

Understanding by Design (UbD) Course Planning Template	
Stage 1: Desired Results	
<b><u>Established Goals:</u></b>  Students will evaluate their situation and solutions, analyze and interpret various information regarding their post-secondary school interests, and draw conclusions regarding which programs are best applicable to them and their career interests.  Students will develop various application materials based on the requirements of each post-secondary program as a reflection of themselves and their capabilities.  Students will evaluate each other's materials and provide constructive feedforward.  Facilitators will empower students to develop confidence, communication skills and capabilities to pursue post-secondary programs through exposure to accurate, transparent information and techniques.	
<b><u>Enduring Understandings:</u></b>  Learners will understand the value of a college education and the accessibility of it through clear direction and support cultivated by a significant learning environment and ownership of learning through utilization of ePortfolios.	<b><u>Essential Questions:</u></b>  How can we support and empower our students, especially disadvantaged students, to explore and invest in the continuation of their education?  How do we have students develop valuable skills (i.e. technical, communicative, etc.) while ensuring they maintain Choice, Ownership, and Voice in an Authentic Learning Environment (COVA)?
<b><u>Learners will know...</u></b>  How ePortfolios will enable students to achieve their needs and goals.  How to effectively collaborate and communicate with their fellow peers to grow together through the sharing of experiences and ideas.	<b><u>Learners will be able to...</u></b>  Create ePortfolio assignments and systems targeting the college admissions requirements and strategies that benefit students and their parents/families.  Coordinate with and train other educators to implement similar strategies for significant learning environments in their own classrooms.  Establish goal tracking processes with the facilitator and students to obtain and analyze progress data.

	Utilize technology in an impactful, meaningful way to enhance learning opportunities and skill building in a student centered format.
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**Stage 2 - Assessment Evidence:** How will we know if learners have learned?

<p><b><u>Formative Assessments:</u></b></p> <p>Students will create their own ePortfolios to house their application materials (both obtained and generated), reflections, and collaborative pieces.</p> <p>Goal tracking processes and materials will be shared through a community Google Drive folder and it will be analyzed monthly.</p> <p>Feedforward and reflection surveys will be available at the beginning, end and mid-point of the program.</p>	<p><b><u>Summative Assessments</u></b> <b><i>Summary in GRASPS form:</i></b></p> <p><b>Goal(s):</b> Create ePortfolio materials and activities intent on accessing accurate knowledge and developing transferable skills with the focus of the college application process.</p> <p><b>Role:</b> Facilitate instruction and implementation of the QUICK program with participating educators.</p> <p><b>Audience:</b> Fellow educators and their students.</p> <p><b>Situation:</b> In-person and online meetings; pre-recorded online trainings and content videos</p> <p><b>Performance:</b> Facilitate the QUICK program with participating educators and students by supporting and guiding them through the implementation of ePortfolios and other innovative educational technologies.</p> <p><b>Standards:</b> Students will learn the processes involved in the college application process, execute the development of successful application materials, collaboratively reflect and improve upon those materials with their peers, and achieve success on their college applications.</p>
<p><b><u>Key Criteria</u></b></p> <p>Awareness of student and parent/family demographics and knowledge of their requirements and expectations for the student's potential future post-secondary school.</p>	<p><b><u>Other Evidence (essay, work sample)</u></b></p> <p>Goal tracking spreadsheets and reflection</p> <p>Student work and reflection collaboration examples</p>

	Feedback surveys from educators, students and parents/families
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**Stage 3 - Learning Plan Activities:** How will teachers engage in learning?

<p><b><u>Consider the WHERETO elements</u></b></p> <p><b>W</b> - The expectation (what is expected) is that educators facilitate significant learning experiences and environments to empower their students through innovative practices to strive to apply to and successfully attend post-secondary school.</p> <p><b>H</b> - The facilitator will hook the students and their parents/families with a “Call to Action” video and initial live meeting to explain the research, the process, the support and the successes.</p> <p><b>E</b> - To equip the learner with confidence and support, the facilitator and educator will showcase exemplary ePortfolios and materials, model best practices and transparent information, and encourage the student to learn from mistakes and see them as growth points.</p> <p><b>R</b> - Revision will occur as needed through the various feedback forms and check in sessions with all stakeholder parties (educators, students, parents and families). Rethought will need to be addressed when establishing effective practices and activities; rather than traditional, they must be innovative to revolutionize the practice. This will be the greatest challenge.</p> <p><b>E</b> - Evaluation of the students, educators and facilitator will be conducted and analyzed regularly through activities and reflective practices utilizing the ePortfolio and surveys.</p> <p><b>T</b> - The experience will be tailored to each learner depending on their personalized input regarding their learning styles and preferences as well as results of a <a href="#">Languages of Appreciation</a> survey.</p>	<p><b><u>Resources:</u></b></p> <p>“Call to Action” video and ePortfolio of facilitator that contains foundational program information, resources, philosophies and practices.</p> <p>Research backing practices and design.</p> <p>Data analysis tools and training videos.</p> <p>Training videos for the educators to revisit to include:</p> <ul style="list-style-type: none"> <li>● ePortfolios set up and effective implementation</li> <li>● Choosing a college</li> <li>● College application materials</li> <li>● Choosing financial aid</li> <li>● Setting up and running live meetings with parents</li> <li>● Out-reach and recruitment of community/college support</li> </ul> <p>Peer and student walkthroughs for various learning components and practices.</p> <p>Exemplary artifacts for examples, reflection and inspiration.</p>
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○ - The initial phase of the program is organized into 4 phases:

Pitch: February-April 2023

Build: April-July 2023

Pilot: August-December 2023

Reflection: January 2024

**Reflection** (Optional)