Planning with the End in Mind

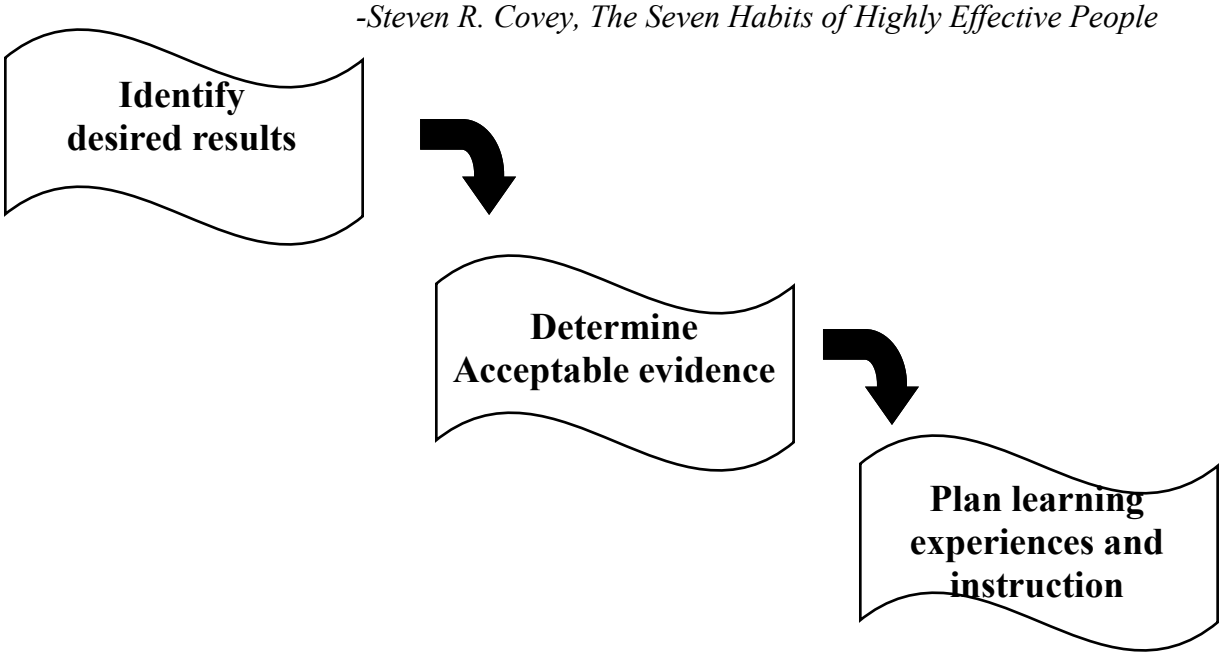
"Standards Based Planning"

Or

"Backward Design"

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

-Steven R. Covey, The Seven Habits of Highly Effective People



From Wiggins & McTighe

From the Staff meeting learning standards distributed at the beginning of the year was this standard:

- Staff members will be able to plan a unit using a standards-based approach

The goal is that all of our unit planning will be based on a standards based or backwards design model. There are different models to look at, including Wiggins & McTighe, Rutherford, and Martin-Kneip. The specific model isn't what's important. What is important is that we begin with the end in mind

The goal is that each of us work, collaboratively, to develop and implement at least one unit plan that uses a standards-based approach. Along the way, drafts and updates will be submitted, and feedback will be given. Summative feedback will be given via the unit planning rubric. A collection of completed units will be kept with the other unit exemplars in the conference room.

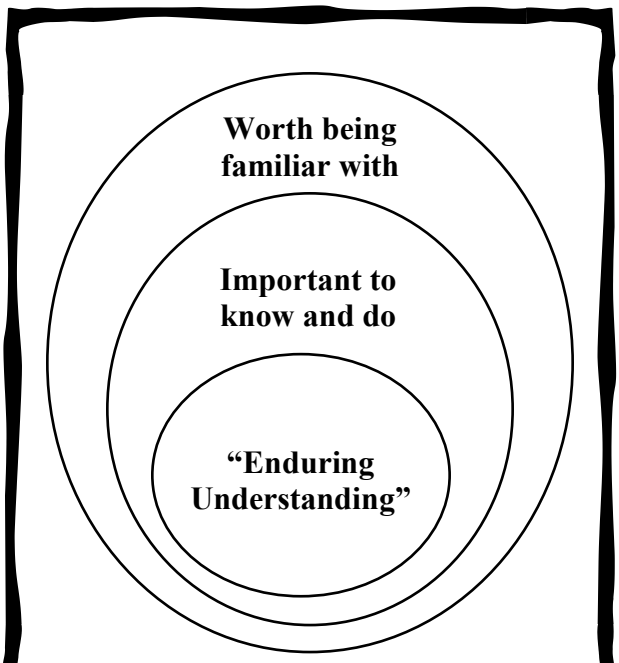
Planning with the End in Mind

Identify desired results

1. **Analyze the Standards:** Which Learning Standards, Performance Indicators, and district curriculum goals will the students be working on?

2. **Identify the Essential:** What are the key ideas and essential questions that are essential for all students to know?

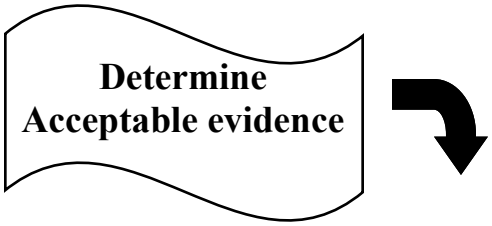
3. **Important or nice to know:** Given the essential as described above, what knowledge and skills are important to know or merely nice to know? How will focusing in on the essential be different from the way this unit was in the past?



From Wiggins & McTighe

Adopted from Paula Rutherford and Just Ask Publications

Planning with the End in Mind



1. **The assessment criteria:** What will it look like when students can demonstrate that they understand the big ideas and have the essential skills? What needs to be in the rubric or performance task list?

2. **The assessment format:** What products would demonstrate student learning? What is the rubric? What exemplars and anchors do I need to provide? Can I build in choices for students that allow them to use their strengths and styles?

3. **Accommodations and modifications:** What support systems and strategies can I use to ensure that all students have an opportunity to demonstrate mastery even if their current experience base around this standards is limited? What accommodations or modifications in the assessment will be needed for students with special needs?

Adopted from Paula Rutherford and Just Ask Publications

Planning with the End in Mind

Plan learning experiences and instruction

1. **Framing the learning:** How will the standards, objectives, assessment criteria, etc. be communicated to the learners? How will students know what they are going to be doing, what they will know and be able to do as a result of these activities, how they will be assessed, and why this is important?

2. **Preassessment:** How will I know where each student is performing at the beginning of the unit?

3. **Prior knowledge:** How ill I help students access prior knowledge and use it productively, either building on or addressing misconceptions?

4. **Active learning:** What active learning experiences will help students achieve the standards? What resources do I need to facilitate this?

