Overview of unit design template using technology

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ETUD model: background

- All staff took a standards-based graduate course
- Expectations and shared methodology were understood

Madeline Hunter
7 Steps in Lesson Planning

Wiggins and McTighe
Understanding by Design

Effective Teaching Unit Design

A little background on the adoption of the ETUD (Effective Teaching Unit Design) model of unit development. Over a period of 2 years, all administrators and teachers took the same graduate level course dealing with standards-based unit design.

The idea is that the expectations for use and a shared vocabulary were to be adopted district-wide. The ETUD was a district creation that borrowed the best parts of both the Understanding by Design model and Madeline Hunter’s 7 steps in lesson plan.

http://jfmueller.faculty.noctrl.edu/205/madelinehunter.htm
http://www.d.umn.edu/~hrallis/courses/3204fa06/assignments/lessonplanning/ubd_template.htm
The biggest challenge when developing the EUTD was first differentiating what was essential to know, important to know and nice to know and developing the essential question for the unit.
There were two versions of the ETUD template. Teachers had to use to move and adapt their current units and lessons to this newly adopted model.

There was a single subject template and an integrated subject version. Of course, since most teachers had single-content area units, that was the form that was primarily used.

And, there was no real plan for technology infusion at that point.
To help teachers think more about the use of technology as an assessment tool, the library media specialists and the instructional technology specialists created a version of the integrated subject ETUD.

The top part was the same.
However, they added both the information literacy and technology skills areas and included technology tools to pick from. They left the content area blank, so the ETUD could be adapted for any subject area.
This group of librarians and tech teachers, from grades K–8, then looked at the technology and information literacy standards and chose the ones that they felt a classroom teacher could handle on their own with a cart of devices or in a lab.

They then created 4 project–based assessments at each grade level that were content–neutral, but included the tech and information literacy components.
They also included a rubric and an exemplar assessment, as well as how-to instructions for the teacher.
We then had the teachers come together by grade level in computer labs, and, take a single discipline ETUD and move it into the new format with a technology assessment. Then, the teachers created the technology exemplar for that unit with support from both the computer teachers and library media specialists. The idea is that they would feel comfortable supporting students creating the same or similar assessment.