and creating appropriate depth of knowledge



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Ask participants how DOK and the Cognitive Rigor Matrix apply to performance tasks.

**Activity 4:
Developing Stage 2 of a Unit**

Activity 4a: Developing Stage 2 of a Unit – Performance Task

- **Review:** Review the performance task in your model unit.
 - Does it clearly delineate expectations for students?
 - Will it reveal that students have gained understanding, knowledge, and skills key to the unit?
 - Are evaluative criteria made clear?
- **Do:** Create a performance task for your unit.
 - Use the GRASPS acronym.
 - Be certain the task requires cognitive rigor that shows true understanding of the CCS.

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In Activity 4a (45 minutes), participants deepen their understanding of the role of performance tasks as evidence of student learning. Facilitator: If time is short here, forego the charting and gallery walk. If participants need to move around, have them “Give One, Get One, by walking around and sharing verbally with others. Participant teams will record their work (as GRASPS) on chart paper and then do a “gallery walk” so they can see what other teams developed. They discuss their observations as a whole group, responding to the guiding question: “How realistic (or authentic) can a performance assessment be if it is to be both engaging *and* an effective measure of student learning?”

Invite participants to take a break at this point, look at posted performance tasks.

Evaluative Criteria

- Evaluative Criteria
 - Derived primarily from Stage 1 Goals
 - **Correspond to the most salient features that distinguish understanding and masterful transfer performance**
 - Should not be merely those qualities easiest to see or score
 - May be general or task-specific
- Rubrics are evaluative tools based on criteria

Wiggins & McTighe (2012).

CONNECTICUT CORE STANDARDS 64

Slide 64

Wiggins & McTighe (2012). *The Understanding by Design guide to advanced concepts in creating and reviewing units*. ASCD

Evaluative Criteria

- Four Types of Criteria
 - **Impact:** success or effectiveness of performance, given purpose and audience
 - **Content:** appropriateness and relative sophistication of understanding, knowledge, and skill employed
 - **Quality:** overall craftsmanship and rigor of work
 - **Process:** quality and appropriateness of procedures, methods, and approaches
- Students may have choices in products and performances, but evaluative criteria **must** remain consistent

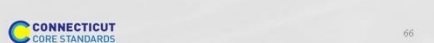


Slide 65

Wiggins & McTighe (2012). *The Understanding by Design guide to advanced concepts in creating and reviewing units*. ASCD

Rubrics

- Based on evaluative criteria and includes a measurement scale with descriptions of levels of performance
- Two general types of rubric
 - Holistic: provides overall impression of student work
 - Analytic: divides product or performance into individual traits or dimensions
- Use analytic rubric to provide precise feedback for students
- Share rubrics with students when introducing performance task



Slide 66

Explain that holistic is used when only one criteria is really important. Using a holistic rubric when there are specific dimensions of criteria means that two students can get the same score for entirely different reasons.

4 Point Rating Scales for Rubrics

- Understanding**
 - Thorough, substantial, partial, complete misunderstanding
- Effectiveness**
 - Highly, generally, somewhat, ineffective
- Accuracy**
 - Complete, generally, somewhat inaccurate, completely inaccurate
- Frequency**
 - Always, frequently, sometimes, rarely
- Independence**
 - Independently, with minimal assistance, with assistance, with much assistance
- Clarity**
 - Exceptionally clear, generally clear, difficult to follow, unclear



Slide 67

Point out that there are assignments/assessments for which a four-point scale may not provide the degree of accuracy needed for feedback. Some rubrics employ a five – or even six-point rubric, with more detailed ratings. More rating points may be needed if the evaluative criteria are multi-faceted. Unit designers should use a rubric that provides adequate descriptive guidance and feedback for students, without creating confusion with too many evaluative criteria and too many rating points.

In general, here are the steps to designing a rubric.

- Determine the criteria.

- Establish what exemplary performance would look like.
- Define the lowest level.
- Identify what is between the top and the bottom performance.
- Write clear and specific expectations as this will help to better guide students and help you to provide corrective feedback.

