Bishop Feeney HS Materials Packet January 20, 2017

**Points to remember when creating essential questions**

* Before thinking about what you want to ask, be clear about what you want students to learn. Ask yourself: “What is the big picture, the life-long learning, I want my students to come away with?” Once you are clear with this for yourself, you can then be clear with your students.
* Let students know the purpose of the learning. Don’t hide the standards from them or why they are necessary for learning.
* Relate the essential question to their world.
* Avoid assigning a “tried and true essay question” that is now just worded differently.
* Don’t have a final project in mind and all of the steps and pieces planned out before formulating a question.
* **Don’t have a big checklist of what you want students to do before you know what you want them to learn.**
* Remember that the essential question is the big, overall, driving force behind a unit. Details, facts, and points come from answering “foundation questions”.
* Answering essential questions take time and planning, but the rewards and learning far outweigh the time and effort to implement.

From *MaineLearns-Educator Assistants-Project Based Learning for a complete list of resources.*

Sample UbD Questions for Theology Classes

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| Creation | Fall | Redemption | Restoration |
| What is God’s purpose for creation? What is our relationship with God? What is our role as humans? | What went wrong? How has God’s purpose been distorted? | How has the view of what is real, true and of value been changed? How does God want us to respond and care? What should our response be? How can we care for others? How does Christ’s example guide the way we live? | What would restoration of God’s purpose look like? To what direction is creation headed? What difference does it make when we hold an eternal perspective? |

From <https://www.csa.edu.au/documents/item/454>

(full curriculum development along UbD lines--also connecting religious education with secular subjects)

**Carol Dweck Revisits the Growth Mindset By Carol Dweck** **Published in EdWeek,** September 22, 2015

For many years, I secretly worked on my research. I say “secretly” because, once upon a time, researchers simply published their research in professional journals—and there it stayed.

However, my colleagues and I learned things we thought people needed to know. We found that students’ mindsets—how they perceive their abilities—played a key role in their motivation and achievement, and we found that if we changed students’ mindsets, we could boost their achievement. More precisely, students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset). And when students learned through a structured program that they could “grow their brains” and increase their intellectual abilities, they did better. Finally, we found that having children focus on the process that leads to learning (like hard work or trying new strategies) could foster a growth mindset and its benefits.

So a few years back, I published my book *Mindset: The New Psychology of Success* to share these discoveries with educators. And many educators have applied the mindset principles in spectacular ways with tremendously gratifying results.

This is wonderful, and the good word continues to spread. But as we’ve watched the growth mindset become more popular, we’ve become much wiser about how to implement it. This learning—the common pitfalls, the misunderstandings, and what to do about them—is what I’d like to share with you, so that we can maximize the benefits for our students.

*A growth mindset isn’t just about effort.* Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.

We also need to remember that effort is a means to an end to the goal of learning and improving. Too often nowadays, praise is given to students who are putting forth effort, but *not learning*, in order to make them feel good in the moment: “Great effort! You tried your best!” It’s good that the students tried, but it’s not good that they’re not learning. The growth-mindset approach helps children feel good in the short *and* long terms, by helping them thrive on challenges and setbacks on their way to learning. When they’re stuck, teachers can appreciate their work so far, but add: “Let’s talk about what you’ve tried, and what you can try next.”

**“The growth mindset was intended to help close achievement gaps, not hide them.”**

Recently, someone asked what keeps me up at night. It’s the fear that the mindset concepts, which grew up to *counter* the failed self-esteem movement, will be used to *perpetuate* that movement. In other words, if you want to make students feel good, even if they’re not learning, just praise their effort! Want to hide learning gaps from them? Just tell them, “Everyone is smart!” The growth mindset was intended to help close achievement gaps, not hide them. It is about telling the truth about a student’s current achievement and then, together, doing something about it, helping him or her become smarter.

I also fear that the mindset work is sometimes used to justify why some students aren’t learning: “Oh, he has a *fixed* mindset.” We used to blame the child’s environment or ability.

Must it always come back to finding a reason why some children just can’t learn, as opposed to finding a way to help them learn? Teachers who understand the growth mindset do everything in their power to unlock that learning.

A few years ago, my colleague in Australia, Susan Mackie, detected an outbreak of what she called “false growth mindset.” She was seeing educators who claimed to have a growth mindset, but whose words and actions didn’t reflect it. At first, I was skeptical. But before long, I saw it, too, and I understood why.

