

Outcomes

Assessment

Instruction

Backward Design

AUA Faculty Workshop, 8 April 2016

Agenda

- Background
- Process
- Application to your unit planning
- Quick game

“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.”

– Stephen Covey

Background

What to avoid –
“twin sins of typical instruction”

Activity-focused
teaching

Coverage-focused
teaching

Choose
textbooks

Write
syllabus

Develop
lectures

Prepare
slides

Create
exams

Standard course planning



Background

- A curriculum planning framework
- Goal is deepening student learning and *understanding*
- A method of unpacking and transforming standards
- Teachers as coaches of understanding and not purveyors of content or activity

The capacities to....

Explain

Shift perspective

Interpret

Empathize

Apply

Self-assess

Process

1 Identify
desired
results

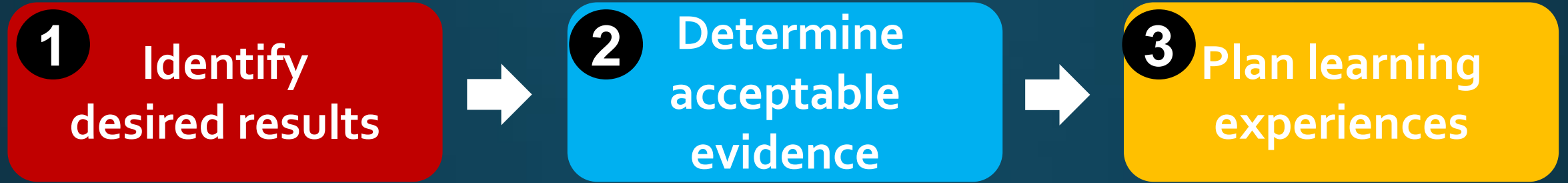


2 Determine
acceptable
evidence



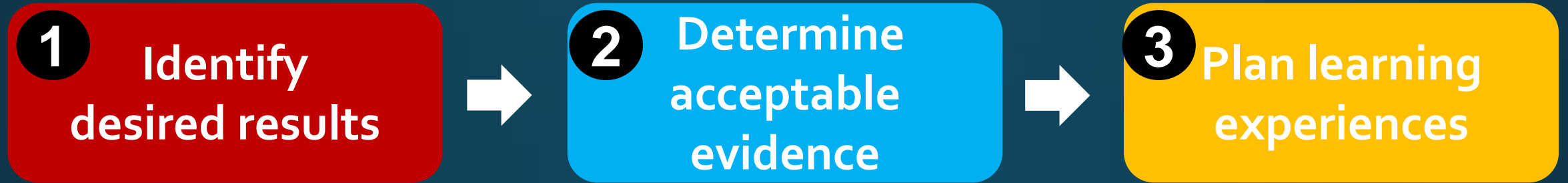
3 Plan
learning
experiences

Process



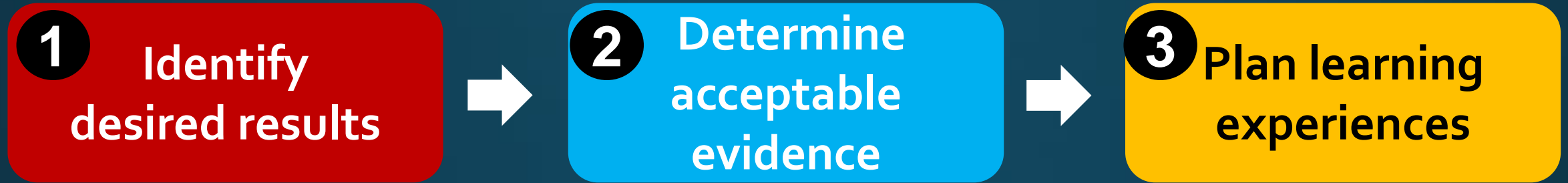
- What long term transfer goals are targeted?
- What essential questions will students keep considering?
- What knowledge and skills will students acquire?
- What goals/standards are targeted?

Process



- What performances and products will reveal evidence of meaning-making and transfer?
- Are all assessments aligned to Stage 1 elements?
- Are the assessments used as feedback for students and teachers, as well as for evaluation?
- Are students encouraged to self-assess?

Process



- Will the students know where they're going and why the material is important?
- What activities, experiences, and lessons will lead to student engagement, desired-result achievement, and assessment success?
- How will the learning plan help students achieve transfer, meaning and acquisition?
- How will progress be monitored?

