# PACs Professional Development Remix

(self-analysis tool for educators to use when lesson redesign is needed)
(resource showcasing the relationship between Conceptual/UBD units and the Trudacot Model)

## Framework behind Conceptual/UBD Lessons

**Stage 1**    <u>Desired Results</u> - (Big Ideas, Transfer Goals, Understandings, & Essential Questions)

**Stage 2**    <u>Assessment Evidence</u> - (Performance Tasks)

**Stage 3**    <u>Learning Plan</u> - (Activities, Events, & Instruction)

Trudacot Analysis:  - Focus on the following elements of the Trudacot Model first.

(Reminder:  to make a <u>claim,</u> you must have supporting <u>evidence)</u>

# A ▪ Discipline-Specific Inquiry = Stage 1 & 3 - (This is the heart of your lesson.)

**<u>Domain</u>** <u>defined</u>: The discipline (science, math, geography, etc. ) used within the field of study

- Domain Knowledge - Are teachers teaching discipline-specific, appropriate content, and procedural knowledge seen in the current field of study?

    **Yes     No     Somewhat**

    If yes, is student work focused around big, important concepts central to the discipline?

- Domain Practices - Are teachers utilizing discipline-specific and appropriate practices and processes?  (What do people do in this field of study? How can you simulate the work of this field of study in your classroom? Are students acting as if they are in this field of study?)

    **Yes     No     Somewhat**

- Domain Technologies - Are teachers utilizing discipline-specific and appropriate technologies? (What technology is used in this field of study? This may not be possible due to cost or availability.

    **Yes     No     Somewhat**

# B. Authenticity/Relevancy = Stage 2

- Real or Fake?  Is the work authentic and reflective of that done by real people outside of school?

    **Yes     No     Somewhat**

- Contribution - Does the work make a contribution to an audience beyond the classroom walls to the outside world?

    **Yes     No     Somewhat**

# C. Critical Thinking (HOTS) | Creativity | Initiative | Entrepreneurship = Stage 1, 2, & 3

- Deeper Thinking - Do student activities go beyond information sharing or low level thinking?

    **Yes     No     Somewhat**

- Creativity - Do students have the opportunity to design, create, make, or otherwise add value that is unique to them?

    **Yes     No     Somewhat**

- Initiative - Do students have the opportunity to initiate, be entrepreneurial, self-directed, and/or go beyond given parameters of the learning task or environment?

    **Yes     No     Somewhat**

- Metacognition - Do students have the opportunity to reflect on their planning, thinking, work, and/or progress?

    **Yes     No     Somewhat**

# D. Assessment = Stage 2

- Alignment - Are objectives, instruction, learning activities, and assessments all aligned both topically and cognitively?

    **Yes     No     Somewhat**

- Authentic Assessment - Are students creating real-world products or performances?

    **Yes     No     Somewhat**

- Assessment Technology - Are digital technologies being used to facilitate the assessment process?

  **Yes    No    Somewhat**

# E. **Technology = Stage 3**

- Technology as a means, not an end - When digital technologies are utilized, do the tools overshadow, mask, or otherwise draw the focus away from important learning?

  **Yes    No    Somewhat**

- Technology Adds Value - Does technology add value so that teachers/students can do their work in better or different ways than are possible without the technology?

  **Yes    No    Somewhat**

- Meaningful Technology Usage - Are digital technologies utilized appropriately and meaningfully for the learning tasks?

  **Yes    No    Somewhat**