5. **Assignments:** What assignments, projects, and homework will help the students see the relevance of the learning and help them not only meet the standard but retain their learning?

6. **Formative evaluation:** What classroom activities, observations, quizzes, etc. would provide me with information on their progress toward the standards?

7. **Stumbling blocks:** What problems/issues might prevent student mastery of the standards? For which students?

8. **Diversity:** How can I structure the learning environment and differentiate instruction to minimize the impact those problems might have on the learning process? What kinds of accommodations and support systems do I need to continue to do or implement for the diversity of learners in the classroom?

Adopted from Paula Rutherford and Just Ask Publications

Standards-Based Planning Calendar

September 3:	Overview of expectations and plans (30 minutes max.), vocabulary matching activity
September 4:	Diagnostic assessment (individual and/or group)
October 1:	Staff meeting, abbreviated peer review of units from previous year
October 11:	Afternoon (Jay McTighe preparation)
October 29:	Jay McTighe at Middle School Conference Day
November 15:	(tentative) Half day with PM Mini-conference (lunch and workshops by us based on diagnostic summary)
December 13:	(tentative) Half day, with PM work time (lunch, mini-lesson and then mostly work time)
January 30:	Superintendent's Conference Day with PM work time (lunch, mini-lesson and then mostly work time)
February 28:	(tentative) Half day, with PM work time (lunch, mini-lesson and then mostly work time)
March 14:	Superintendent's Conference Day with PM work time (lunch, mini-lesson and then mostly work time)

Based on the results of Standards Based Planning Diagnostic Assessment that staff completed on September 4th, the following have been identified, as the first areas the Standards Based Planning Cadre will address:

1. Gap Analysis
2. Using Rubrics Before, During, and After Assessment
3. Using data other than student work to inform classroom decisions
4. Essential Questions
5. Resources available to guide standards-based planning
6. Integrating literacy into all subjects
7. Ways to frame the learning
8. Action Research
9. Incorporating standards form areas other than my own

The cadre will plan a mini-conference with sessions addressing as many of these areas as possible. Students will attend for a half-day (leaving at approximately 11:30AM). We'll all eat lunch together, and then choose sessions from the above list to attend. A specific schedule will be developed soon.

At this point, we are seeking Arcadia Middle School staff members who are willing to facilitate, co-facilitate, or contribute to a session from the above list. If you are willing, please send a message indicating your willingness, including which area you'd like to help with, to Jackie Goodwine (jackie.goodwine@greece.k12.ny.us) by September 27th.

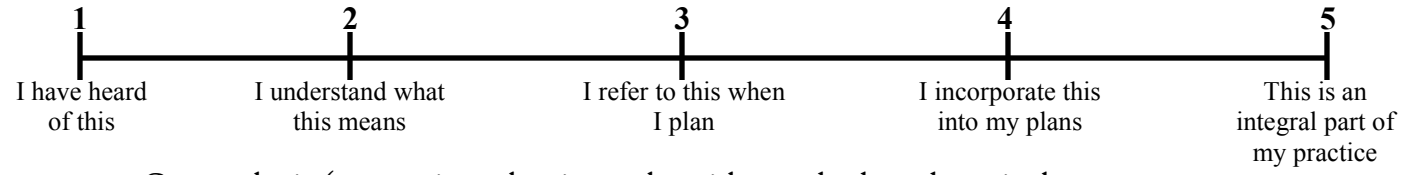
Unit Collection

The following Standards-Based Units are available in the conference room for reference and use at any time. They can be found in binders on the shelves. They are labeled: **Standards-Based Curriculum and Assessment Prototypes.**

Unit Name	Standards area(s)	Target Grade Level	Volume #
Connecting the Present with the Past	Social Studies English Language Arts	Grade 6	Volume 5
Me Personal Connection	Social Studies English Language Arts	Grade 8	Volume 5
A Quiet Garden	MST English Language Arts	Grade 9	Volume 5
Westward Journal	Social Studies Language Arts	Grade 5	Volume 2
Laws of Science	Science English Language Arts	Grade 6	Volume 2
Assessment in Drug Education	Health	Grade 7	Volume 2
Americans: A Study in Diversity	Social Studies English Language Arts Technology	Grade 5	Volume 3
Challenge of the Sea	Science English Language Arts	Grade 6	Volume 3
Theme: Human Rights	Social Studies English Language Arts	Grade 4	Volume 1
Childhood	Social Studies English Language Arts	Grade 6	Volume 1
Interdependence of Organisms	Science	Grade 7	Volume R
Reasons for the Seasons	Science	Grade 8	Volume R
Coming of Age in Wartime	Social Studies English Language Arts	Grade 8	Volume R
Algebra at Alexandria's Awesome Amusement Park	MST	Grade 7	Volume R
Ecosystems	Science	Grade 6	Volume R
Researching and Sharing Information	Music English Language Arts	Grade 7	Volume R
Differentiated Lesson for Math Instruction	Math	Grade 6	Volume R
Changing Role of the US in World Affairs	Social Studies English Language Arts	Grade 8	Volume R
The Devil's Arithmetic and the Holocaust	Social Studies English Language Arts	Grade 8	Volume R

Standards Based Planning Diagnostic Assessment

Rate the degree to which the item relates to your practice with Standards Based Planning. In the space for "evidence", briefly describe an example to illustrate your rating. This information will be used to plan events and activities during the course of the year.



____ Gap analysis (comparing what is taught with standards and curriculum to determine overlap, shortfalls, etc.)

Evidence:

____ Identifying what is essential to know, important to know, and nice to know

Evidence:

____ Performance assessment

Evidence:

____ Using rubrics before, during, and after assessment

Evidence:

____ Looking at student work to inform classroom decisions

Evidence:

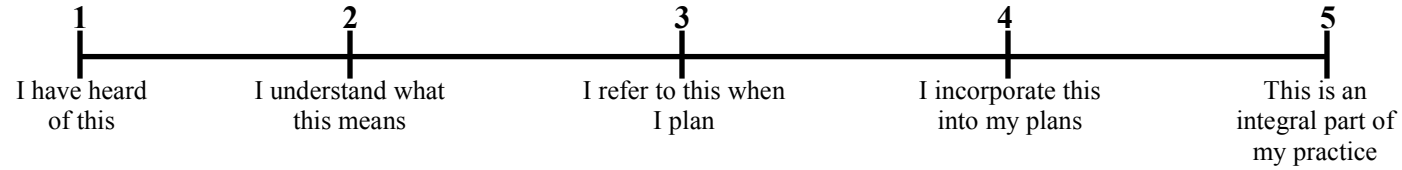
____ Looking at data other than student work to inform classroom decisions

Evidence:

____ Essential questions

Evidence:

Continue to rate the degree to which the item relates to your practice with Standards Based Planning. In the space for "evidence", briefly describe an example to illustrate your rating. This information will be used to plan events and activities during the course of the year.



