

Intro to Understanding By Design (UbD) and Intellectual Prep (IP)

Teaching About Trees...

Will these lessons lead to successful mastery of a unit focused on trees? Why/why not?

- 1.01 - Oak Tree Acorns
- 1.02 - Oak Tree Growth
- 1.03 - Oak Leaves & Photosynthesis
- 1.04 - Seasonal Changes of Oak Trees
- 1.05 - Oak Tree Habitats



Aims & Agenda

Aims

- Teachers will be able to explain the purpose of Understanding by Design (UbD) and identify and apply the 3 stages of UbD.
- Teachers will identify their standards and end-of-course assessments.

Agenda

- Forest for the Trees (5 min)
- UbD Discussion & Activity (10 min)
- Standards & EOC Assessments (10 min)



Understanding by Design

Take **5 minutes** to read the first page of [UbD in a Nutshell](#). Be ready to answer the following questions with a partner and then the group:

1. What are the 3 stages of UbD? What is the purpose of their sequence?
2. What is the ultimate goal of a strong UbD curriculum?
3. Which of these stages are critical for individual teachers to complete vs. being provided by a strong curriculum? Why?



UbD Stages Deep-Dive

Take **10 minutes** to read your assigned stage from “UbD in a Nutshell” then to create a display to explain the stage to the rest of the group.

Your display must include:

- Stage Name & Number
- Summary of the Stage
- Required Components & Descriptions
- Examples from Each Discipline

You will then have **2 minutes** to present to the group. All members of your group must participate in the presentation in a meaningful way.

UbD Stages Groups:

Stage #1: Team STEM + Claire

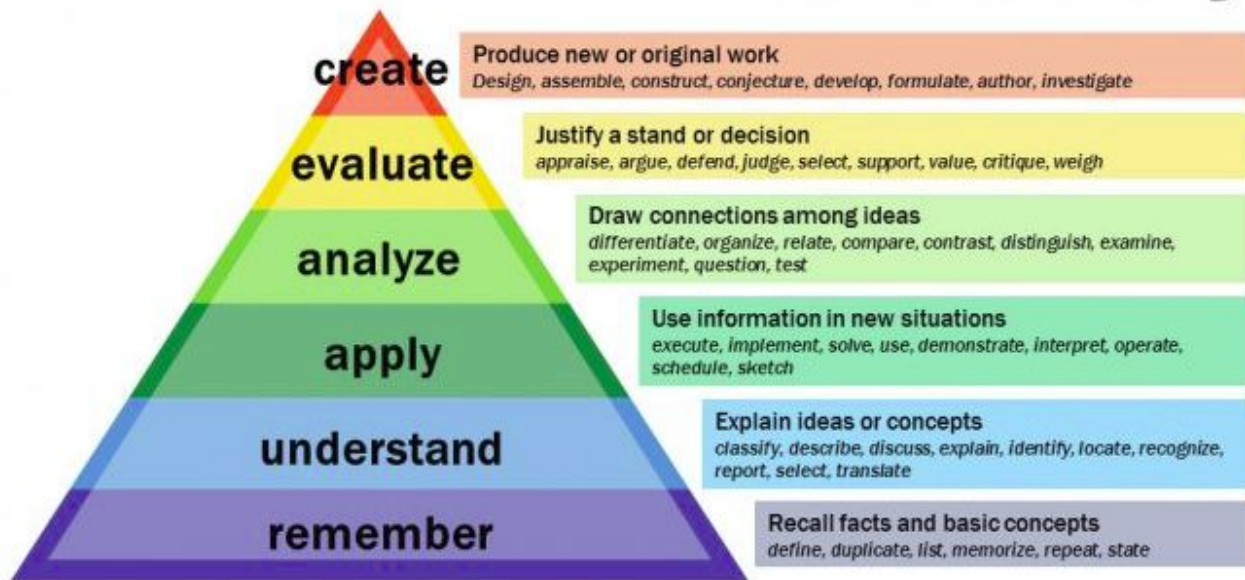
Stage #2: Team ELA + MA

Stage #3: Team History + Sean

UbD vs. Blooms

- Hierarchy of **cognitive complexity**.
- Initially designed to **analyze demands of assessments**
- Should be used **throughout the UbD process** to assess the rigor of each assessment item, unit plan, and lesson plan.

