

*Nauset Public Schools*

***Effective Teaching  
Unit Design***

***2002-2003***



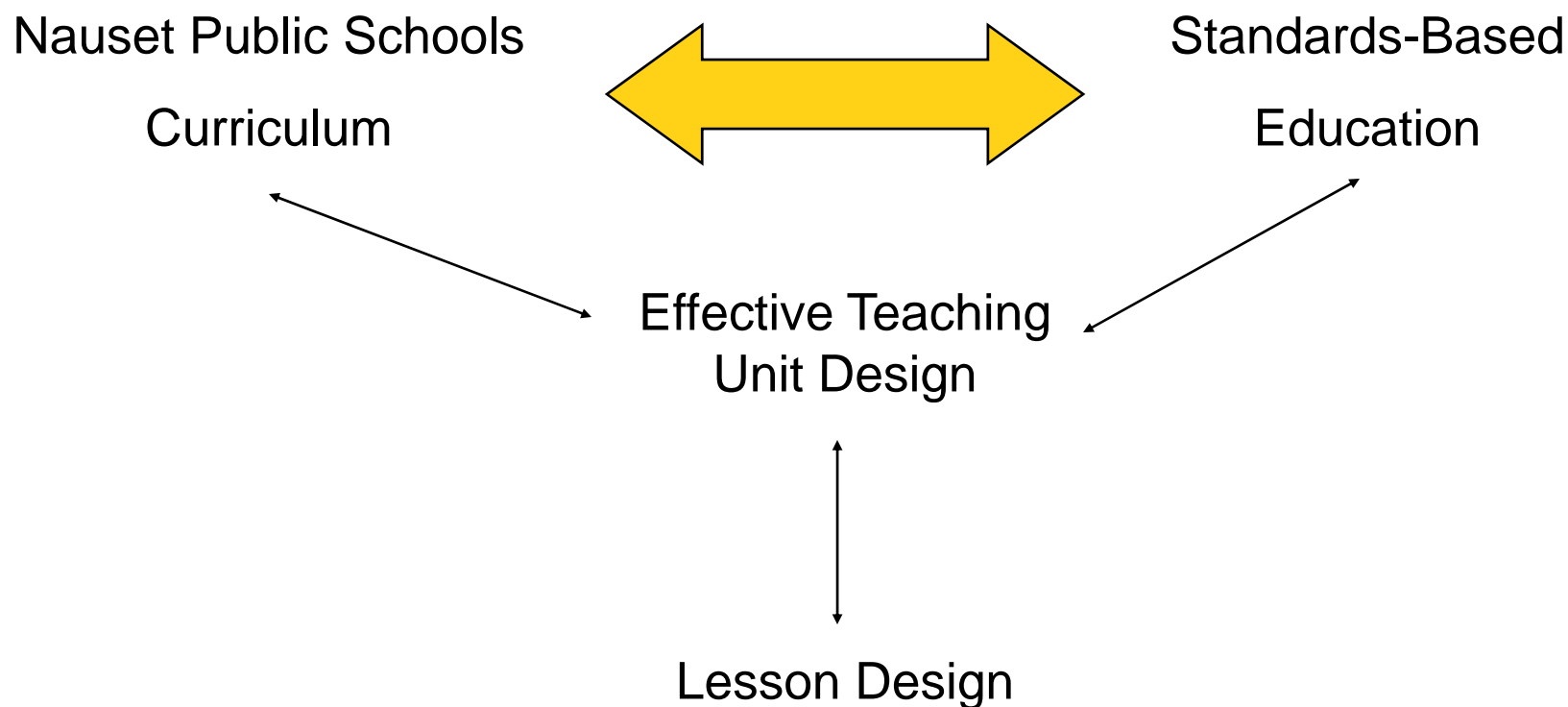
## ***The essential question for ETUD I training***

How does the implementation of Effective Teaching Unit Design maximize student learning ?

## ***History of Education Reform in Massachusetts***

- Results in the Nauset District
- Relationship to other professional development programs in the district

# The relationship of curriculum, Standards-Based Education and Effective Teaching Unit Design



## ***Core Knowledge, Learning Standards, and Benchmarks***

- What will teachers creating Effective Teaching Units know and be able to do?