____ Resources available to guide standards-based planning, including CD-ROMS, websites, organizers, etc.

Evidence:

____ Integrating literacy into all subjects, including Claim-Evidence-Interpretation as a format

Evidence:

____ Differentiation of Instruction

Evidence:

____ Ways to "Frame the Learning," so that students know the objectives, the rationale and assessment criteria in advance

Evidence:

____ Action research (asking questions about classroom strategies and looking for answers in a methodical way)

Evidence:

____ Incorporating standards from areas other than my own

Evidence:

____ Other (please specify):

Evidence:

STANDARDS BASED PLANNING at ARCADIA MIDDLE SCHOOL

Instead of a staff meeting, after school meeting time for Tuesday, April 2nd, is for working on your unit plans. *This is the last time work time will be designated for the purpose of working on unit plans.* All in all, you've had between 15 and 24 hours of planning time for the purpose of collaborating on your unit plan. If you are not done with your unit, you should be, soon! As I've been telling you for the whole year, I expect you to turn in, to me, a copy of your completed unit plan. Whether or not you will have delivered your unit by May 1st, **I am asking that you submit your completed unit plan by May 1st** (sooner, if you have it!). Please be sure to indicate who has worked on the unit plan when you submit it. As always, I'm interested in any drafts you have and welcome the chance to provide you some feedback about its progress. If you have any questions, please ask.

Jeff

STANDARDS BASED PLANNING at ARCADIA MIDDLE SCHOOL

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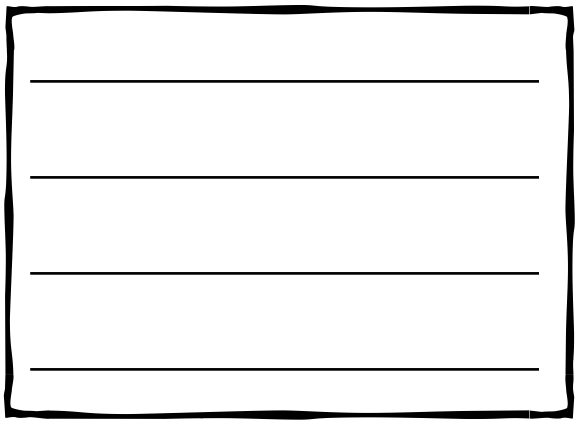
Jeff

Planning with the End in Mind

Identify desired results

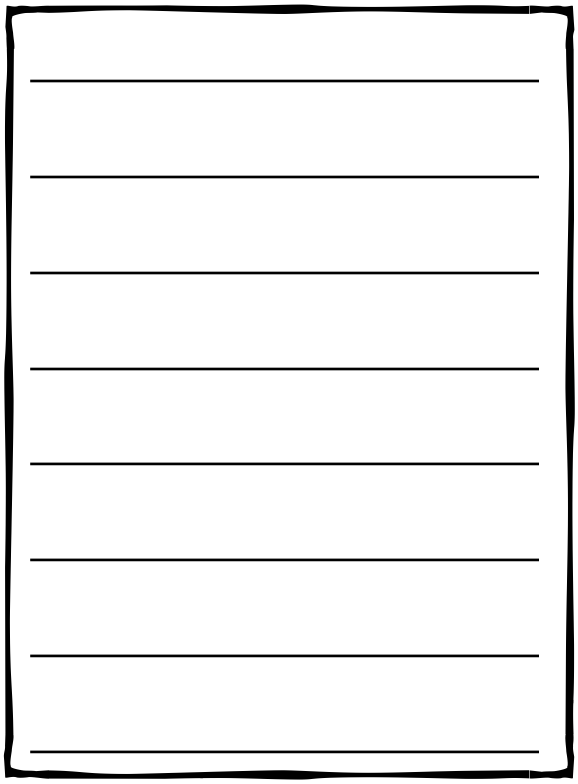
What overarching understandings are desired?

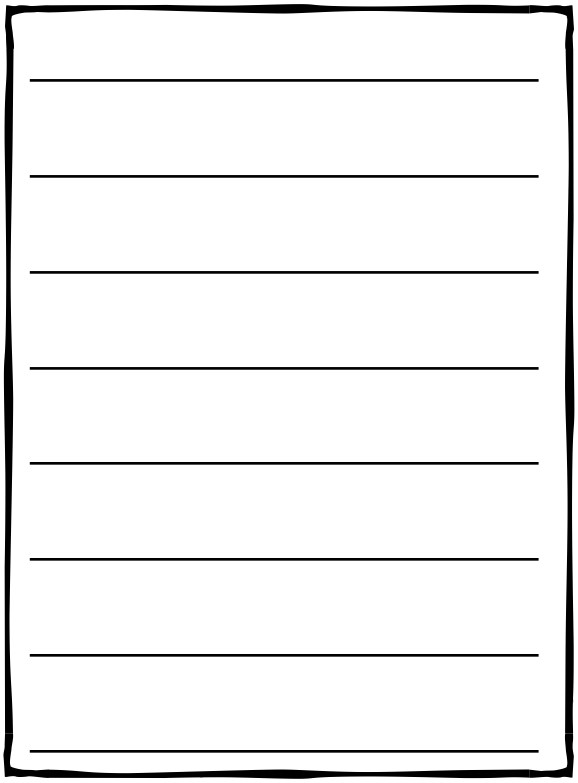
What are the overarching "essential" questions?



What will students understand As a result of this unit?

What "essential" and "unit" questions will focus this unit?





From Wiggins & McTighe

Planning with the End in Mind

Determine Acceptable evidence

Performance tasks, projects, etc.

Quizzes, tests, academic prompts

Other evidence, such as observations, work samples, dialogues, etc.

Student self assessment

From Wiggins & McTighe

Planning with the End in Mind

Plan learning experiences and instruction

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know...	*Students will need to be able to...*

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

From Wiggins & McTighe

Planning with the End in Mind

Plan learning experiences and instruction

Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skills are needed?

Students will need to know...	*Students will need to be able to...*

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

From Wiggins & McTighe

Progress Update

THIRD REQUEST!

Names: _____

_____

_____

_____

What will be your standards-based unit that your are collaboratively planning this year?

_____

_____

What priorities have you identified to work on, collaboratively this year (other than planning a standards-based unit)?

_____

_____

_____

_____

Within the items described above, what specifically have you been working on, and what is next on your "to-do" list?