Bloom's Taxonomy



Standards and End of Course Assessments

(SS / EOC)	9th	10th	11th	12th
History	<i>Pre-AP World History</i> AF SS / IA	<i>AP World History</i> AF SS / AP Exam	<i>AP US History</i> AF SS / AP Exam	<i>US Government</i> AF SS / IA
Language Arts	<i>ELA1/ Comp1</i> AF SS / IA	<i>ELA2 / Comp2</i> AF SS / IA	<i>AP Language & Arts Lit 3 / Comp 3</i> AF SS / AP Exam	<i>AP Language & Arts Lit 4 / Comp 4</i> AF SS / AP Exam
Mathematics	<i>Algebra I</i> AF SS / IA	<i>Geometry</i> AF SS / IA	<i>A2PC</i> AF SS / IA	<i>AP Calculus / Pre-Calc</i> AF SS / AP Exam / Revised IA
Sciences	<i>Biology</i> AF SS / IA	<i>Chemistry</i> AF SS / IA	<i>Chemistry</i> AF SS / IA	<i>Environmental Science</i> AP SS / Mock AP Exam

WARNING: How to use and not use IAs

- In order for great teaching to happen, we must do so with **the end in mind**.
- For some courses this will mean **state tests, advanced placement assessments, or internally created interim assessments (IAs)**.
- For some teachers this will mean:
 - Accessing AP released test items
 - Practice SBAC or state test items
 - Revising/approving an AF aligned IA
- For **ALL teachers** this will mean:
 - Knowing the rigor level and standards assessed
 - Preparing students to meet that rigor bar
 - NOT “teaching to the test”
 - NOT giving text/test items ahead of time
- **When in doubt, don’t.**

Content Break-Outs

Claire - Science/Math

MaryAnn - Language Arts

Sean - History

Goals:

- 1) Retrieve & initial review of Scope & Sequence
- 2) Receive & initial review of IAs - from your coach, TBD.
- 3) Complete [Course UbD Document](#)

You will have **10 minutes** of work time. During this time, complete the following:

- Meet with any other teacher(s) teaching your course
- Skim your S&S for understanding
- Begin reviewing your IA
- **Make a Copy** of “Course UbD” Google Document
- Complete Course UbD for your course

Intellectual Preparation (IP)

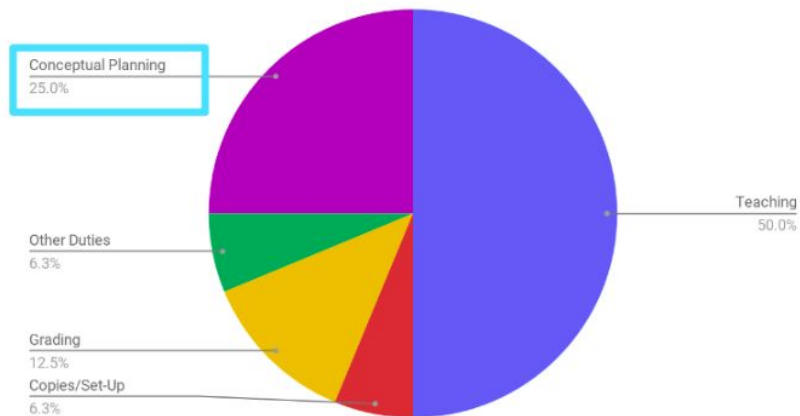
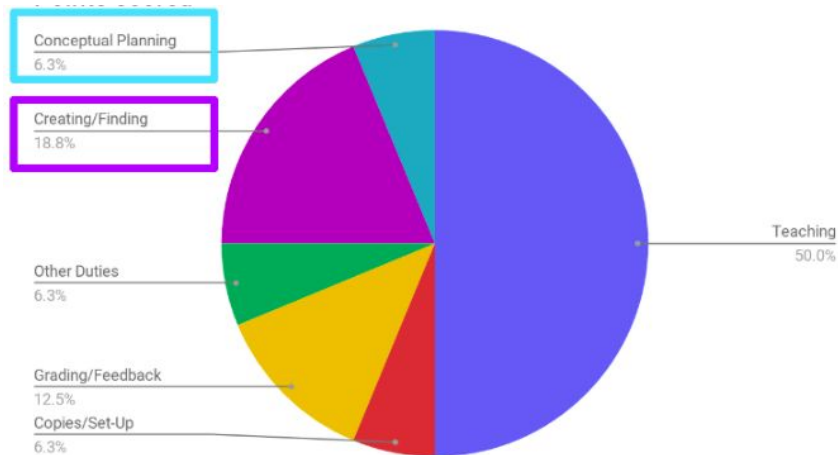
Going from the **forest** to the **trees**.



