Understanding by Design

3-Page Template

BHAG: To cultivate independent learners who demonstrate confidence in troubleshooting, who are willing to seek out new information and solutions, and who lean on peers in a professional collective.

Stage 1 - Identify Desired Results
Established Goals
Modified from the ISTE Standards for Educators (ISTE, 2022). **2.1.a** Set **professional learning goals** to explore and apply **approaches made possible by technology** and reflect on **their effectiveness**. **2.2.c** Model for colleagues the identification, exploration, evaluation, curation, and adoption of new **digital resources and tools** for managing **workflows and systems**. **2.4.a** Dedicate planning time to collaborate with colleagues to create **authentic experiences that leverage technology**. **2.4.b** Collaborate and co-learn with peers to discover and use new **digital resources** and diagnose and troubleshoot **technology issues**.

What essential questions will be considered?	What understandings are desired?
- How might we determine which tools are the most effective at creating efficient workflows and modeling best practices with technology? - How would you generate a plan to collaborate with colleagues and revise a system or workflow applying district technology resources? - How might you improve and apply troubleshooting skills as you learn and grow? - Predict how changes might affect your current or new workflows?	Learners will understand that… - Some technology tools are more effective than others for the same system or workflow. - You don't need all of the tools, you just need to use them in effective ways. - It is important to apply design thinking to determine which digital resources and tools to use. - Problems with current technology will arise and you can fix them! - New technology will change or replace the workflows you are creating.

What key knowledge and skills will learners acquire as a result of this unit?	
Learners will know… - Key terms–system, digital workflow, troubleshoot, storage solution, automation. - Available district technology resources, including but not limited to Google Workspace, ClassLink, and Skyward. - Available district technology support resources, including but not limited to the GCISD Google Workspace Support website, GCISD Zendesk, the GCISD	Learners will be able to… - Locate available district technology resources. - Analyze district technology resources to determine effectiveness by applying design thinking. - Analyze new resources to determine effectiveness by applying design thinking. - Create a professional goal and plan to tweak workflows and implement the goal and plan.

Digital Learning Website, and the GCISD Digital Learning YouTube channel. ● The design thinking process.	

Stage 2 - Identify Desired Results

What evidence will show that learners understand?

Performance Tasks:
1. **The "where" of information:** Learners will compare and contrast effective uses of technology in a professional setting. Learners will compare and contrast in a diagram or double bubble map. Learners will discuss their findings. [Google Template]
2. **A growth mindset:** Learners will watch video resources on growth mindset and reflect on the question "How might a growth mindset support you in your professional implementation plan?" Learners will discuss their findings. [Videos, Google Docs/Slides/Canva]
3. **Design thinking:** Identify, explore, evaluate, curate, and adopt digital resources and tools to determine which to use and how to use them. Learners will use the design process to support them in implementing their plans. [Google Template]
4. **Troubleshooting:** Learners will use a collaborative tool to brainstorm technology issues they may face along the way. Learners will discuss their reflections. Collaboratively, learners will respond to their own or other technology problems to determine solutions. [Jamboard]
5. **Goal, Plan, Action:** Revise a system or workflow in collaboration with colleagues that use district technology more effectively. Learners will collaboratively develop a goal, plan, and action steps to implement their plan. [Google Template]
    ○ **Goal, Plan, Action Revision:** Learners will revise their plans based on feedback.
6. **Change Reflection:** Learners will write to predict how changes might affect their current or new workflows. Learners will discuss their reflections. [Jamboard]
7. **GPA Presentation and Reflection:** Learners will write to reflect on their goals. Is it something they intend to continue to work on next year? Or will they address a new system, workflow, or storage solution?

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:
Because this isn't a traditional classroom - it is an adult learning setting - I will focus on supporting them and assessing them more informally through:
● Individualized and group coaching sessions
● Group discussions in blended learning environments

Learner Self-Assessment and Reflection:

● **Learner's mindset and metacognition:** At the beginning and end of each blended session, learners will self-assess their comfort with the material learning/learned.
● **Goal, Plan, Action:** Learners will self-assess their plan and make modifications during coaching sessions.
● **GPA Presentation and Reflection:** Learners will present their implementation plans to their peers. Learners will write to reflect on their goals. Is it something they intend to continue to work on next year? Or will they address a new system, workflow, or storage solution?

Stage 3 - Plan Learning Experiences

What sequence of teaching and learning experiences will equip learners to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERETO elements.

