## Stage 1: Desired Results
- What long-term transfer goals are targeted?
- What meanings should students make in order to arrive at important understandings?
- What essential questions will students explore?
- What knowledge and skill will students acquire?
- What established goals/standards are targeted?

## Stage 2: Evidence
- What performances and products will reveal evidence of meaning-making and transfer?
- By what criteria will performance be assessed, in light of Stage 1 desired results?
- What additional evidence will be collected for all Stage 1 desired results?
- Are the assessments aligned to all Stage 1 elements?

## Stage 3: Learning Plan
- What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?
- How will the learning plan help students with acquisition, meaning-making, and transfer?
- How will the unit be sequenced and differentiated to optimize achievement for all learners?
- How will progress be monitored?
- Are the learning events in Stage 3 aligned with Stage 1 goals and Stage 2 assessments?

### The Seven Tenets of the UbD Framework
1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps to focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

## APPENDIX B
### LEARNING GOALS AND TEACHING ROLES

<table>
<thead>
<tr>
<th>Three Interrelated Learning Goals</th>
<th>ACQUIRE</th>
<th>MAKE MEANING</th>
<th>TRANSFER</th>
</tr>
</thead>
<tbody>
<tr>
<td>This goal seeks to help learners acquire factual information and basic skills.</td>
<td>This goal seeks to help students construct meaning (i.e., come to an understanding) of important ideas and processes.</td>
<td>This goal seeks to support the learner’s ability to transfer their learning autonomously and effectively in new situations.</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Role/Instructional Strategies

**Direct Instruction**
In this role, the teacher’s primary role is to inform the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.

*Strategies include:*
- diagnostic assessment
- lecture
- advanced organizers
- graphic organizers
- questioning (convergent)
- demonstration/modeling
- process guides
- guided practice
- feedback, corrections
- differentiation

**Facilitative Teaching**
Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.

*Strategies include:*
- diagnostic assessment
- using analogies
- graphic organizers
- questioning (divergent) & probing
- concept attainment
- inquiry-oriented approaches
- Problem-Based Learning
- Socratic Seminar
- Reciprocal Teaching
- formative (on-going) assessments
- understanding notebook
- feedback/corrections
- rethinking and reflection prompts
- differentiated instruction

**Coaching**
In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on-going feedback (as personalized as possible). They also provide “just in time teaching” (direct instruction) when needed.

*Strategies include:*
- on-going assessment
- providing specific feedback in the context of authentic application
- conferencing
- prompting self assessment and reflection

Note: Like the above learning goals, these three teaching roles (and their associated methods) work together in pursuit of identified learning results.