

**Understanding By Design (UbD)– Backwards Design Process**  
 (Modified from Grant Wiggins and Jay McTighe, 2002 for Self-Evaluation of RMAIS lessons)

UbD TEMPLATE

<b>Stage 1 – Desired Results</b>	
<p><b>Content: Topic for Lesson</b></p> <ul style="list-style-type: none"> <li>Mentor-mentee relationships</li> </ul>	
<p><b>Understanding (s)/goals</b>                      Participants will understand that:</p> <ul style="list-style-type: none"> <li>Mentors involve personal relationships with mentees</li> <li>One mentor doesn't provide all resources</li> <li>Relationships involve two-way communication</li> <li>Process and outcomes of relationship are both important</li> <li>There is potential for bias and power struggles in the relationship</li> <li>Relationships must be constantly reassessed</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>What is a mentor?</li> <li>What role does your mentor fill?</li> <li>What are some challenges you may face in the mentoring?</li> <li>How do you address these challenges?</li> <li>What should mentees accomplish by the end of mentoring?</li> <li>What does a good mentoring experience look like?</li> </ul>
<p><b>Lesson objectives (outcomes):</b>                      Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <li><i>KNOWLEDGE:</i> Qualities of a good mentor, potential mentoring challenges, examples of bias in mentoring,</li> <li><i>SKILLS:</i> Establish goals for relationship, recognize bias and power struggles, communicate with other party in relationship</li> </ul>	
<b>Stage 2 – Assessment Evidence</b>	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>Setting goals with mentor-mentee groups</li> <li>Discussion of case studies</li> <li>Role playing with case studies</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Recognize qualities of good mentor and mentee</li> <li>Responses to role playing scenarios of conflicts</li> <li>Discussion of role playing</li> </ul>
<b>Stage 3 – Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Define mentor and why you would want to participate in mentoring</li> <li>Have participants identify a good mentor they have had (or what a good mentor might look like to them)</li> <li>Through discussion, explain what a good mentor and good mentee look like</li> <li>Explore goal setting and backwards design in the context of mentoring through powerpoint</li> <li>Work through goals list within mentor-mentee groups</li> <li>Powerpoint presentation with examples of conflicts</li> <li>Role play case studies in mentoring to explore how to address issues</li> </ul>	

## Explanation of UbD Template

Stage 1 – Desired Results	
<p><b>Content: Topic for Lesson</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Understanding (s)/goals</b> Participants will understand that:</p> <ul style="list-style-type: none"> <li>• <i>[this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know]</i></li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• <i>[What leading questions can you ask of participants to get them to understand the Goals? There are no “right” or “wrong” answers to this question]</i></li> </ul>
<p><b>Lesson objectives (outcomes):</b> Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• <i>KNOWLEDGE: [These are observable, measurable knowledge outcomes that participants should be able to demonstrate and that you can assess.]</i></li> <li>• <i>SKILLS: [These are observable, measurable skills outcomes that participants should be able to demonstrate and that you can assess.]</i></li> </ul> <p><i>[Remember that your Assessment Evidence (stage 2) should align with objectives.]</i></p>	
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>• <i>[Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]</i></li> <li>• <i>[Consider how to integrate low-order (recall) knowledge and higher order (application/evaluation) knowledge ]</i></li> <li>• <i>[Rubrics can be used to guide participants in self-assessment of their performance]</i></li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• <i>[includes pre-assessment, formative (ongoing) assessment, and summative assessment evidence]</i></li> <li>• <i>[Can be individual or group based]</i></li> <li>• <i>[Can be informal assessment: thumbs up/down, one-minute index card responses, etc.]</i></li> </ul>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b> <i>[List what is happening during your lesson; the following 5E model may be useful as a guide]:</i></p> <ul style="list-style-type: none"> <li>• <i>Engage participants:</i></li> <li>• <i>Explore topic with participants:</i></li> <li>• <i>Explain to participants/ participants explain to one another:</i></li> <li>• <i>Elaborate: build new knowledge on prior knowledge/skills</i></li> <li>• <i>Evaluate as a group what new knowledge/skills were gained</i></li> </ul>	