Intellectual Preparation

Why use provided lesson resources?

We want to shift the focus of **limited teacher time**.



Intellectual Prep Process

Read Plan & Create Exemplars for Lesson Tasks

Purpose: Internalizing the intent of the lesson writer, making connections to the unit, and having a high bar for student outcomes.

Timeline: 20 - 30 min

Outcomes: Can identify the purpose and outcomes of lesson *in your own words* and have strong exemplars to use.

Summarize Lesson & Key Takeaways

Purpose: Understanding the big-picture takeaways of the lesson and how this deepens student understanding.

Timeline: 10 - 20 min

Outcomes: Can state the key learnings of the lesson, where to focus the lessons or speed it up, and common misconceptions to anticipate.

Identify & Differentiate for Student Needs

Purpose: Making the lesson work for your students based on previous mastery.

Timeline: 20 - 30 min

Outcomes: Differentiation based on past mastery, individualized learning plans, and scripted questions to address common misconceptions or errors.

Intellectual Prep Cover Sheet Samples

Directions: Complete the IPP Cover Sheet for every lesson due for submission.

Step	Action:
1) Understand the concept and/or big ideas at play in the lesson and be able to articulate them clearly and crisply.	<ul style="list-style-type: none"><input type="checkbox"/> Read the entire Lesson Plan and identify the key concepts/big ideas students need to understand.<input type="checkbox"/> Create a lesson summary annotation that describes, in your own words, the purpose of the lesson (why), the key concepts students need to understand (big ideas/what), and how they will come to understand these within the lesson.<input type="checkbox"/> In the lesson summary, indicate where the rigor is for this lesson.<input type="checkbox"/> Identify the 1-2 places to go deep into conceptual understanding through discussion, and list additional content/procedures to move faster through.
2) Do the core tasks of the lesson to develop/refine exemplar work and clear CFS for anticipated strategies?	<ul style="list-style-type: none"><input type="checkbox"/> Print the classwork and complete this step directly in the student packet for the TAI and INM problems (include exemplar annotations).<input type="checkbox"/> If exemplar work is provided in the DLR, select the problem in the practice that is most aligned to the aim and exit ticket to complete exemplar work for. Alternative paths to the correct answer should be indicated for this step.<input type="checkbox"/> Complete the answer key for the remaining practice problems (exemplar work not required but suggested).
3) Anticipate misconceptions and create questions/supports to address these misconceptions.	<ul style="list-style-type: none"><input type="checkbox"/> For each core task, annotate to describe expected errors on the tasks and back pocket questions to respond to these errors<input type="checkbox"/> Identify the questions in the TAI debrief and INM that elicit the most important understandings and annotate with the following:<ul style="list-style-type: none"><input type="checkbox"/> The exemplar student responses<input type="checkbox"/> 1-2 misconceptions or errors that could surface in response to these questions<input type="checkbox"/> BPQs and/or the instructional strategy to address these misconceptions

How do you see the stages of **Intellectual Prep** shown in the requirements for the cover sheet for **HS Math**?