In many quarters, a growth mindset had become the right thing to have, the right way to think. It was as though educators were faced with a choice: Are you an enlightened person who fosters students’ well-being? Or are you an unenlightened person, with a fixed mindset, who undermines them? So, of course, many claimed the growth-mindset identity. But the path to a growth mindset is a journey, not a proclamation.

Let’s look at what happens when teachers, or parents, claim a growth mindset, but don’t follow through. In recent research, Kathy Liu Sun found that there were many math teachers who endorsed a growth mindset and even said the words “growth mindset” in their middle school math classes, but did not follow through in their classroom practices. In these cases, their students tended to endorse more of a fixed mindset about their math ability. My advisee and research collaborator Kyla Haimovitz and I are finding many parents who endorse a growth mindset, but react to their children’s mistakes as though they are problematic or harmful, rather than helpful. In these cases, their children develop more of a fixed mindset about their intelligence.

*How can we help educators adopt a deeper, true growth mindset, one that will show in their classroom practices?* You may be surprised by my answer: Let’s legitimize the fixed mindset. Let’s acknowledge that (1) we’re all a mixture of fixed and growth mindsets, (2) we will probably always be, and (3) if we want to move closer to a growth mindset in our thoughts and practices, we need to stay in touch with our fixed-mindset thoughts and deeds.

If we “ban” the fixed mindset, we will surely create false growth-mindsets. (By the way, I also fear that if we use mindset measures for accountability, we will create false growth mindsets on an unprecedented scale.) But if we watch carefully for our fixed-mindset triggers, we can begin the true journey to a growth mindset.

**MORE OPINION**

*What are your triggers?*

Watch for a fixed-mindset reaction when you face challenges. Do you feel overly anxious, or does a voice in your head warn you away? Watch for it when you face a setback in your teaching, or when students aren’t listening or learning. Do you feel incompetent or defeated? Do you look for an excuse? Watch to see whether criticism brings out your fixed mindset. Do you become defensive, angry, or crushed instead of interested in learning from the feedback? Watch what happens when you see an educator who’s better than you at something you value. Do you feel envious and threatened, or do you feel eager to learn? Accept those thoughts and feelings and work with and through them. And keep working with and through them.

My colleagues and I are taking a growth-mindset stance toward our message to educators. Maybe we originally put too much emphasis on sheer effort. Maybe we made the development of a growth mindset sound too easy. Maybe we talked too much about people having one mindset or the other, rather than portraying people as mixtures. We are on a growth-mindset journey, too.

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| Stage One of a Unit |

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| TRANSFER  Students will be able to independently use their learning to . . .  Know and defend their Faith. |

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| --- | --- |
| ESSENTIAL QUESTIONS  Students will consider . . .   1. Who is the Church? 2. How is Faith expressed? 3. How and when can Catholics use Faith? 4. How do we know God exists through creation and reason? 5. How has Jesus’s sacrifice led to our salvation? 6. Who are the leaders of the Church hierarchy and what is their role? 7. How and when do we use the Catechism? | ENDURING UNDERSTANDINGS  Students will understand that . . .  ­God’s existence is revealed through creation and reason.  ­Faith is a gift from God that helps us understand what He has revealed.  ­Our sins made Jesus’s sacrifice necessary.  ­The Holy Spirit guides the Church.  The Popes and bishops are the successors of the Peter and the apostles.  ­The Church is the family of God including the communion of saints.  ­The structure of the Catechism of the Catholic Church. |
| STUDENTS WILL KNOW (Content)  -key terms  -hierarchy of the Church  -difference between faith and Faith  -Jesus’s sacrifice | STUDENTS WILL BE ABLE TO (Skills)  Students will be skilled at . . .  using creation to explain God’s existence.  -locating paragraphs in the CCC. |

EVIDENCE OF LEARNING

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| Students will show that they really understand by evidence of . . .  Students will show they have achieved Stage 1 goals by . . . |

**Some good UbD examples**:

<https://prezi.com/pdfdjkgforad/ubd/>

<https://www.csa.edu.au/documents/item/454>

<http://www.lmclakers.org/wp-content/uploads/2015/07/6th-7threligion-allunits-UbD.pdf>Sample Unit #2