Activity 4:
 Developing Stage 2 of a Unit

Activity 4b: Evaluative Criteria

- **Review:** Review the evaluative criteria/rubric in your model unit.
 - Are criteria derived primarily from Stage 1 Goals?
 - Do criteria correspond to the *most salient* features that distinguish understanding and masterful transfer performance?
 - Are criteria generic, or specific to this performance?
- **Do:** Consider with your partner – What would be the most important evaluative criteria for your performance task?

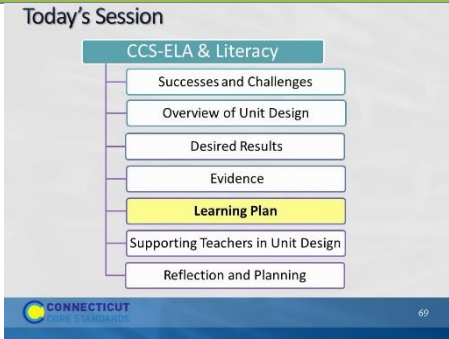
CONNECTICUT
 CORE STANDARDS
 GRADES 6-12
 68

Slide 68

Activity 4b (45minutes). Facilitator: If you are running late at this point, skip the review of the model unit. Remind participants that there is a resource list in the Participant Guide on page 24 that will direct them to good sources for rubrics.

Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.

Part 5



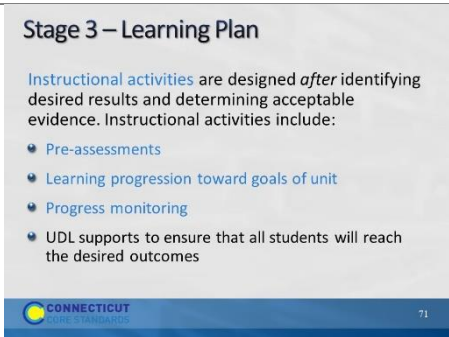
Slide 69

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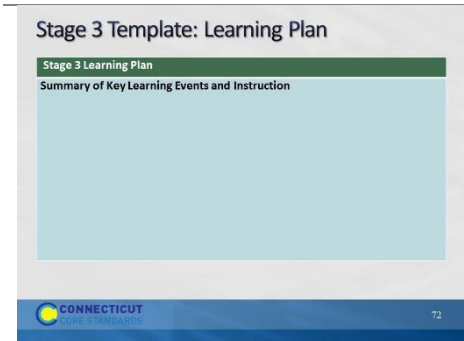
Slide 70

45 minutes



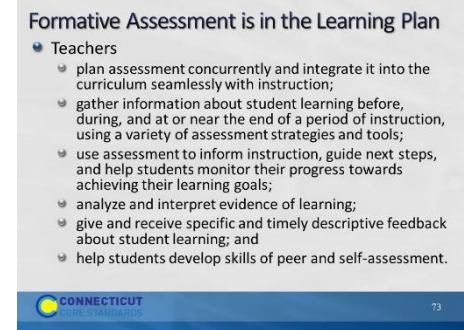
Slide 71

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Slide 72

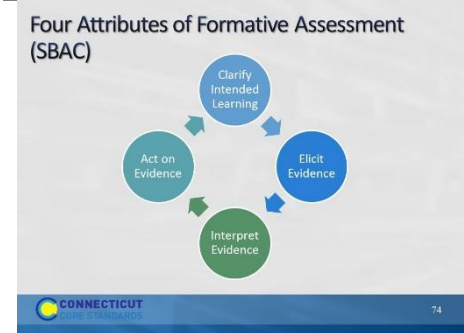
Quickly show locations on template as participants follow along.



