Session Outcomes

• To identify key elements and considerations of designing instructional units that promote competency-based learning

• To be familiar with and able to use resources and materials to design units within a competency-based learning environment
Agenda

Outcomes

Review Stages of Unit Design in a CBL system

Examine and reflect on a CBL unit

Access Resources for Unit Design development
Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

**Transcripts and Report Cards**
- **Cross-Curricular Graduation Standards**: 5–8 standards taught in all content areas
- **Content-Area Graduation Standards**: 5–8 standards for each content area

**Progress Reports**
- **Performance Indicators**: 5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

**Teacher Feedback**
- **Learning Objectives**: Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators

**Assessment Method**
- **Body of Evidence**: Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics
- **Verification of Proficiency**: Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time
- **Summative Assessment**: Graded summative assessments are used to evaluate the achievement of performance indicators
- **Formative Assessment**: Ungraded formative assessments are used to evaluate student learning progress
Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

Cross-Curricular
Graduation Standards
5–8 standards taught in all content areas

Content-Area
Graduation Standards
5–8 standards for each content area

Performance Indicators
5–10 indicators for each cross-curricular and content-area standard that move students toward competency and the achievement of graduation

Learning Objectives
Learning objectives guide the design of curriculum units that move students toward competency and the achievement of performance indicators
From Standards to Practice

**Phase I: District-Wide Planning**
- Identify Graduation Standards
- Develop Scoring Criteria
- Map Curriculum
- Design Summative Task
- Design Unit
- Write Performance Indicators
- Reflect + Refine

**Phase II: Design for Learning**
- Provide Supports + Interventions
- Design Instruction
- Design Unit

**Phase III: Instruction, Feedback, Evaluation**
- Assess Summatively
- Write Performance Indicators
- Assess Formatively
- Score with Criteria
- Reflect + Refine

**Phase IV: Reporting, Reflection, Refinement**
- Provide Supports + Interventions
- Report Learning
- Score with Criteria

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From Standards to Practice:

- Instruct
- Assess Formatively
- Assess Summatively
- Provide Supports + Interventions
- Report Learning
- Score with Criteria
- Reflect + Refine
- Identify Graduation Standards
- Develop Scoring Criteria
- Map Curriculum
- Design Summative Task
- Design Unit

From Standards to Practice

Phase I
District-Wide Planning
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Phase II
Design for Learning
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- Map Curriculum
- Design Summative Task
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- Provide Supports + Interventions
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Phase IV
Reporting, Reflection, Refinement
- Provide Supports + Interventions
- Design Instruction
- Assess Formatively
- Instruct
- Assess Summatively
- Identify Graduation Standards
- Write Performance Indicators
- Develop Scoring Criteria
- Map Curriculum
- Design Summative Task
- Design Unit
- Provide Supports + Interventions
- Design Instruction

*Provision of Supports and Interventions*
Turn + Talk

• Be honest: since completing your preservice coursework, when did you last write a comprehensive unit plan? Is this a distant memory or a regular habit?

• Who are the unit designers in your school and district?

• What is the norm for teachers in your system regarding using or adapting district-developed units?
Understanding by Design

How is designing a competency-based unit different from what I’m already doing?
Stages of Traditional Design

Planning and Implementation

1. Design Relevant Instruction: learning experiences and formative feedback
2. Determine Acceptable Evidence: How students will demonstrate learning
3. Define Desired Results: What students will know and be able to do
Stages of Backward Design

Planning

Define Desired Results
- What students will know and be able to do

Determine Acceptable Evidence
- How students will demonstrate learning

Design Relevant Instruction
- learning experiences and formative feedback
Stages of Backward Design

Planning

1. Define Desired Results
   - Graduation Standards
   - Performance Indicators
   - What students will know and be able to do

2. Determine Acceptable Evidence
   - Scoring Criteria
   - Summative Assessments
   - How students will demonstrate learning

3. Design Relevant Instruction
   - Learning Experiences
   - Formative Assessment
   - Learning experiences and formative feedback
Stages of Backward Design

Planning

Define Desired Results
What students will know and be able to do

Determine Acceptable Evidence
How students will demonstrate learning

Design Relevant Instruction
learning experiences and formative feedback

Implementation

Reflection
Brief Reflection Prompt

• We suggest that backwards planned units are also a commitment to equity.

• Write a thought about how a backwards-planned unit might create a greater likelihood of equitable outcomes for your students than traditional (activity-first) unit designs.
Unit Planning Template
Definitions/Guidance

Unit Title:
Teacher:
Grade Level/Course:
Approximate length of unit:
Unit summary:
  • Brief narrative comprised of 2-4 sentences discussing the unit.