_____

_____

_____

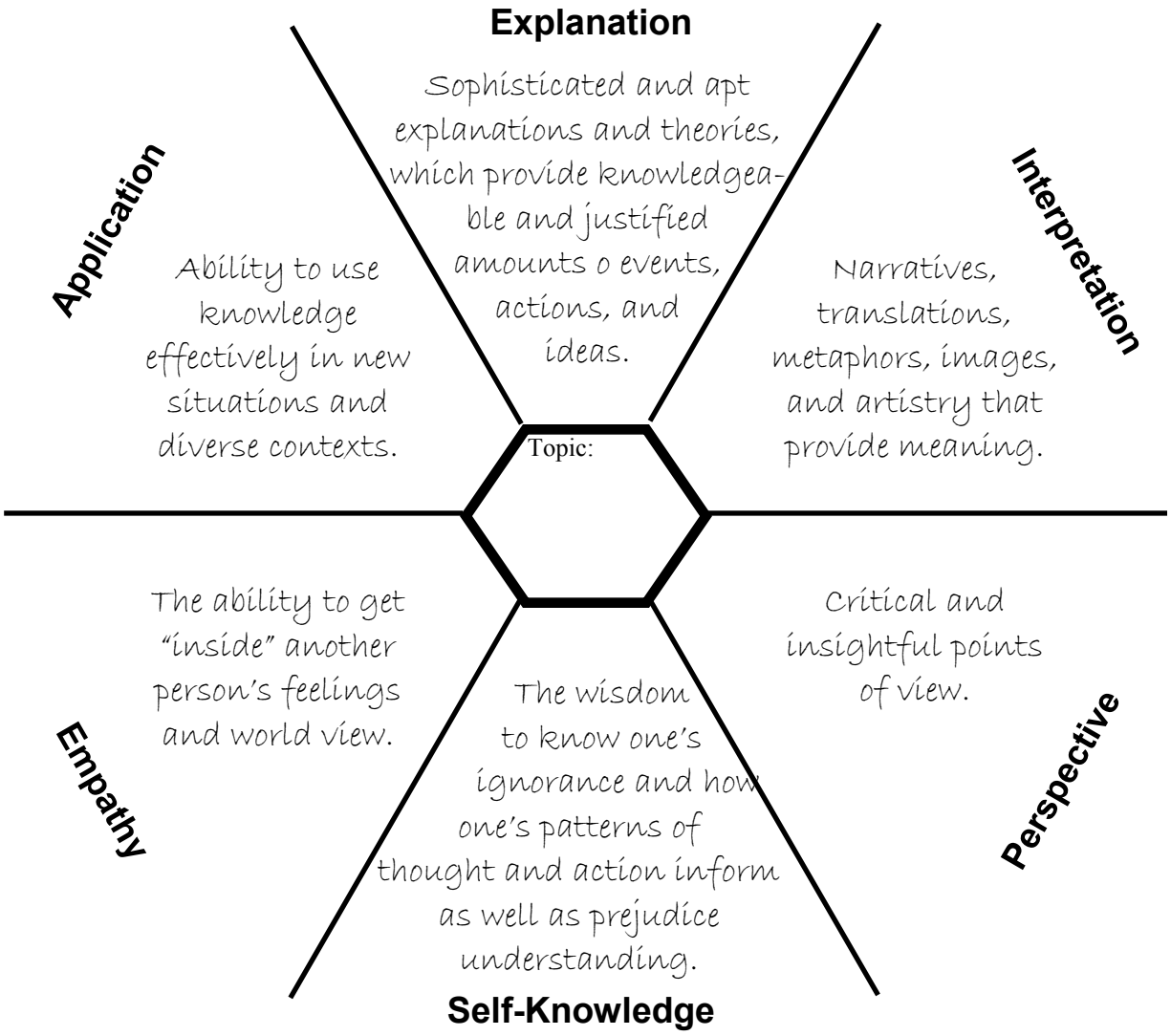
_____

_____

Please return to Jeff (one per group) please!

Facets of Understanding

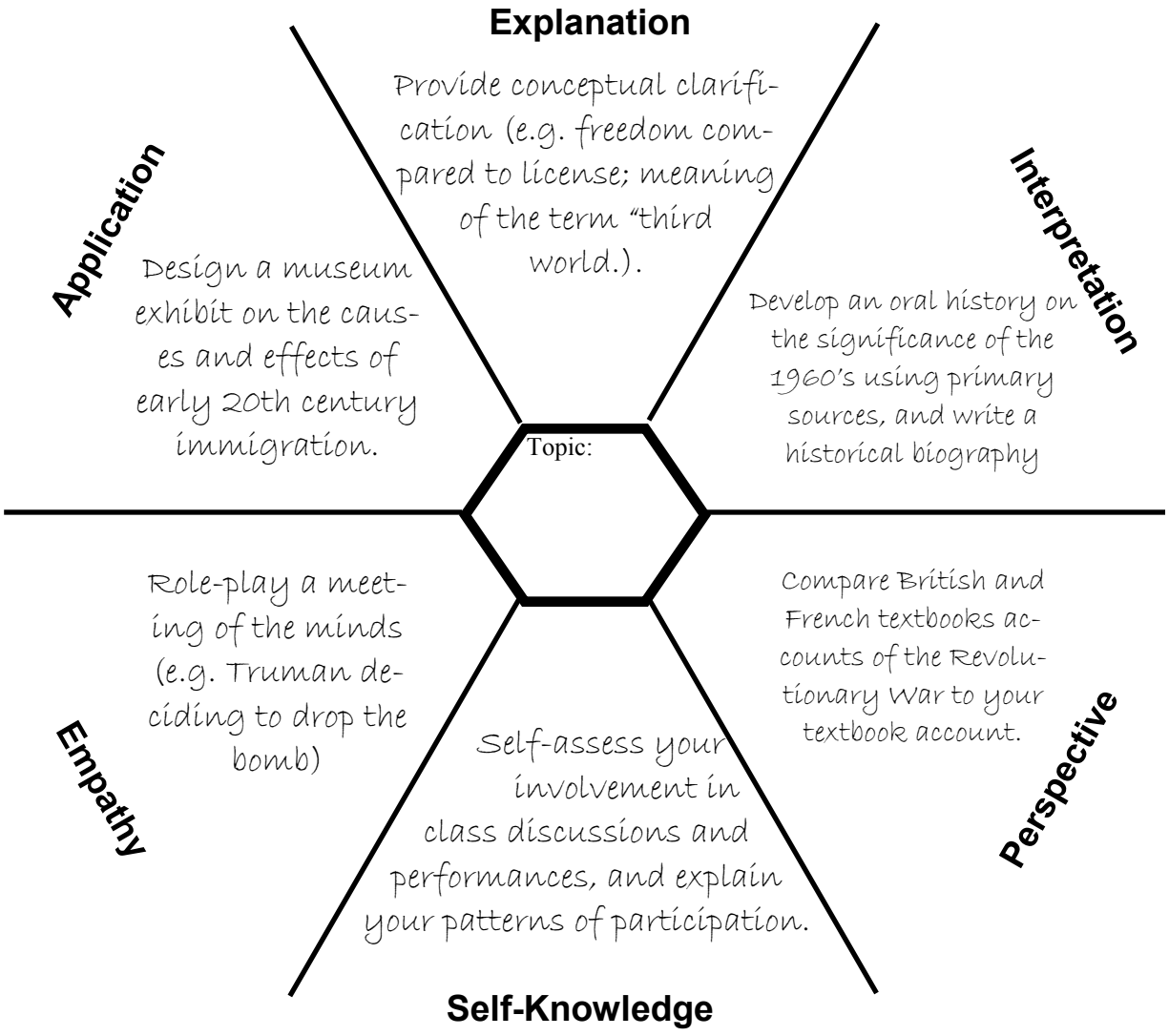
The Six Facets of Understanding can be used to guide the identification of ways in which students can show us whether they understand something or not. They give us ideas for performance assessment (Wiggins and McTighe, 2001).