Slide 73

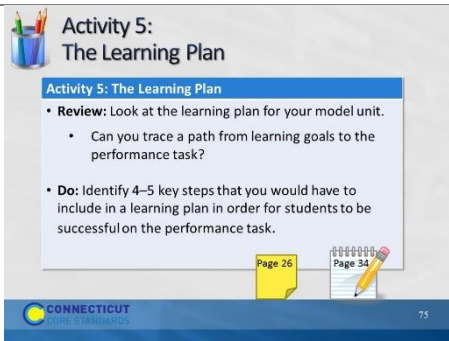
From Growing Success, Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>



Slide 74

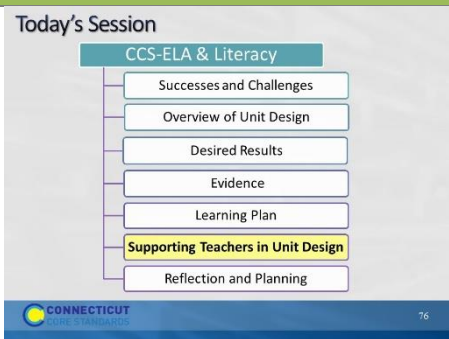
Cyclical nature of formative assessment. Integrated into learning plan.



Slide 75

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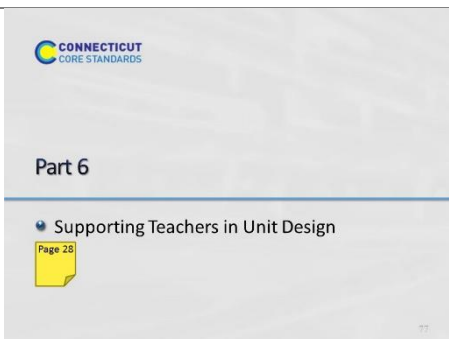
Part 6



Slide 76

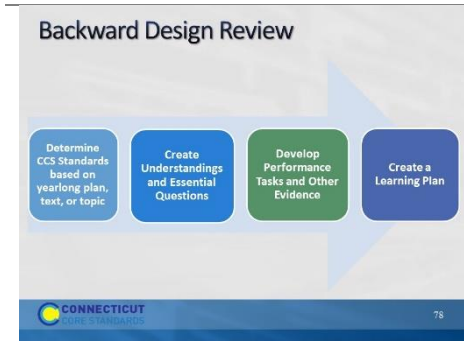
Remind participants that this is a very good place to check the alignment between standards and performance task. Do they find that in order for students to be successful on the performance task they would need to teach something that is not included in the established goals? Which would they change – the task? Or the goals?

Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.



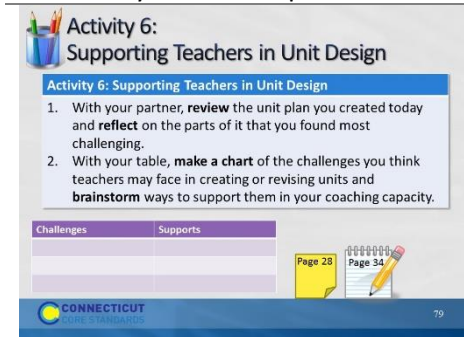
Slide 77

30 minutes.



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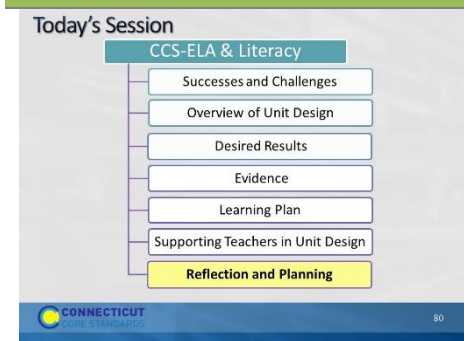
Just briefly review the process before beginning this activity.



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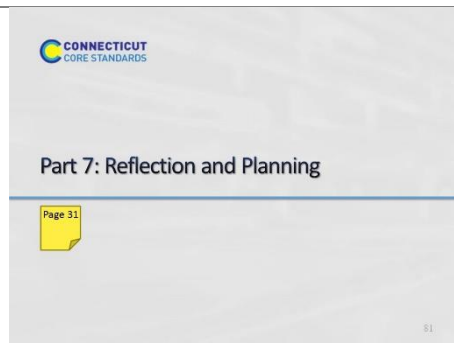
Participants will create a poster that lists the challenges they think teachers may face in creating or revising units and brainstorm ways to support them. Discuss what participants found most challenging. *Optional: Participants may record their thoughts in the Notepad section of the Participant Guide.*