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| TRANSFER  Students will be able to independently use their learning to . . .  Appreciate the significance of the sacraments as they pertain to their lives. |

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| ESSENTIAL QUESTIONS  Students will consider . . .  Overarching:  1. How, as Catholics, do we worship?  Topical:  1. What are the distinct roles of the Trinity in the Liturgy?  2. What is our role in the Liturgy?  3. What is the role of the priest in the Liturgy? | ENDURING UNDERSTANDINGS  Students will understand . . .  -who participates in the Liturgy.  -Eucharist as the source and summit of Christian life.  -the priest’s role in the consecration of the Eucharist.  -when participating in the Liturgy, they are making a response of faith and love to the Trinity. |
| STUDENTS WILL KNOW (Content)  key terms  -the process of RCIA  -17 solemnities  -liturgical roles  -Holy Spirit is the teacher of Faith  -difference between an ordinary and extraordinary minister  -the faithful can offer special intentions for a Mass | STUDENTS WILL BE ABLE TO (Skills)  -celebrating the Liturgy  -explaining the process of the Liturgy |

EVIDENCE OF LEARNING

|  |
| --- |
| Students will show that they really understand by evidence of . . .  Students will show they have achieved Stage 1 goals by . . . |

**UbD Design Checklist**

|  |  |  |
| --- | --- | --- |
| **Stage 1: Desired Results** | | |
|  | **Yes** | **No** |
| **Establish Goals:** |  | |
| 1. Only those standard(s) or goals that are directly relevant to the unit and assessed in Stage 2 are listed. |  |  |
| **Understandings:** |  | |
| 2. The *understandings* are clearly stated and derived from or aligned with appropriate standards or goals. |  |  |
| 3. The *understandings* are both overarching (to promote transfer of standard(s) or *Big Ideas*) and topical (specific enough to focus teaching, learning, and assessment). |  |  |
| 4. The *understandings* are framed as full-sentence generalizations in response to the stem “Students will understand that…” |  |  |
| 5. The *understandings* are not obvious or true by definition (i.e. factual knowledge). The understandings will include *uncoverage* in order for students to come to understand the standards. |  |  |
| **Essential Questions:** |  | |
| 6. *Essential questions* clarify the *understandings* and connect to other topics and contexts to guide inquiry into the topic. |  |  |
| 7. The *essential questions* are thought provoking and arguable, rather than “leading” questions that point to facts. |  |  |
| 8. The *essential questions* are framed in appropriate “student language” to make them accessible to students. |  |  |
| **Students will know:** |  | |
| 9. Key knowledge and skills (including prerequisite knowledge and skills) needed to meet the standards and enable the desired understandings are identified. |  |  |
| **Students will be able to:** |  | |
| 10. Key performances objectives needed to meet the standards or goals are identified. |  |  |
| **Designer comments for Stage 1 – Desired Results:** | | |

Adapted from Wiggins and McTighe, *Moving Forward with UbD, 2012*

PLANNING BACKWARDS

**WHERE DO YOU WANT TO GO?**

# Set Curricular Goals

* What are the primary learning standards you want your students to master?
* What will successful students know and be able to do as a result of their work and learning?

**WHAT WILL IT LOOK LIKE WHEN YOU GET THERE?**

**Design Assessment**

* What kinds of things do people who have this kind of knowledge do?
* How do you want *your* students to demonstrate their mastery?
* How will you – and others – know when they’ve got it?

**WHERE ARE YOU RIGHT NOW?**

* Complete Necessary Diagnostic Assessments
* What do your students already know?
* What prior knowledge and learning experiences can the draw from to help them master this new challenge?
* What assessment tools and activities will give you the information you need?
* What new knowledge (skills, content, experiences) do they need in order to succeed?

**HOW WILL YOU GET FROM HERE TO THERE?**

* **Plan the Daily Lessons** **& Interim Assessments**
* What materials, text(s), and activities will prepare your students to succeed at the performance assessment you have designed?
* **Where can you differentiate based on what you know about your students’ readiness, interests, and learning profiles?**
* How will you know whether they are retaining and understanding the new information? How will *they* know?
* How will you measure that progress?

**DO IT**

**Implement the Plan**

* Share the learning goals, assessment and criteria, and unit outline with students.
* Begin, and **expect to revise**. As you make necessary adjustments, however, be sure to remain true to the desired learning goals and the students’ need to demonstrate what they have mastered.