From Wiggins & McTighe

Facets of Understanding

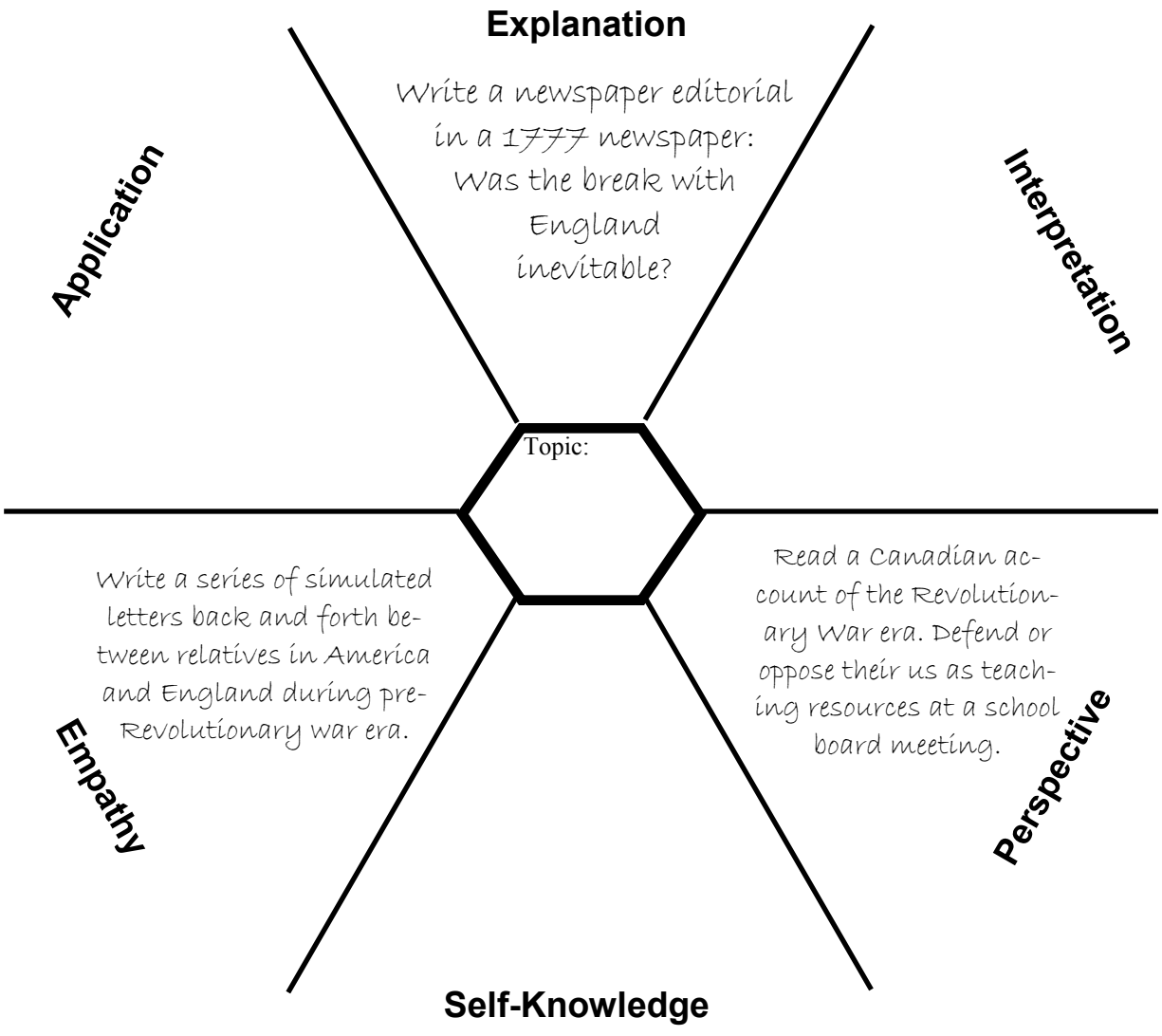
Social Studies
Examples of Performance Tasks Based on the Six Facets



From Wiggins & McTighe

Facets of Understanding

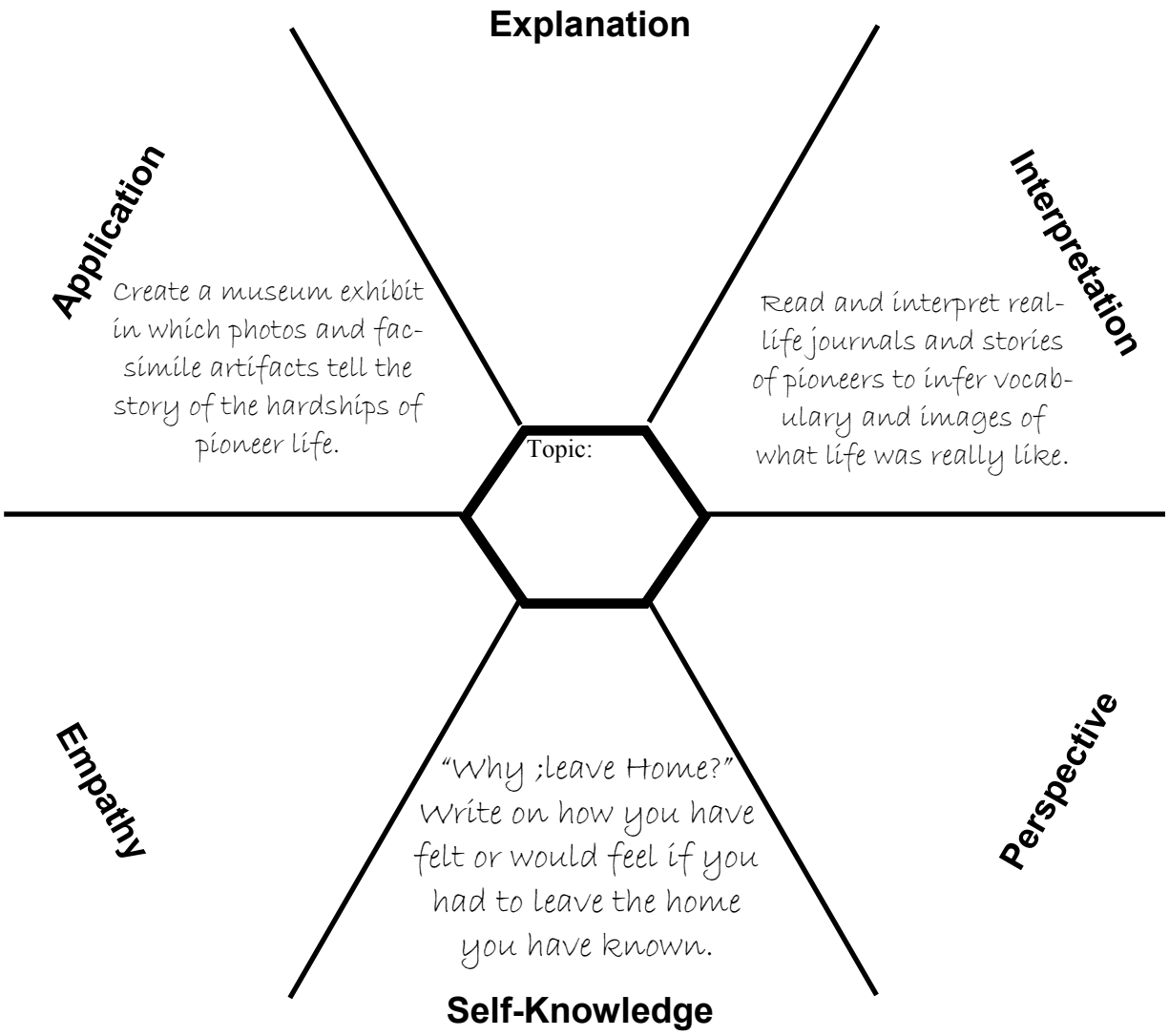
US Revolutionary War
Examples of Performance Tasks Based on the Six Facets