Stage 1 - Desired Results

Guiding Principles (21st century cross-curricular skills):

Graduation Standards (content area standards of primary importance in this unit):

Primary Performance Indicators

• Define essential knowledge and skills to be as

• Determine what you intend to teach and assess

Supporting Performance Indicators

• Define content and skills you intend to review;

• Are assessed only in formative ways.

Understandings

• Reside at the heart of the discipline and invov

• “Doing” the subject;

• Make sense of information and skills, and help

• students mentally organize and apply informat

• Help students develop perspective and empath

• Are transferable across contexts, places and

Students will know...

• Learning expectations of the unit based on the

• primary performance indicators;

• Factual information, vocabulary, and basic con of the unit.

Sample 8th Grade Social Studies Unit

Unit Title: The American Revolution- was it justified?
Grade Level/Course: Grade 8 US History
Approximate length of unit: 4 weeks (including summative assessment)
Unit Summary: In this unit, students analyze how events and laws in 1770s America were interpreted differently by colonists based on their economic status, geographic location and attitude toward political change.

Stage 1 - Desired Results

Guiding Principles:

Standard A: A clear and effective communicator who understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes

Graduation Standards:

Standard 1 Applications of social studies processes, knowledge and skills: Collaboratively and independently research, present, and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts

Standard 6 History: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world
Stage One
Desired Results
STAGE 1: Defining Desired Results

- **Define Desired Results**
  - Graduation Standards
  - Performance Indicators
  - What students will know and be able to do

- **Determine Acceptable Evidence**
  - Scoring Criteria
  - Summative Assessments
  - How students will demonstrate learning

- **Design Relevant Instruction**
  - Learning Experiences
  - Formative Assessment
  - Learning experiences and formative feedback
# Stage 1: What’s Worth Understanding?

<table>
<thead>
<tr>
<th>Stages</th>
<th>Teacher Considerations</th>
<th>Student Considerations</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage One</strong></td>
<td>What matters about what we are learning? Identify related standards and indicators Clarify what students will know and be able to do</td>
<td>What do I need to learn and why What makes this important or useful?</td>
<td>What is the essential question? How is this going to be relevant to students? How will this get to the heart of the discipline?</td>
</tr>
</tbody>
</table>
STAGE 1: Desired Results

Unit Planning Template
Definitions/Guidance

Unit Title:
Teacher:
Grade Level/Course:
Approximate length of unit:
Unit summary:
  • Brief narrative comprised of 2-4 sentences discussing the unit.

Stage 1 - Desired Results

Guiding Principles (21st century cross-curricular skills):
Graduation Standards (content area standards of primary importance in this unit):

Primary Performance Indicators

• Define essential knowledge and skills to be assessed in the summative assessment;
• Determine what you intend to teach and assess explicitly.

Supporting Performance Indicators

• Define content and skills you intend to review or introduce;
• Are assessed only in formative ways.
Stage 1 Review

Examine stage 1 of your sample unit

• Review the Definitions / Guidance Document
• Review the Stage 1 section
• Discuss your findings with your colleagues
Stage 1

Notice, Wish, Wonder

Examine stage 1 of a sample unit

• What do you notice?
• What areas cause you to wish?
• What areas cause you to wonder?
Stage Two
Evidence + Assessment
STAGE 2: Evidence of Student Learning (assessment design)

- Define Desired Results
  - Graduation Standards
  - Performance Indicators
  - What students will know and be able to do

- Determine Acceptable Evidence
  - Scoring Criteria
  - Summative Assessments
  - How students will demonstrate learning

- Design Relevant Instruction
  - Learning Experiences
  - Formative Assessment
  - Learning experiences and formative feedback
### Stage 2: How Will Students Show Understanding?

<table>
<thead>
<tr>
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<th>Student Considerations</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage Two</strong></td>
<td>How will students show understanding?</td>
<td>Select and develop scoring criteria</td>
<td>In what ways do I have choice over how I represent my learning?</td>
</tr>
<tr>
<td></td>
<td>Design summative assessments</td>
<td>How will I know what they already know? What will the pre-assessment entail?</td>
<td>What does quality work look like?</td>
</tr>
</tbody>
</table>
Stage 2 - Evidence of Student Learning  
Assessment Design

Scoring Criteria

- Are outlined in a scoring guide or rubric format aligned with primary performance indicators;
- Define levels of performance for what students should know and do (e.g., 1-6; exceeds, meets, partially meets, and does not meet);
- Identify the criteria for meeting proficiency first;
- Include student input to ensure student-friendly language and understanding;
- Is exemplified by student work samples that clarify levels of performance (i.e. What does “meets” look like using prior student work samples?).