Unit title	To Inform: Be accurate, clear and meaningful	
Subject	Public Speaking, Weeks 3-5	
Stage 1 – Desired Results		
<p>Established Goals (<i>What Student Learning Outcomes will this unit/ lesson address?</i>)</p> <ul style="list-style-type: none"> a. Prepare and present public speech in different contexts and with different purposes and registers b. Demonstrate increasing confidence and vocal and physical ease when speaking in public (first steps) d. Describe the basic concepts and principles of public speaking and its processes e. Explain the relationship between critical thought and public oratory g. Demonstrate awareness of audience needs, desires, and motivations in their own and others public speech and the delicate relationship between speaker and listener 		
<p>Understandings</p> <p><i>What are the big ideas?</i> <i>What specific understandings about them are desired?</i> <i>What misunderstandings are predictable?</i></p> <p>A successful speech entails (1) Finding a topic and developing a clear purpose and robust central idea that connects with the audience; (2) understanding who the audience is (their knowledge, interests, potential biases); (3) knowing your topic as the expert via comprehensive research; (4) developing examples, facts, statistics and testimonies to support your ideas; (5) organizing and writing (and revising) your speech in terms of a cohesive opening, main points, transitions and closing; and (6) practice, practice, practice. Be accurate, clear and meaningful!</p>	<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p style="text-align: center;">How can I share information so that others will care and learn?</p>	

Students will know...

What key knowledge/skills will students acquire?

Students will be able to...

What should they eventually be able to do as a result of such knowledge/skills?

- **Select and develop a topic and purpose**
- **Conduct accurate and thorough research and then mindfully using this information to support central ideas**
- **Organize an informative speech in terms of an attention-grabbing opener, logical structure and clear transitions, and finally a conclusion that is insightful and memorable**
- **Develop and deliver an informative speech (object, process, event, concept)**
- **Analyze and empathize with your audience**

Stage 2—Assessment Evidence

Performance Tasks:

*How will students demonstrate the desired understandings?
By what criteria will these understandings be judged?*

Summative – Informative Speech
(rubric discussed and explained to students)

Other Evidence:

*What other evidence (e.g., quizzes, tests, observations, homework)
will students demonstrate achievement of desired results?
How will students reflect and self-assess their learning?*

- Process of identifying topic and thesis for informative speech
- One-on-one discussions
- Short formative speeches
- Reflection paper #2 – Speech evaluations
- Reflection paper #3 – Research
- Quiz #2

Stage 3 – Learning Plan

<p><i>Learning experiences</i></p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates? How will students acquire the knowledge and practice the skills required? How will they practice applying these? Do the students have enough prior knowledge? How will we know?</p>	<p><i>Teaching strategies</i></p> <p>How will we use formative assessment to give students feedback during the unit? What different teaching methodologies will we employ? How are we differentiating teaching and learning for all? How have we made provision for those learning in a language other than their mother tongue? How have we considered those with special educational needs?</p>
<p>Topic/Purpose – From a list of topics, students in small groups or pairs create one informative and one persuasive purpose statements.</p>	<p>Lecture on brainstorming, choosing topics and developing purpose statements.</p>
<p>Topic/Purpose – Students (in pairs) are given scenarios in which they will develop the purpose, central idea and main points of a public speech.</p>	<p>Teacher to reemphasize strategies from the book – e.g., avoid figurative language, focusing on one distinct idea,</p>
<p>Audience – students select an advertisement image from a magazine, Internet, billboard or TV and then present an analysis of the intended audience to the class.</p>	<p>Teacher to provide guidelines for how to present/analyze in terms of how the ad appeals to its audience with images and text. (Note that ads are persuasive and informative).</p>
<p>Audience – students (as a class) assess scenarios similar to #2 on page 116. Brainstorm how to alter speech content and style according to audience characteristics.</p>	<p>Lecture -- How to obtain and understand information about your audience (questions to ask; research to conduct)</p> <p>List of strategies of how to vary speech content and style</p>

SAMPLE

<p>Stats – Students watch Newsroom speech and assess for effectiveness in terms of use of stats and other tools used by the actor’s character in his monologue on why America is not the greatest country.</p> <p>Stats – Students identify errors in use of supporting materials, p. 162 #1</p>	
<p>Students assess <i>Bursting the Antibacterial Bubble</i> speech to understand strong organization, use of supporting materials, and effective delivery (watch video).</p>	
<p>Organization – Students practice different methods of organizing main points of speeches (p. 181 #1,3) and then apply to their informative speech.</p>	<p>Describe and support diverse approaches to organize a speech; provide feedback and advice to student’s outlines.</p>
<p>Opening/Closing – Students in pairs are given a topic/purpose in which they create effective opening and closing remarks. Students will then self and peer assess based on criteria.</p>	
<p>Outline – Students draft and submit outlines via Moodle for peer feedback.</p>	<p>Brief lecture based on textbook. Teacher monitors outline submissions through Moodle provides some general feedback to the class.</p>
<p>Informative Speeches – Students prepare and present 4-6 minute informative speeches. Students complete peer evaluation forms to practice active listening and to assist with overall assessment.</p>	<p>Teacher to give feedback through rubric and comments. Teacher to develop review session to describe strengths of speeches and areas of improvement.</p>