## ***What teachers will know:***

- The definition of Standards-Based Education and the role of ETUD in the standards-based classroom
- The vocabulary of SBE and ETUD
- The five key characteristics of SBE for teachers and students
- The components of ETUD (ETUD templates)
- The process and sequence for creating units

## ***What teachers will be able to do:***

- Identify how Effective Teaching Units maximize student learning
- Develop Effective Teaching Units which adhere to the 5 characteristics of Standards-Based Education
- Implement Effective Teaching Units they have planned

## ***Standards-Based Education, Defined***

- The focus is always on student learning
- The instructional plan (ETUD) identifies explicitly the learning standards and benchmarks
- Assessment results are used to inform the teacher about the effectiveness of the curriculum and instructional decisions



## ***Standards-Based Education, Defined (cont.)***

- Effectiveness of instructional practices is measured by student progress toward meeting the learning standards and benchmarks
- Expectations for learning are the same for all students even those who traditionally performed at low levels

## ***Effective Teaching Unit Design***

### *Definition*

- A GRAPHIC ORGANIZER for planning standards-based instruction

### *Role*

- Provides a plan for embedding higher level thinking skills in instruction

# ***The Vocabulary of SBE and ETUD***

## *Curriculum*

- The district course of studies which is aligned with the Massachusetts frameworks

## *Learning Standards*

- Explicit statements of what the students will know and be able to do mandated by the DOE and tested by MCAS

## *Benchmark*

- The locally developed GRADE LEVEL expectations related to the learning standards

## ***The Vocabulary of SBE and ETUD (cont.)***

### *Essential Question*

- A question whose answer will indicate an overarching understanding, stress higher level thinking skills and drive the student's participation in the unit of study

### *Assessment*

- The means by which students demonstrate what they know and are able to do. Formative & Summative

### *Rubric*

- A set of specific criteria which assesses levels of student performance

## ***The 5 Key Characteristics of a Standards-Based Classroom***

### ***The Teacher...***

1. Develops a Unit Plan with an Essential Question
2. Displays the Learning Standards
3. Informs students how they will demonstrate their understanding at the end of the unit (summative assessment)
4. Displays the rubric that sets criteria (levels of performance) for the assessment
5. Keeps the students informed throughout the unit

## ***The 5 Key Characteristics of a Standards-Based Classroom***

### ***The Students...***

1. Know what the unit of study is and what the essential question is
2. Know the Learning Standards they are learning
3. Know how they will be assessed
4. Know the criteria for levels of performance on the assessment
5. Are informed of what they are learning

# ***Effective Teaching Unit Design (ETUD)***

**What is a primary difference: ORDER OF PLANNING**

Theme/topic

What will students know and be able to do? (Learning Standards)

Essential Question

Assessment/Rubric

Context & Learning Experiences

1. Activities:

What will  
students do?

2. Involvement:

How can I motivate  
the students?

3. Coverage:

What will I teach?

## ***Sequence for developing ETUs***

- Identify Topic/Theme
- Guesstimate the length of the unit
- Identify Learning Standards and Benchmarks
- Begin the formulation of the Essential Question
- Develop the summative assessment
- Develop the rubric
- Revisit the Essential question
- Plan context and learning experiences
- Finalize the essential question



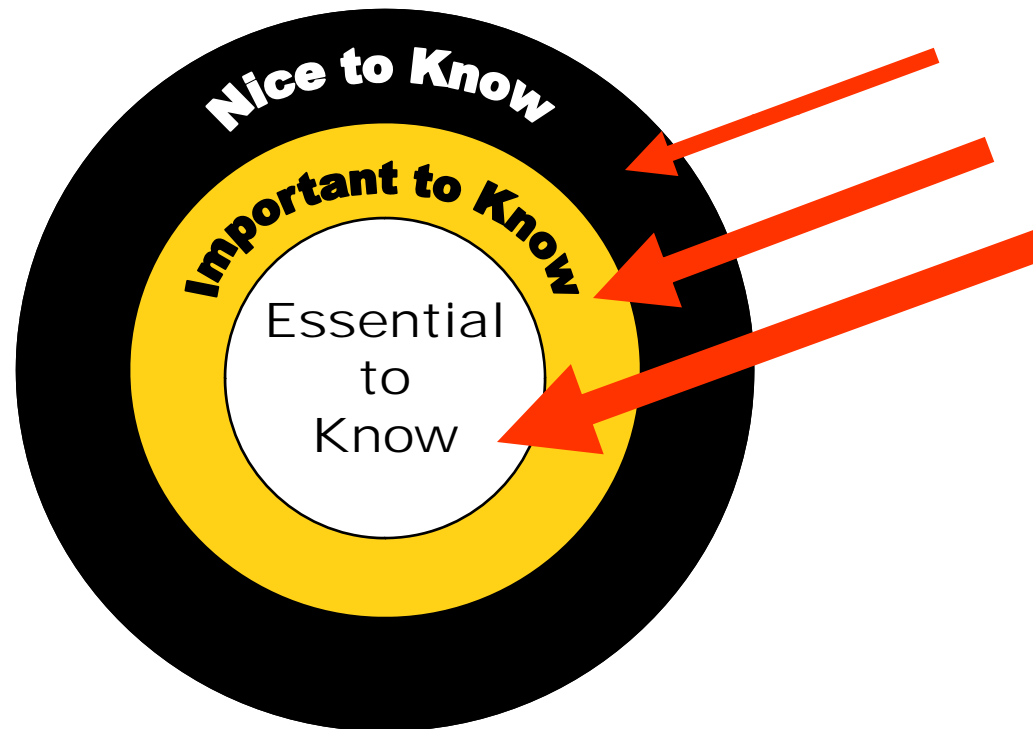
## ***How do you identify the topic or theme students will study?***

