

Curriculum Planning using Understanding by Design #15893 PDIG Final Report Requirements –

1. Project Description

Describe/show to what degree the project was carried out as planned. Include what went well and what proved to be a challenge. Include a synthesis of your journal entries.

The original plan was to pursue the curriculum work started during a 2016-2017 PDIG. During the initial year, Stage 1 (Desired Results) of the Understanding by Design (Wiggins and McTighe) process was completed (sample attached). Our goal was to complete Stage 2 (Assessment Evidence) and Stage 3 (Learning Plan) of the UbD process. We were granted three release days. Our goal was to build three units, test them out in class and update them. We accomplished this goal.

The challenge was the availability of the original teachers to pursue the second year of the project. Upon confirming the second year of the project, many of the teachers were no longer available as they had committed to other projects. Our team was reduced to 2 teachers.

The meetings were all run in a similar fashion:

- 1-Review prior documents created and update them.
- 2-Build Stage 2 and Stage 3 for a unit according to the Understanding by Design (UbD) template.
- 3-Test out the unit in class. Teachers provide feedback for improvement.

2. Project Goals

Describe/show to what degree the goals of the approved project were met. If the goals were only partially met or not met at all, describe the reasons for this.

The goals of the project were met. We created three units (design templates) and tested two of them out in class. The third unit was built during the third release day and was not tested out. It will be tested out next September as it contains prerequisite learning to the subsequent units.

In-class support by the consultant was not provided. A lack of time was the main factor. We did not administer the pre-test or post-test.

3. Project Outcomes

Describe/show the gains that the participating teachers achieved through this project.

Reading comprehension was the focus of our unit designs. We did a lot of professional development on the reading response process. We built a unit on making meaning, a unit on making connections and a final unit on retelling stories orally. The teachers tested out each of the units and returned with questions on best practices. Articles and videos were discussed. These discussion helped improved the units and teaching practice.

The main goal was to learn how to build unit plans using the UbD template. The teachers participated and I feel that they have now experienced the process once. They will be able to reproduce this process to continue to build units.

4. Reinvestment

Clearly describe how the resources created and/or the learning achieved by the participants can be of benefit to the educational community at large. If applicable, comment on whether or not this project should be carried out by other teams and if so, how it could be improved.

Unit planning through backwards design is complex. The teachers experienced each part of the process. I also experienced the process for the first time. We now have experience to support other school team members within the same schools or in other schools. Having experienced the process, the teachers are more likely to use this process when building new units.

We created 3 unit plans on reading that can be redistributed to any Cycle 1 teacher or Elementary Consultant in Quebec (attached). As a consultant, I can give teachers and consultants digital access to test out the units and personalize them as they wish.

As discussed, these units can be redistributed throughout Quebec but I don't always recommend this. The learning actually comes from completing the process. It is worthwhile experiencing the whole process so that teachers benefit from the exposure to the QEP, selecting parts of it to focus on, building assessments that are in line with the curriculum goals and finally developing lesson plans in line with the targets set out.

The DEEN Language Network is an association of language consultants from the English school boards. They are looking at focusing on Backwards Design using the UbD template as their 2018-2019 project. I hope to be able to share my experience around the table to support consultants wishing to experience this process. In turn, these consultants will be able to support teachers across the Quebec English school boards.