

Understanding By Design

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by Jay McTighe

Rate each statement from a **5 = Strongly Agree** down to a **1 = Strongly Disagree** (460 responses received)

Content

1. The presenter demonstrated thorough knowledge of the topic.

5 = 81% (374/460)

4 = 15% (71/460)

3 = 2% (11/460)

2 = 1% (2/460)

1 = 0

2. I learned more than I already knew on this topic.

5 = 35% (160/458)

4 = 29% (133/458)

3 = 24% (110/458)

2 = 6% (26/458)

1 = 6% (29/458)

3. I will be able to apply what I learned.

5 = 26% (111/420)

4 = 34% (142/420)

3 = 25% (104/420)

2 = 10% (42/420)

1 = 5% (21/420)

4. The content addresses one or more of my priorities.

5 = 19% (88/460)

4 = 32% (148/460)

3 = 31% (142/460)

2 = 9% (41/460)

1 = 9% (41/460)

5. The content address one or more of my organizations priorities.

5 = 21% (96/447)

4 = 32% (143/447)

3 = 29% (131/447)

2 = 10% (45/447)

1 = 7% (32/447)

Process

6. The teaching techniques used helped my learning.

5 = 16% (73/447)

4 = 33% (147/447)

3 = 31% (138/447)

2 = 12% (53/447)

1 = 8% (36/447)

Understanding by Design (cont.)

7. The materials used helped or enhanced my learning.

5 = 21% (93/449)

4 = 37% (165/449)

3 = 26% (116/449)

2 = 10% (44/449)

1 = 7% (31/449)

8. I was given an opportunity to practice using the new ideas.

5 = 22% (100/450)

4 = 30% (134/450)

3 = 31% (138/450)

2 = 13% (58/450)

1 = 4% (20/450)

9. The time allotted for the topic covered was appropriate.

5 = 20% (92/460)

4 = 30% (139/460)

3 = 27% (124/460)

2 = 13% (59/460)

1 = 10% (46/460)

Facilities

10. The facilities were appropriate.

5 = 60% (273/456)

4 = 20% (91/456)

3 = 12% (56/456)

2 = 5% (21/456)

1 = 3% (15/456)

11. Handicap accommodations NA

12. Would you recommend this session to a colleague?

5 = 26% (113/440)

4 = 28% (125/440)

3 = 24% (107/440)

2 = 10% (43/440)

1 = 12% (52/440)

COMMENT SECTION OF EVALUATION

Statements below preceded by * are statements made numerous times.

What did you like best about the workshop?

Facility

Nice facility although initially apprehensive of attending a training event in a mega church (no disrespect intended)

*Great facility: comfortable, perfect temp. visual/audio was great

Presentation on multiple screens

I'd like to see it back in Laurel when we are in smaller groups in afternoon

Not sure about having the event at a church

I enjoyed having it at this facility - very well put together

Cut the light on the cross and bag the veiled Christian music at lunch

Materials

Information was organized and had logical transitions

*Visuals were great and humor appreciated

*Great examples, rubrics, templates and handouts

I liked having the handouts before the workshop

Blank Graphic Organizers a great idea

PowerPoint

Presentation style

Content

Page 21 which explained exactly what an essential question is

I like the idea of assessments before the lessons

*Essential Questions – “Big Ideas” –gave me ideas on how I might think up my own

Evidence of Understanding – Acquire and Transfer; Apply and explain

Examples of different assessments to use in class, novel ways of assessing; authentic assessment relevant

Practical concepts

If you were starting a unit, this workshop did give good ideas on how to prioritize your goals
/questions/assessments

Good review of material I have gone to training on previously.

I liked how it applied to my subject matter.

I have a clear understanding – I didn't before this class.

It got me thinking of essential questions when I'm teaching

It required me to look at authentic application of skills

The UbD design – very excited to start using it

*Information received from other teachers when in groups

The reminder that we need to be fostering the development of actual learning instead of teaching to a test.

Some of the information can be used immediately with little work

The format of unit planning is found to be insightful

Overall great info and definitely worth the time

The GRASPS design for assessment was a solid questioning/output format. Similar to the format for designing quality assignment of 6+ traits writing program

Time Management/Organization

*Breaking into grade levels

I appreciated the breaks and ice breakers

*Thanks for the decent lunchtime

I like the opportunity to collaborate with other teachers

The time to reflect

Presenter

*Presenter knows his stuff

Helped to clarify what I already do

Jay understood the challenges of applying these principles in ms/hs math classrooms and gave us extra ideas specific to math

He modeled good teaching

Dr. McTighe was very knowledgeable and easy to listen to. Excellent use of time-management, group work and humor

Provided research behind the idea

*Very nice presentation. Good strong ideas, especially the argument of motivation through having an end result towards which the students are preparing

Reinforced my belief that the state-testing program needs to be revamped. We need to test students using the kind of assessment that requires understanding of concepts and applications to new situations.

Thanks for this quality speaker

Jay was not condescending or self-promoting, but supportive and shared great info

The speakers continual squatting and hand movements were very distracting

We don't need eastern U.S. philosophy in Western Montana; would like to see teachers from Montana not out of state "educational consultants."

The presenter should model, through his presentation, how we should use this in the classroom.

Mr. McTighe should pause longer when a new slide is shown – when we were to read a slide, he began talking right away, before we had time to read/think about a slide.

The acronyms drive me crazy, not need. Your material speaks for itself. The acronyms are a symptom of the dumbing down of American teaching

*Too many pauses

Pace too slow

Easy to listen to and knew his material

What would you change?

Facility

*Difficult to do group sharing when sitting in rows

Location – how about the Alberta Bair?

Public dollars spent on a church facility – can't believe this is legal! We have soooo many schools that need the money and obviously this church does NOT!

