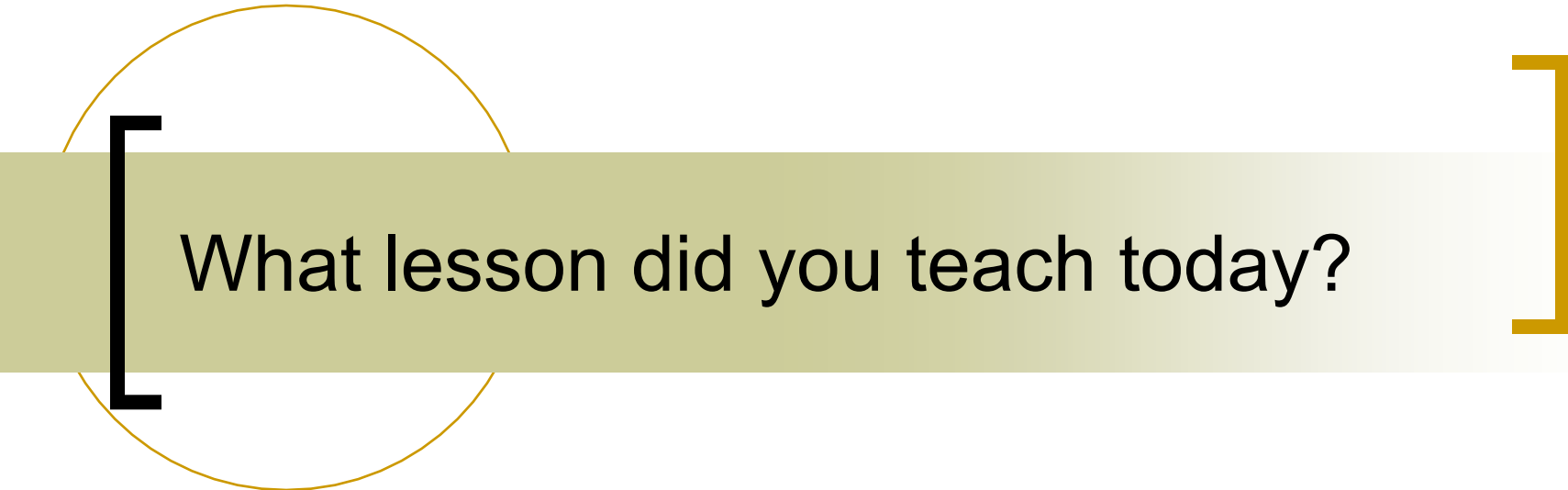




# Understanding by Design

Backward Planning for  
Student Success



What lesson did you teach today?

Write  
Pair Share

# [ Traditional Design ]

- Activity-oriented design
  - Engaging experiences
  - Hands-on
  - Often fun
  - Lacks focus on important ideas and appropriate evidence of learning.
- Coverage-oriented design
  - Students led through a textbook page by page.
- Design flaw – No clear intellectual purpose or clear priorities, *especially to the learner.*

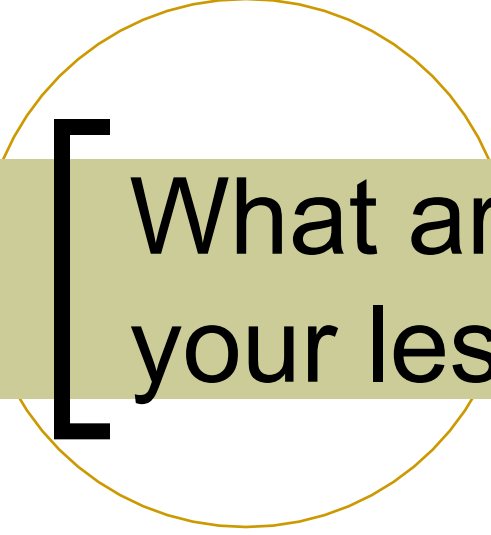
# [ Backward Design ]

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- Identify desired results
- Determine acceptable evidence.
- Plan learning experiences and instruction.

# [ Identifying Desired Results ]

- What are worthy and appropriate results?
  - What are the key desired learnings?
  - What should students come away with understanding, knowing, and able to do?
  - What big ideas can frame all these objectives?
- 
- Enduring Understandings
  - Essential Questions