Part 7



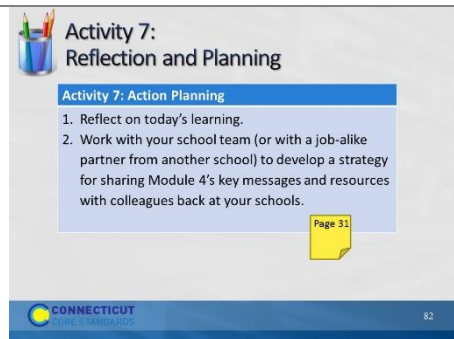
Slide 80

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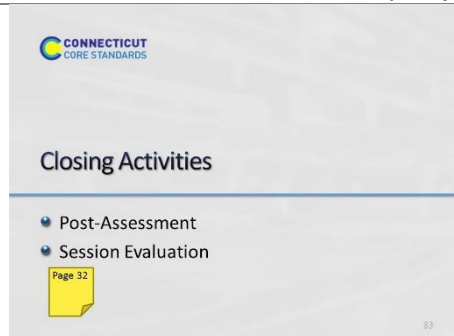
Slide 81

20 minutes



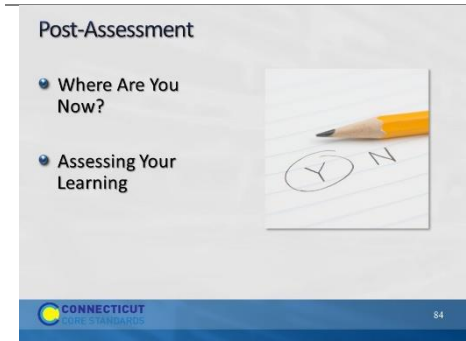
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Allow 20 minutes for this activity; adjust time as needed



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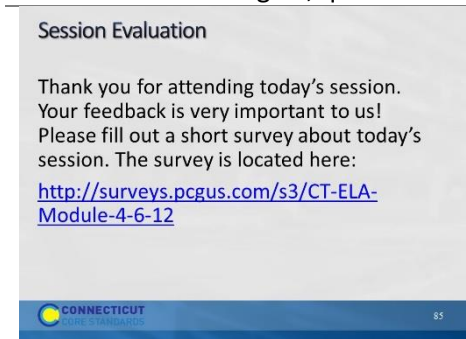
10 minutes



Slide 84

The Post-Assessment will be the same as the Pre-Assessment they took at the beginning of the session. This assessment is to gauge their learning based on the activities of the morning. They will find the Post-Assessment in the Participant Guide **(3-4 minutes)**.

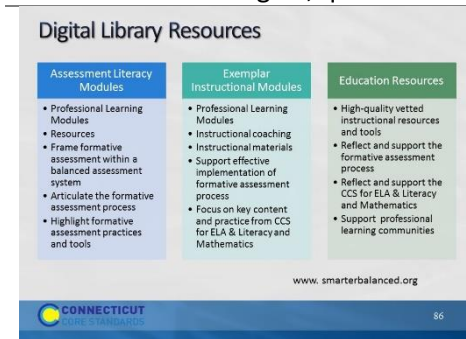
Ask for further thoughts, questions.



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Remind participants to complete the online Session Evaluation.

Ask for further thoughts, questions.



Slide 86

[www. smarterbalanced.org](http://www.smarterbalanced.org)

Closing Activities

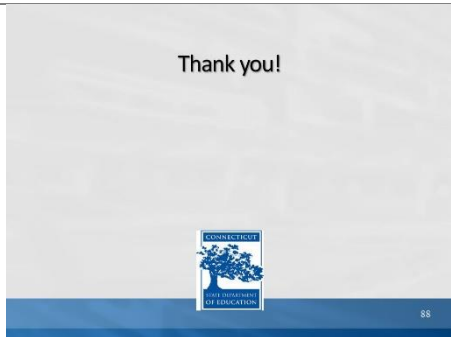
Some Key Resources

- ctcorestandards.org
- engage.ny.gov
- achievethecore.org
- americaachieves.org



Slide 87

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Slide 88

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