Summative Assessment

- Evaluates student progress in achieving the primary performance indicators;
- Addresses the essential question(s) in a thoughtful manner;
- Integrates the identified Guiding Principle(s) in the demonstration of the content performance indicators;
- Aligns to the expected depth of knowledge identified in the primary performance indicators;
- Provide differentiated entry points for students to demonstrate the performance indicators.

Entry-level Assessment

Conduct an oral, written, or kinesthetic pre-assessment to determine students’ strengths, weaknesses, understandings, and misconceptions in order to inform instruction.

- Includes questions related to each of the primary performance indicators;
- Groups the questions or activities in relation to each performance indicator so that data clearly indicates knowledge or gaps in knowledge per indicator;
- Includes a continuum of questions that transition from simple to complex, concrete to abstract, and recall to open-ended.
Stage 2 Review

Examine stage 2 of your sample unit

• Review the Definitions / Guidance Document
• Review the Stage 2 section
• Discuss your findings with your colleagues
Stage 2
Notice, Wish, Wonder

Examine stage 2 of a sample unit

- What do you notice?
- What areas cause you to wish?
- What areas cause you to wonder?
Stage Three
Instructional Design
STAGE 3: Instructional Design

Define Desired Results
- Graduation Standards
- Performance Indicators
  - What students will know and be able to do

Determine Acceptable Evidence
- Scoring Criteria
- Summative Assessments
  - How students will demonstrate learning

Design Relevant Instruction
- Learning Experiences
- Formative Assessment
  - Learning experiences and formative feedback
## Stage 3: What Promotes Engagement, Learning & Mastery?

<table>
<thead>
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<th>Teacher Considerations</th>
<th>Student Considerations</th>
<th>Instructional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage Three</td>
<td>Where can students have voice and choice?</td>
<td>What is the essential question?</td>
<td>What will make the materials and activities engaging and accessible to all students?</td>
</tr>
<tr>
<td></td>
<td>What supports and extensions will ensure productive struggle for everyone?</td>
<td>What makes the concept real and compelling?</td>
<td>How will I use data to inform my instruction?</td>
</tr>
</tbody>
</table>
### STAGE 3: Instructional Design

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Formative Assessments</th>
<th>Learning Experiences</th>
</tr>
</thead>
</table>
| Achievable chunks of learning that collectively reflect the performance indicators:  
  • What students should know and do  
  • Shared with students  
  • Monitored through formative feedback | **For Teacher:**  
  • Keep the end in mind  
  • Provide insight to improve student achievement;  
  • Results inform feedback to students and instructional decisions  
  **For Students:**  
  • Allow them to understand track and reflect on learning growth  
  • Maintain engagement | • Focus on learning target  
  • Vary in length  
  • Maximize engagement  
  • Differentiated based on formative assessment results  
  • Connect learning target(s) to the performance indicator(s) and essential questions |
Stage 3

Review

Examine stage 3 of your sample unit

• Review the Definitions / Guidance Document
• Review the Stage 3 section
• Discuss your findings with your colleagues
Stage 3

Notice, Wish, Wonder

Examine stage 3 of a sample unit

• What do you notice?
• What areas cause you to wish?
• What areas cause you to wonder?
Stage Four
Resources + Reflection
STAGE 4: Resources and Reflection

Planning

Define Desired Results
- What students will know and be able to do

Determine Acceptable Evidence
- How students will demonstrate learning

Design Relevant Instruction
- learning experiences and formative feedback

Implementation

Reflection
STAGE 4: Resources and Reflection

Resources:

• Varied based on student learning styles and needs
• Range of media and print materials
• Authentic applications of disciplinary knowledge and skills
STAGE 4: Resources and Reflection

Reflection:

Student Reflection:
Informs learning process and achievement:

• Think about their learning (meta-cognition)
  - What will I remember in five years?
  - When was I most engaged?
  - What do I still need to learn?
• Through the unit and after summative assessment
What materials and activities will engage students?
Table Talk

Could your sample unit, as designed, create more equitable outcomes for students?

Are there improvements you can offer that would enhance equitable outcomes for students?
"Planning my unit backwards made me commit to the knowledge and skills I intended that every student would master.

Next, when I developed a summative assessment before I planned for instruction, the outcomes and that assessment really guided my lesson design, the resources I selected, and my formative assessments."
What are some next steps you could take with colleagues at your school?
Questions?
Thank You