What is the impact of the **focus of teacher preparation** on these items vs. creating materials?

Intellectual Prep Cover Sheet Samples

	unit (e.g. yesterday we explored ... and today we will build on that by...)
<p>Heart of Lesson</p> <p>Recommended mode of instruction -</p> <ul style="list-style-type: none"> Re-read to visualize the scene - 5 minutes Debrief your visualization with a partner - 3 minutes Re-read to notice and generate questions - 5 minutes Circular response protocol to share what you noticed/wondered - 5 minutes Collaborative response protocol for focus question - 12 minutes <p>(30 minutes)</p>	<p>Reading 1: Re-read pages 27-29. What do you picture in your mind when you read this scene? What does this make you think, realize, or wonder?</p> <p>Sample Discussion Contributions: Responses will vary but students should be using text details to recreate and retell the scene. They should also be sharing the questions and observations the scene raises for them.</p> <ul style="list-style-type: none"> I see Trujillo as a small, weak man hiding behind his fancy flags, medals, and oversized furniture. I imagine him rudely laughing with his son while the girls shake with nervousness. Then I see him aggressively order the girls to begin their performance. I wonder if he is so bossy and rude because he is insecure about his size and power? I agree that Trujillo looked like he was hiding behind his riches. I also saw a bold glint in Sinita's eyes when she pointed the arrow at Trujillo and proudly said that her name is Perozo. I wonder where she got such courage? Could it be because she feels she has nothing to lose? <p>Reading 2: Re-read pages 27-29. Notice where Alvarez makes choices that stick out to you. What is the impact of her language in these moments? What does it remind you of?</p> <p>Sample Responses: Responses will vary but students should attend to the author's choices, their questions and observations about those choices, and the connotative/symbolic impact of Roy's language.</p> <ul style="list-style-type: none"> Alvarez uses descriptive language to show the impact of Sinita's actions on the crowd. She writes of the "stunned silence" that gives way to a "hubbub of whispers." This reminds me of times when I have been so shocked I was afraid to speak even though I wanted desperately to share what I just saw. I think this contrast between silence and whispers may characterize Sinita's actions as

I am going to use full class debrief here as the protocol for this needs to be taught still and the there is not time in this lesson.

Nicole Gilliams-Olivera
04/24/2019 12:48

Students may also visualize Ramfis' rage, Minerva's heroic cover up, and the rainy drive home. In circulation I can prompt for deeper visualization/ thinking using these prompts:

Imagine you were there at that exact moment. What would you have seen. Heard, smelled, felt?
When you visualize this moment, what is your emotional reaction? Are you surprised, disgusted, something else?

Nicole Gilliams-Olivera
04/24/2019 12:42

Students may summarize what she is talking about rather than her choices as an author. If this happens, I may prompt:

How would you describe her style and writing in this section? What are some specific examples?
What patterns are you noticing in how she uses language?

Where are places that you notice comparisons or vivid description? What do these lines make you think or feel?

How do you see the stages of **Intellectual Prep** shown in the requirements for the cover sheet for **HS Literature**?

What is the impact of the **focus of teacher preparation** on these items vs. creating materials?

Collegiate Charter Supports & Expectations



Annotated & Exemplar IAs - Complete your EOC Assessment creating exemplary responses. Score your work, revise, and submit to your coach.

Due Date: EOD Tuesday 7/23 if provided (or Friday if producing your own IAs)

UbD Reflection Tool - Complete (if not done already) your worksheet from today's session using your SS and EOC Assessment. Finalize and send to your coach.

Due Date: EOD Tuesday 7/23