From Wiggins & McTighe

Facets of Understanding

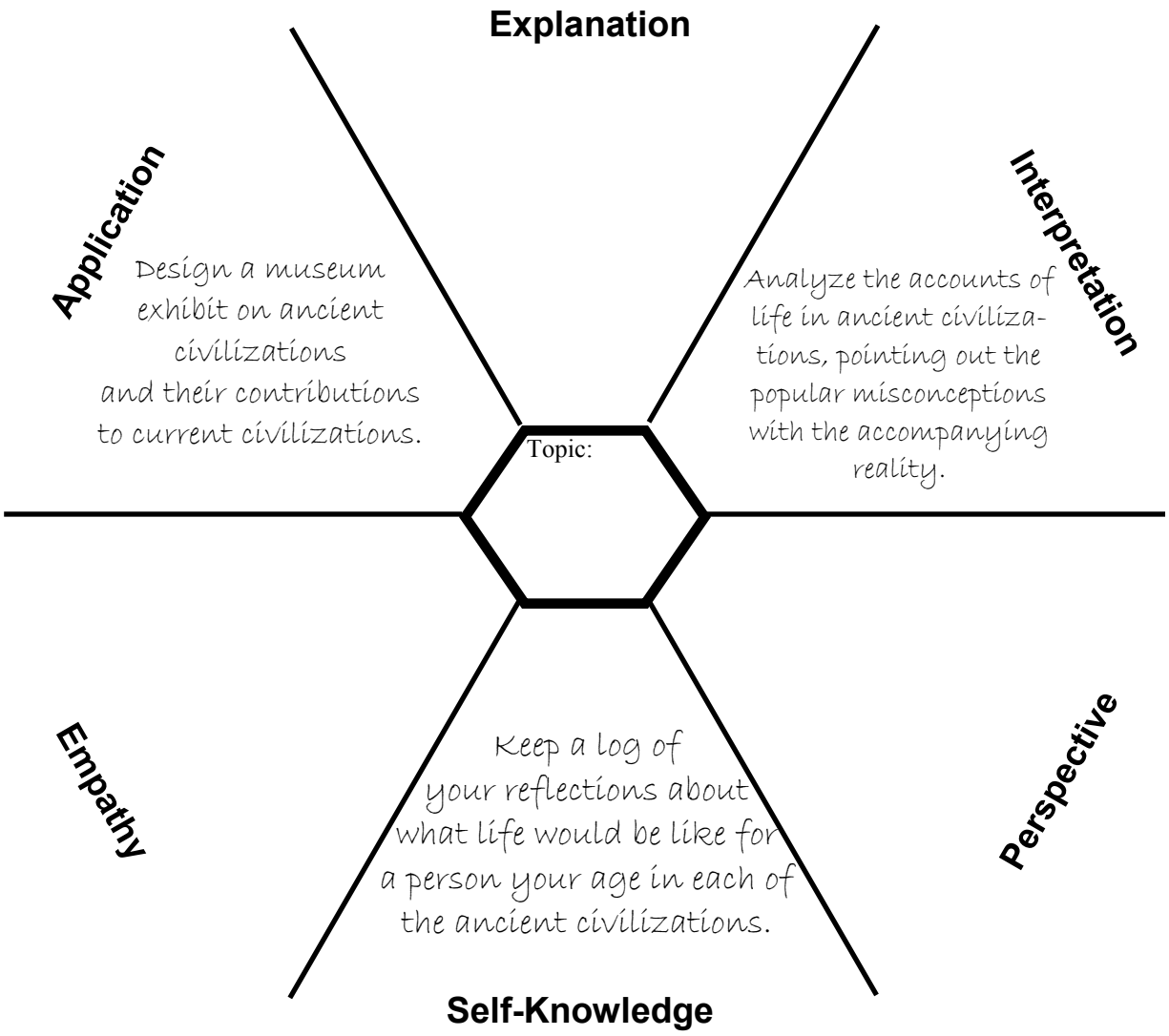
Westward Expansion
Examples of Performance Tasks Based on the Six Facets



