

# Understanding by Design (UbD) 4-Day Workshop Series

The Education Renewal Zones, Arkansas Department of Education, AETN, and local Educational Service Cooperatives are hosting a four-day workshop series focusing on Understanding by Design (UbD). Understanding by



Design is a way of thinking purposefully about curricular planning and school improvement. It offers a three-stage design process of planning, a set of helpful design tools, and design standards – not a rigid program or prescriptive recipe for instruction. It will also assist those who have completed the year one training of the Literacy Design Collaborative (LDC) or Mathematics Design Collaborative

(MDC) in understanding how to expand on practices learned.

This workshop series will provide information, training, and practice in each Stage of UbD. Schools should send a team of at least four participants, consisting of teacher leaders and administrators, to these sessions in order to establish UbD leaders in the schools. During these multi-day sessions, participants will work to develop at least one unit of study using the Understanding by Design Framework. Mrs. Allison Zmuda will be facilitating the workshops on Days 1 and 2. Mr. Jay McTighe will facilitate Days 3 and 4. The team must attend all four days of this series.

*Why should a school team attend this workshop series?*

The Common Core and Next Generation Science Standards call for students to apply their learning in authentic ways, e.g., to “closely” read complex texts, develop and critique arguments, solve “messy” problems requiring sound reasoning and perseverance, and engage in scientific inquiry. These goals demand concomitant assessments that call for more than making a selection from given answers in a selected-response format. Richer and more authentic tasks are needed. Such tasks provide more than simply another method for measuring learning – they embody the most important goals of the standards while engaging students in meaningful learning. Utilizing the UbD philosophy also ensures quality-learning experiences directly linked to the Teaching Task and Formative Assessment Lesson that would be used in LDC and MDC.

## PRESENTERS

**Allison Zmuda** is an author and independent consultant based in Virginia. Allison works with schools and districts to create dynamic learning environments for like-minded educators, parents, and kids. Allison has authored six books, including *The Competent Classroom* (Teachers College Press 2001), *Transforming Schools* (ASCD 2004), and *Breaking Free from the Myths of Teaching and Learning* (ASCD 2010). Allison specializes in working with a handful of long-term clients (PK-12) on multi-year projects to support and personalize learning. She works with schools and districts to reinvigorate curriculum, assessment, and instruction. She has consulted in over forty states, five provinces in Canada, Russia, and Japan.



**Jay McTighe** brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland’s standards-based reforms, including the development of performance-based statewide assessments. He also directed the development of the Instructional Framework, a multimedia database on teaching. Well known for his work with thinking skills, Jay has coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking.



## OVERVIEW OF WORKSHOP SERIES

### **Day 1: 8:30 a.m. – 3:30 p.m., October 20-23, 2014**

#### *Agenda for Day 1*

##### Overview of UbD template

- Developing Stage 1 goals
- Developing rich, authentic tasks in Stage 2
- Utilizing LDC and MDC within the UbD framework
- Homework for Day 2 (complete between October and March): Design tasks that measure desired results in Stage 1

#### *Training Location Date Choices and Registration Links for Day 1 (space is limited):*

- October 20, 2014 – Hosted by UAM ERZ: University of Arkansas at Monticello, Gibson University Center Capital Room: ESCWorks Session ID - **229143**
- October 21, 2014 – Hosted by HSU ERZ: Henderson State University, Garrison Center's Grand Ballroom: ESCWorks Session ID - **229146**
- October 22, 2014 – Hosted by ASU ERZ: Crowley's Ridge Education Service Cooperative: ESCWorks Session ID - **228993**
- October 23, 2014 – Hosted by U of A ERZ: Northwest Education Service Cooperative: ESCWorks Session ID - **223095**

### **Day 2: 8:30 a.m. – 3:30 p.m., March 2-5, 2015**

#### *Agenda for Day 2*

- Alignment of Stages 1 and 2 of the unit template
- Developing key learning activities and ensuring alignment in Stage 3
- Homework for May: Finalize Stages 1 and 2

#### *Training Location, Date Choices and Registration Links for Day 2 (space is limited):*

- March 2, 2015 – Hosted by UAM ERZ: University of Arkansas at Monticello, Gibson University Center Capital Room: ESCWorks Session ID - **229144**
- March 3, 2015 – Hosted by HSU ERZ: Henderson State University, Garrison Center's Grand Ballroom: ESCWorks Session ID - **229149**
- March 4, 2015 – Hosted by U of A ERZ: Northwest Education Service Cooperative: ESCWorks Session ID - **225417**
- March 5, 2014 – Hosted by ASU ERZ: Crowley's Ridge Education Service Cooperative: ESCWorks Session ID - **228999**

### **Days 3 and 4: 8:30 a.m. – 3:30 p.m., May 5-6, 2015**

#### *Agenda for Days 3 and 4*

- Continued focus on rich, authentic assessments (Stage 2)
- Developing rubrics (Stage 2)
- Developing key learning activities and ensuring alignment in Stage 3, continued
- Unit review and feedback

#### *Training Location for Days 3 and 4 (space is limited):*

- Statehouse Convention Center, 426 W. Markham St, Little Rock, AR 72201

**Registration link for this training will be given to participants during the Day 1 training.**

For more information or questions, please contact the following:

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