Differentiate among...

- Essential to know
- Important to know
- Nice to know

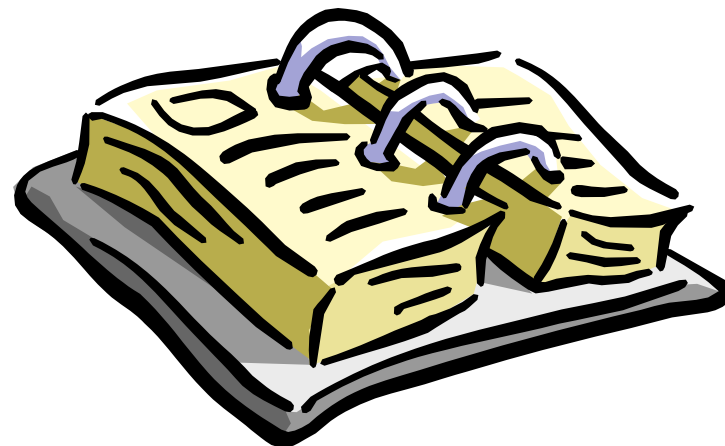
# ***Standards-based learning...***

...helps hit the bull's eye!



## *Length of Unit*

Two (2) lessons to six (6) weeks



- What is the Core Knowledge, Learning Standards and Benchmarks the students will be required to demonstrate they know?

- Taken from the Nauset Public Schools Curriculum
- What students will know and what students will be able to do

## ***Begin formulating the Essential Question***

Does my essential question require of the students...

- Higher level thinking skills?
- Overarching understanding?

## ***What will I use as a summative assessment?***

- What type of summative assessment is effective for this unit?
- Does it reflect the knowledge and thinking required by the Essential Question?

## ***What will be the grading criteria for the summative assessment?***

- Rubric
- Performance Task List



## ***Revisit the Essential Question***

- Does the Essential Question reflect what I have compiled so far in the Unit?
- Do I need to revise it?



## ***Learning Experiences: Establishing the Context***

Have I considered the following?

- Pre-assessment
- Assessing prior knowledge
- Unraveling confusions
- Providing connecting experiences to the topic

## ***Learning Experiences: Methods, Activities, Content Delivery***

- What are the key questions I should ask myself when planning the lessons in this unit?
- What presentation methodology will result in the students maximum student learning?

## ***Finalize the Essential Question***

- Is the essential question overarching?
- Does it require higher level thinking?

# ***Summative Assessment***

For this training...

- How will the process of creating effective teaching units maximizes student learning?

# ***Self-assessment rubric***

## Student learning is maximized because

4. The plan requires students use higher level thinking skills
  - The effective teaching units focus on student learning and achievement
  - Standards and benchmarks to be learned are specifically identified
  - Establishing context provides a solid foundation for new learning
  - The assessment accurately measures the identified learning standards
3. Correctly expressed 3 of the 5 criteria
2. Correctly expressed 2 of the 5 criteria
1. Correctly expressed 1 of the 5 criteria
0. Correctly expressed 0 of the 5 criteria

<http://nausetschools.org/teaching.htm>

Nauset Public Schools Teaching and Learning Page

The End



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