From Wiggins & McTighe

Facets of Understanding

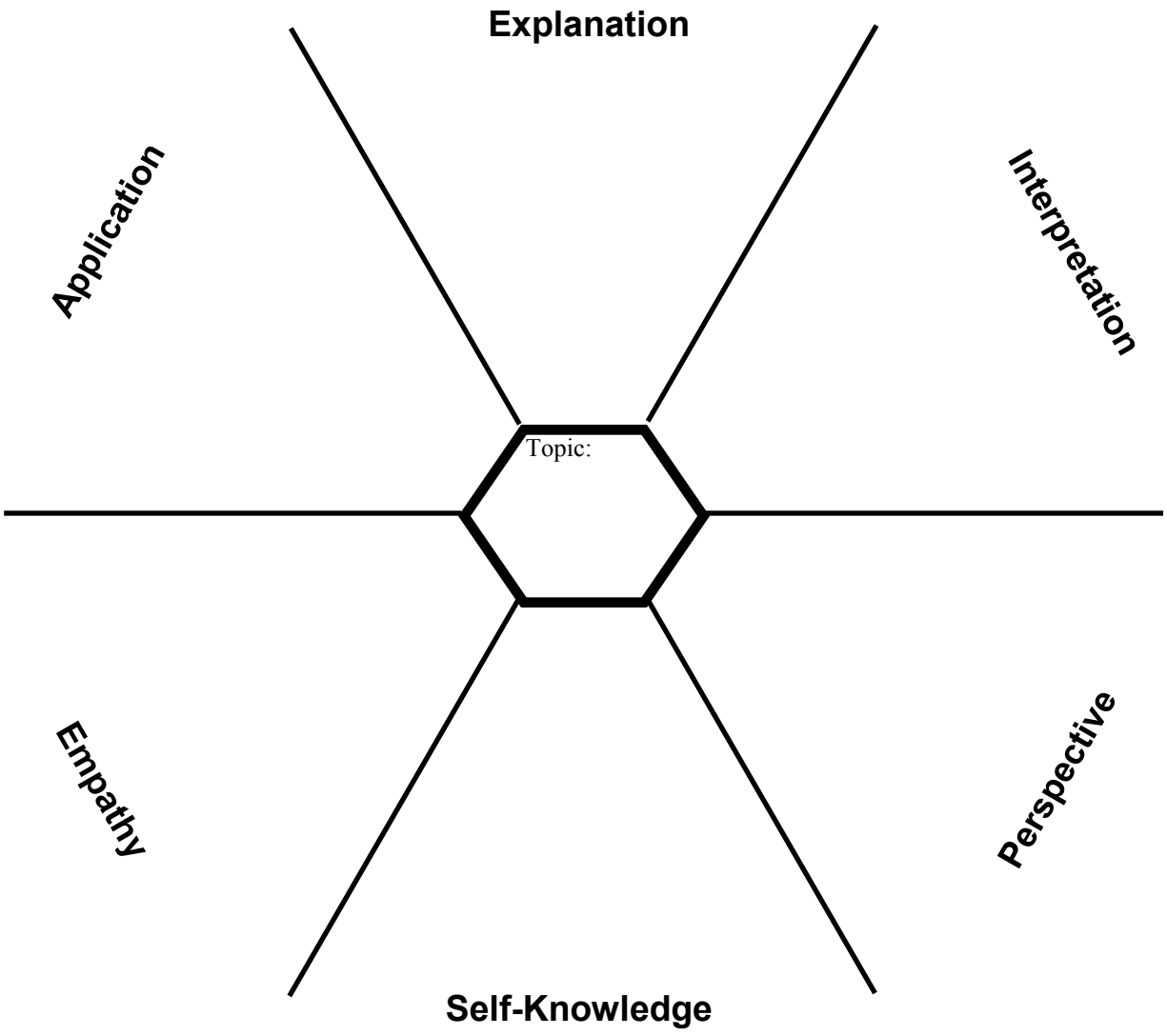
Ancient Civilizations
Examples of Performance Tasks Based on the Six Facets



From Wiggins & McTighe

Facets of Understanding

Name of Unit: _____



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3. **Important or nice to know:** Given the essential as described above, what knowledge and skills are important to know or merely nice to know? How will focusing in on the essential be different from the way this unit was in the past?

4. **Task Analysis:** What are the skills students will need to practice and what background knowledge do they need to possess to meet the standards?

5. **The assessment criteria:** What will it look like when students can demonstrate that they understand the big ideas and have the essential skills? What needs to be in the rubric or performance task list?

6. **The assessment format:** What products would demonstrate student learning? What is the rubric? What exemplars and anchors do I need to provide? Can I build in choices for students that allow them to use their strengths and styles?

7. **Accommodations and modifications:** What support systems and strategies can I use to ensure that all students have an opportunity to demonstrate mastery even if their current experience base around this standards is limited? What accommodations or modifications in the assessment will be needed for students with special needs?

8. **Collaboration and consistency:** How will we work as collages to assure that we are setting consistent standards, and that we have a sense of what students in other classrooms are doing and how their learning is assessed?

9. **Framing the learning:** How will the standards, objectives, assessment criteria, etc. be communicated to the learners? How will students know what they are going to be doing, what they will know and be able to do as a result of these activities, how they will be assessed, and why this is important?

10. **Preassessment:** How will I know where each student is performing at the beginning of the unit?

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14. **Formative evaluation:** What classroom activities, observations, quizzes, etc. would provide me with information on their progress toward the standards?

15. **Stumbling blocks:** What problems/issues might prevent student mastery of the standards? For which students?

16. **Diversity:** How can I structure the learning environment and differentiate instruction to minimize the impact those problems might have on the learning process? What kinds of accommodations and support systems do I need to continue to do or implement for the diversity of learners in the classroom?

17. **Reflection after the unit:** How did the students do on the performance task› Were there some students who were not successful? What might account for that? What might I do differently next time?

18. **Reflection after the unit:** What worked well? What didn't work well? Did the assessment capture the information about student learning that was intended?

Arcadia Middle School Standards Based Unit

Name of Unit: _____

Authors: _____

Stage 1 (Identify Desired Results)

	Self score	Rater score
Standards Alignment		
Enduring Understandings		
Essential Questions		
Identified Knowledge and Skills		

Stage 2 (Evidence of Understanding)

	Self score	Rater score
Performance Tasks		
Quizzes, Tests, Academic prompts		
Assessment Alignment		
Assessment Application		
Student Self Assessment and Reflection		

Stage 3 (Learning Opportunities)

	Self score	Rater score
Integration		
Grouping Strategies		
Rationale (Framing the Learning)		
Active Learning		
Cooperative Learning		
Inclusive		
Home-School Communication		
Collaboration		

This rubric has been designed to be used with the standards-based units written for Arcadia Middle School (Greece Central School District). It represents a synthesis of the work of Giselle Martin-Kneipp, Grant Wiggins, Jay McTighe, Paula Rutherford, Charlotte Danielson, and Jeff Craig.

Unit Rubric: Stage 1 (Identify Desired Results)

	1	2	3	4
Standards Alignment	Alignment is contrived or difficult to determine. Learning opportunities and assessments appear to be unrelated to the Learning Standards.	Alignment with Learning Standards is not explicit but it can be inferred. Learning opportunities and assessments are partially related to the Learning Standards.	Alignment with Learning Standards is clear and explicit but is not embedded in the learning opportunities for students. Learning opportunities and assessments are directly related to the Learning Standards.	The alignment with the Learning Standards is clear and explicit throughout the unit. The learning opportunities and assessments are directly related and clearly supportive of students' attainment of the Learning Standards.
Enduring Understandings	Enduring understandings are discrete facts without relevance, context, or application to other situations.	Enduring understandings describe the focus of study, not what should really be understood as a result of the study.	Enduring understandings help to shed insight into the unit of study, take time to uncover, and understanding must be discovered and constructed by the students.	Enduring understandings involve the big ideas that help give meaning and importance to the facts, cross content boundaries, are not obvious, provide a conceptual foundation for skills, and are deliberately framed as generalizations (the moral of the story).
Essential Questions	Essential Questions are unclear or poorly stated. They are divorced from them, issue, problem, or question, and unrelated to the Learning Standards.	Essential Questions are clear and open-ended but not significant. Their linkage to the theme, issue, etc., as well as to the Learning Standards is not explicit but it can be inferred.	Essential Questions are significant, open-ended and linked to the theme, issue, etc., as well as the Learning Standards, but they are not consistently addressed throughout the unit.	Essential questions are compelling and provide the central focus that drives students' inquiry of the theme, problem, issue, etc. throughout the unit. They are clearly related and supportive of the Learning Standards.
Identified Knowledge and Skills	Emphasis is on facts that are not connected or relevant. Skills are not demonstratable.	Skills and knowledge are identified but the connection between them and the rest of the unit is contrived or not evident.	Identifies the key knowledge and skills that students should acquire.	Clearly identifies what the students will know about and what they should be able to do. Skills are things that the students will be able to acquire and demonstrate. Focuses on general concepts, thinking skills, and ideas rather than just isolated facts.