Materials

Death by power point

Change Vocational to CTE on the sign

Wish my school would have prepared us with background and study so wasn't coming in cold turkey

Print on some projected material needed to be larger

I would be interested in a website including examples of performance tasks. I like the Regional Office of Tourism assignment and the Birdsong Middle School assignment. It would be nice to have a resource available to retrieve ore performance tasks

Get equipment off stage – it was distracting

Too many errors in handout and this form – editing is needed

Add blank pages at the end to write notes

Content

*Elaborations were too lengthy

Too much time spent on Session 1; need more time on HOW to teach on Session 3

*More secondary math/science applications; content specific training; area specific

Wonder if our group (ACE schools) is too big and diversified for today's type of topic

Prefer a fall in-service to be motivational and inspirational

*More structure for development of what we will use in class

Topic/ but was reminded how important goals were in teaching

*We already do this stuff

More application for primary teachers

A subject change – something new would be refreshing

Separate Fine Arts into music and art – it makes more sense than talking about units or examples to your

Principles

*I would love to see ACE go back to at least morning individual workshops for each curriculum area –
these are much more useful and people are engaged

Very hard to use this effectively with K-1. Better if given examples for all ages and different subject areas.

*It would be nice to hear more feedback from teachers who used this type of organization, positive and negative

*It was difficult to apply Backward Design to special education

Although he addressed all grade levels more time per grade level/content area is needed in order to really understand how to apply the concepts in more meaningful ways.

*We need to be told to come within a unit, or lesson plan, with standards to make the work time useful – were told we wouldn't need those until tomorrow

If you want us to digest, you first must let us swallow

My God could we please just once, have 2 days in our classrooms.

Too much information all at once

I would like to spend more time with a facilitator

More real-life math problems examples

Time Management/Organization

The method of getting into our specific groups

Differentiate based upon past training and experience

Time given to work with colleagues step by step (write EQ's, share, evaluate, Identify Skills, share evaluate, etc.

*Too many pauses for discussion where teachers visited instead of actually discussing material

*Too long; make it a half-day, be more concise

*More doing

Would have like this scheduled prior to the beginning of the school year, so we could directly tie UbD to our district goals and evaluation cycle

More small group time to work on something for our own class

*More group time, less lecture

A two-day session would be ideal, three days or 2 _ days (1 to learn, 2nd to practice), add another day as a work day for implementation

Shorten the class to a _ day then application for _ day and then maybe reconvene for areas that gave us difficulty.

The content presented did not really lend itself to group work

Allow time for teachers to get to know others from other schools

*Smaller groups

Lunch too far away

Have a timer on the screen to help participants know when to return to session

*Serve lunch- sub sandwiches, baked potatoes, sloppy joes, etc

*The bell –it was degrading

*Perhaps working within ones school during the grouping would be more beneficial

Additional Comments

Materials

Give heads-up to bring in standards or curriculum guide

Content

A book study of sorts on his book would have been a good activity to prepare for the presentation

We need help on bridging this technique with the standardized test

Would be nice to develop a plan with teachers from other schools

I understand the concept, however I wonder how these ideas work for special education students How would you alter or assist with these processes?

*Future ACE workshops should be time for content areas to get together and address professional concerns and practices within that content area. Much better use of time and money.

I would like to see motivational speaker – I think the group is too large to narrow down with subject fields.

Another teaching theory to add to the other four taught previously – why can't we adopt one task and develop & master it before another is presented

Seemed better suited to secondary level and core subject areas

If I had been taught like this, I might have been an A student instead of an underachiever

Looking forward to additional work with UbD and J McTighe

Looking forward to guided development of this material for the actual planning time – productive, ready to deploy in the classroom. Thank you for valuing the teachers by presenting this workshop and for the students who will benefit

Was disappointed we didn't go over WHERE TO – think it's important

*Some things seem to be repackaged concepts that have been around; need to give credit to previous developers/methods from older sources.

My daughter is getting her GS Silver award and her book of choices for all her projects were written just like you taught us today.

I want to hear from people in the "trenches". This kind of stuff assumes that the class is motivated and well educated. Theory is theory – we need practical ideas.

Difficulty I applying this to the different skill levels and ability levels found in a regular classroom

Same information I've learned since college – it's not challenging or interesting any more

How realistic is it that the majority of educators present at this workshop will actually take this information back and utilize it?

Good for beginning teachers

Educating is NOT a science. To attempt a template design in two variables – the teacher, the student, is commendable but perhaps not realistic.

*Thank you for a rewarding educational day. A useful teaching tool was provided

Beneficial – can apply in counseling curriculum very easily

Ties in well to the inquiry method being pushed in science. It all works together

I believe the only way to implement quality backward designed curriculum begins at the leadership level. Time must be created for teachers to create better curriculum mapping.

I am not convinced that many students will learn any differently in the long run using this design

Get with it and bring in something that is actually useful and worthwhile. I have never wasted so much time in my life

This was an ill spent day we spent funding on something intel has for free, does a better job presenting and helps you produce a useable project

Time Management/Organization

Have coffee available as difficult to stay alert after eating and a meal – have other drinks other than just coffee

Afternoon snacks would have been appreciate

Too long for lunch, quick lunch and dismiss earlier

It should have ended at 3:00 PM

About the Participants

*I'd like to see some accountability for teachers who talk the talk, but don't walk the walk - leave early, text, surf the net grade papers and chat the entire time and then complain about disrespectful students and students being tardy or absent!

I'd change the attitude of the teachers (some; most are professional)

Side Comments:

This evaluation instrument has a built in confirming bias. The scores will inherently be high across the board and not provide authentic feedback

“Worksheets don't build ?????” or Eric Larson (?) for next year.