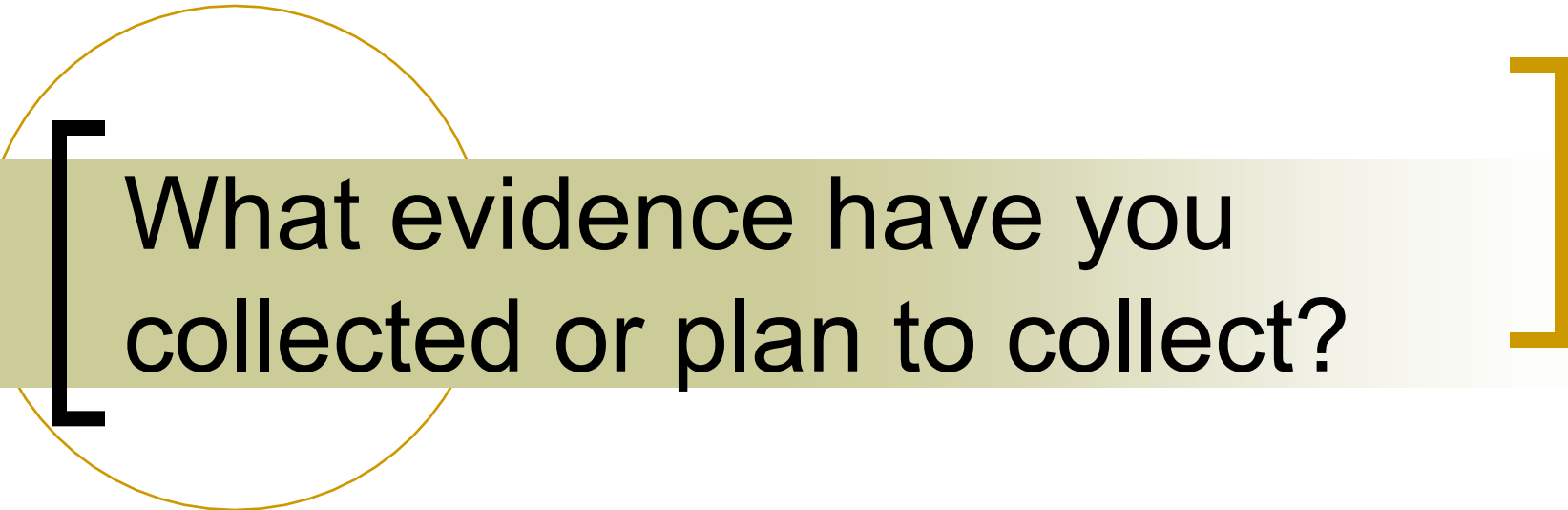
What are the desired results of  
your lesson and/or unit?

Write

Pair Share

# Determine Acceptable Evidence

- What is evidence of the desired results?
- In particular, what is appropriate evidence of the desired understanding?
- Decide this evidence before the beginning of the unit.
- Variety of both formal and informal, formative and summative, not just end-of-teaching tests or culminating tasks.



What evidence have you  
collected or plan to collect?

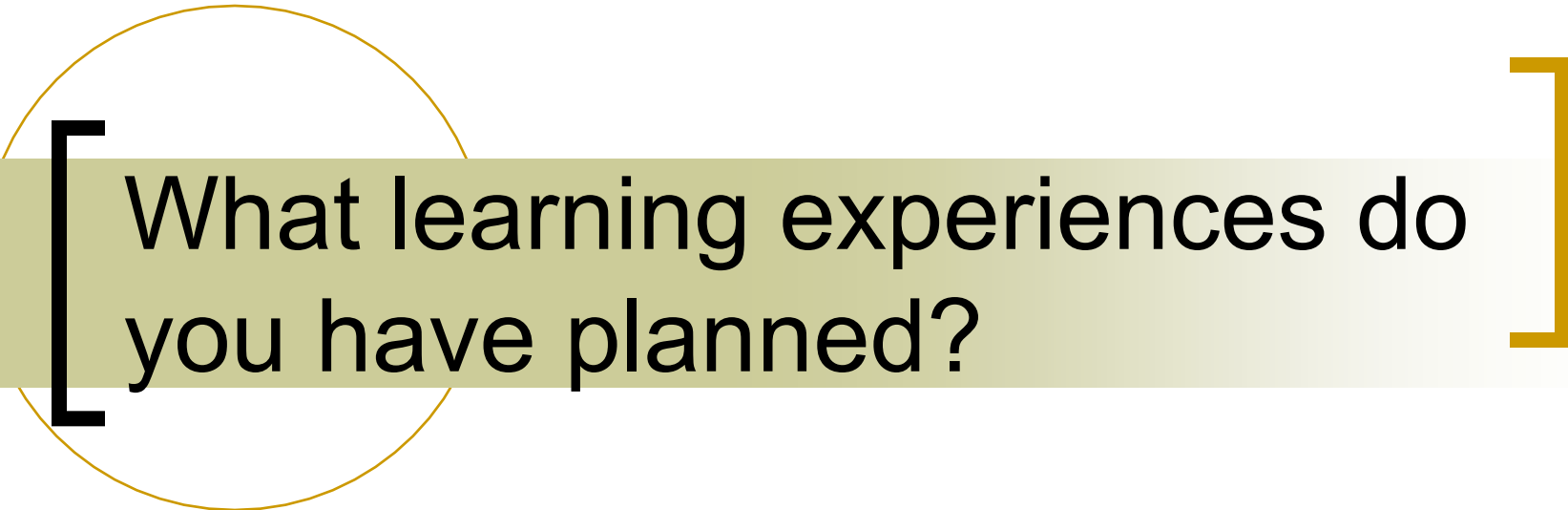
Write

Pair Share



# [ Learning Experiences and Instruction ]

- What learning activities and teaching promote understanding, knowledge, skill, students interest, and excellence?
- Specifics of Instructional Planning



What learning experiences do  
you have planned?

Write

Pair Share

# [ More about UbD ]

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- Puget Sound ESD offers clock hours and credit for ASCD Understanding by Design online classes:
  - <http://www.psesd.org/>