Unit Rubric: Stage 2 (Evidence of Understanding)

	1	2	3	4
Performance Tasks	Task is really little more than a paper and pencil test; expectations not delivered when assigned; no apparent rubric.	The tasks require students to do things that aren't extensions or applications of the learning; tasks don't model real-life; expectations are communicated at the time the task is assigned.	Tasks require students to do something to show they understand; task has obvious connections to the application of the learning in real-life; rubric distributed when task assigned; there are some choices for students.	Tasks are complex challenges that mirror the issues and problems faced by adults; there is purpose, audience, personalization, and choice. The task, criteria, and standards are known in advance and guide student work.
Quizzes, Tests, Academic prompts	Relies only on summative or end-of-unit assessment.	Includes diagnostic as well as summative assessment. Diagnostic assessment is not used as a supplement or support for the summative evaluation.	Includes discrete diagnostic, formative, and summative assessments that relate to one another.	Unit is formally assessed from beginning to end to measure and support student learning and to inform teaching via a variety of diagnostic, formative, and summative assessments.
Assessment Alignment	The same assessments are used from year to year, without regard to changes in curricula or the Learning Standards.	Traditional tests have been supplemented with questions from new state assessments.	Uses classroom assessments that reflect the State's learning standards and are aligned with State assessments.	Selects assessment techniques that are congruent with learning standards, performance indicators, and instructional objectives, both in content and process.
Assessment Application	Assessment given at the culmination of a unit or activity; assessment results are final for students; teacher goes on with new instruction regardless of student performance on assessment.	The primary assessment comes at the end of the unit or activity; quizzes and smaller assessments interspersed in unit provide some indication of student progress. Students have occasional opportunities to re-assess (usually with some penalty).	Uses classroom assessments that are instructionally useful indicators of individual student growth and performance not only to monitor each student's progress in meeting the State's learning standards but also to plan instruction.	Uses a variety of formative and summative assessments to gauge student progress and to inform instruction; clearly communicates criteria to students early in the process, makes adjustments in curriculum based on assessment data.
Student Self Assessment and Reflection	Teacher is the only person who reflects on the products and processes. There are no reflection questions, checklists, or rubrics. Teacher is the sole evaluator.	Students reflect in general. Reflection questions, checklists, or rubrics are only peripherally related to the assessment. Students evaluate their own products.	Students reflect on the final product. Reflection takes the form of specific questions, checklists, or rubrics.	Students reflect on both products and processes. Reflection takes the form of ongoing and specific questions, checklists, or rubrics. Students formally evaluate their own and each other's tasks throughout the assessment experience.

Unit Rubric: Stage 3 (Learning Opportunities)

	1	2	3	4
Integration	Each discipline or content area is taught completely independent of other disciplines and content areas.	Occasionally, deliberate connections are made between disciplines and subject areas.	Uses interdisciplinary approaches to help students integrate their studies and meet learning standards.	Content areas are regularly integrated (such as humanities or MST) such that knowledge and the acquisition of skills and knowledge are the natural focus of instruction rather than subjects or disciplines.
Grouping Strategies	Homogeneous groups are used; groups do not change.	Some groups are homogeneous, others are heterogeneous. Homogeneous group membership tends to remain the same.	Uses flexible grouping based upon student needs and interests to help each student achieve the learning standards. Students change groups often, depending on individual needs and program purposes.	Instructional groups are productive and fully appropriate to the instructional goals of the lesson; students take the initiative to influence instructional groups to advance their learning; groups change often, depending on student progress, experience, and individual needs.
Rationale (Framing the Learning)	Students are uninformed about the reason for the lessons. They are unaware of the rational or expectations.	The Learning Standards are identified for the students or by the students.	Students know why they are doing what they are doing in addition to what they are doing. Previous learning and experience connections are made.	Regular and explicit communication of: what students are learning, why they are learning it, how they will learn it, how you and they will know they have learned it. Explicit connections to experience, previous learning, and real-life are made.
Active Learning	Students sit passively in rows; teacher remains in front of class, primarily lecturing and providing direct instruction.	Students spend much of their time hearing from the teacher, whether a lecture or directions. Students do some work on their own. Generally paper and pencil work at their seats.	A variety of instructional strategies are used, from lecture to discovery. Most classes include the students working on activities, projects, etc.	A variety of methods and strategies are used; methodology follows research and best practices. Students are workers. Teacher facilitates the construction of knowledge by students.

Unit Rubric: Stage 3 (Learning Opportunities) - continued

	1	2	3	4
Cooperative Learning	Cooperative groups are not employed.	Cooperative groups are occasionally employed, but ineffectively. Activities are structured so that one or two members can do all the work without any individual accountability.	Use cooperative learning groups and peer-tutoring opportunities to develop social and interpersonal skills in addition to academic proficiency.	Research and best practices employed to maximize effectiveness of cooperative groups; use of cooperative groups is appropriate and authentic; group and individual accountability evident.
Inclusive	No effort is made to accommodate individual differences in behavior or learning; students with special needs expected to do the same exact work as any other; sometimes disregards modifications and accommodations.	Follows regulations and recommendations for students, otherwise little accommodations and modifications are made.	Consults with each other and with other school personnel. Teachers with regular education assignments and those assigned to programs for students with special needs work closely together.	Collaboratively plans and delivers lessons reflecting the diverse skills, abilities, knowledge, and interests of students; vehicles of delivery and assessment vary depending on student needs.
Home-School Communication	Communicates student progress via the report cards.	Enhances report card communication of student progress with occasional progress reports and phone calls (usually when a students grades are poor); participates in scheduled parent conferences.	Informs and involves parents of middle-level students in their children's education by helping them understand the learning standards their children must meet, the instructional program, their children's progress, and how to help their children at home.	Maintains communication with families about program and student progress in a manner that encourages and promotes family involvement; works with students and families to achieve academically and to investigate interests; uses student-led conferences to communicate academic progress.
Collaboration	Makes no effort to work or share with others.	Works with department and team colleagues as described by building expectations; participates in planned collaborative activities.	Recognizes that they must work together cooperatively and collaboratively - rather than individually and in isolation - to ensure that all their students achieve at high levels and meet all the State's learning standards.	Support and collaboration characterize relationships with colleagues; takes initiative in assuming leadership among faculty; develops effective collaborative relationships with students, parents, and appropriate support personnel to meet the learning needs of students.