Learning Activities:
How will the learning design…
W = Help learners know **W**here is the unit going? **W**hat is expected? **W**hat prior knowledge?
H = **H**ook to **H**old their interest?
E = **E**quip learners, help them **E**xperience the key ideas, and **E**xplore the issues?
R = Provide opportunities to **R**ethink and **R**evise understandings/work?
E2 = Allow learners to **E**valuate their work and its implications?
T = Be **T**ailored to different needs?
O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?

Session 1: Each session includes 15-minutes of individual coaching.
1. Game: Look at pictures of technology - who recognizes this, knows what it is for? Is it still relevant? **H**
2. Pre-assess learners' comfort with change, learning, and technology with an engaging, informative questionnaire. **W**
3. **A Growth Mindset Assignment**: Learners will watch several videos and look at resources on the growth mindset. Next, they will define a growth mindset, give examples, define fixed mindset, and give examples. Then, they can create a table, graphic, brochure, or just write. Finally, they will write to explain if they have a growth mindset or not. Before lunch during session 1, we will engage in a group discussion. **E, E2**
4. **The "where" of information:** Learners will compare and contrast effective uses of technology in a professional setting.
   a. To start, learners will discuss the technology that they use daily. Is it hardware or software? How do they use it? What processes do they use it for? **T**
   b. Which processes are effective? **T**
   c. Learners will compare and contrast in a table, diagram, or double bubble map. Learners will discuss their findings. [Google Template] **E**
5. Growth mindset and metacognition - learners will post-assess their comfort with the material learned. **E2, R**

Session 2: Each session includes 15-minutes of individual coaching.
6. Pre-assess learners' comfort with design thinking and technology troubleshooting with an engaging, informative questionnaire. **W**
7. **Design Thinking:** Learners will watch several videos and look at resources on design thinking. Next, they will define and give examples of the "steps" of design thinking: Identify, explore, evaluate, curate, and adopt. Then, they can create a table, graphic, brochure, or just write. Finally, they will write to explain if they have a growth mindset or not. Before lunch during session 1, we will engage in a group discussion. **E**
8. **Troubleshooting:** Learners will review resources available to assist them when they get stuck. (District curated and others.) Learners will use a collaborative tool to brainstorm technology issues they may face along the way. Learners will discuss their reflections. Collaboratively, learners will respond to their own or other technology problems to determine solutions. [Jamboard] **E, E2, R**

9. Growth mindset and metacognition - learners will post-assess their comfort with the material learned. **E2, R**

Session 3: Each session includes 15-minutes of individual coaching.

10. Pre-assess learners' comfort with goal setting and planning with an engaging, informative questionnaire. **W**
11. **Goal, Plan, Action:** Learners will create a plan to revise a system or workflow in collaboration with colleagues that use district technology more effectively. Learners will collaboratively develop a goal, plan, and action steps to implement their plan. **E**
     a. Discuss smart goals. Guide learners in developing goals. **E, T**
     b. Introduce the plan/action sections. Learners will apply a growth mindset, design thinking, technology, and troubleshooting skills. Allow learners to work. **E, T**
     c. They will answer the questions:
          i. "How might a growth mindset support you in your professional implementation plan?" **E2**
          ii. How did you incorporate the design process in implementing their plans? **E2**
12. Peer assessment - Learners will review their own plans and other groups' plans based on a rubric. **R**
13. Growth mindset and metacognition - learners will post-assess their comfort with the material learned. **E2, R**

Session 4: Each session includes 15-minutes of individual coaching.
14. Pre-assess learners' comfort with design thinking and technology troubleshooting with an engaging, informative questionnaire. **W**
15. **Change Reflection:** Learners will write to predict how changes might affect their current or new workflows. Learners will discuss their reflections. [Jamboard] **E2, R**
16. **GPA Revision and Implementation:** Learners will revise their plans based on feedback. **T, R**
17. Growth mindset and metacognition - learners will post-assess their comfort with the material learned. **E2, R**

Individual/group coaching as needed throughout implementation.
18. During the individual/group coaching, I will work with learners to implement their plans. This may mean support with technology, thinking through the plan, or creating connections to other departments. **E, R, E2, T**

Session 5: Each session includes 15-minutes of individual coaching.
19. **GPA Presentation and Reflection:** Learners will present their implementation plans to the group. How did it go? What worked well? What didn't work? They will also reflect on their goals. Is it something they intend to continue to work on next year? Or will they address a new system, workflow, or storage solution? **R, E2, T**
20. **Growth Mindset Reflection:** Learners will evaluate their growth in their specific roles due to the implementation of their professional implementation plan. **E2, T**