

Step 1 - Breaking Down Standards Developing Goals

a. List the standard(s) that is(are) central to the unit: ([Links to Standards](#))

Standard:

b. Two column analysis of standards: Unwrapping a standard consists of identifying the parts of your standard that are concepts (what students need to know) and skills (what students need to be able to do).

Skills: find <u>verbs</u> that denote action	Concepts: find <u>nouns</u> that describe what students needs to know in order to complete the skill

c. Creating Goal Statements: Use the nouns and verbs above to create a list of clear student goals, these are essential to a student's ability to achieve the standard above. List them in the box below.

List your student goals below, color code them as **skills** goals or **concept** goals. Put them in the language that would be clear to the students that you teach.

Select one of the above learning targets to use as your focus for this activity. Color code your goal/target as either a **skills goal**, or a **concept goal**.

Step 2 - Develop Assessment Expectations

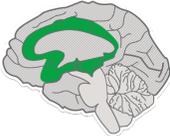
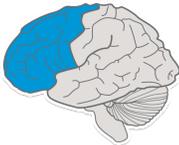
a. Learning Goal Rubric: Create a simple rubric using the language of the learning goal above that can be accessed by students throughout the learning process.

Select one of the learning targets you created in step one to use as your focus for this activity. Create a rubric for that particular learning target to describe what it means to be Advanced, Proficient, Approaching or Developing.

Learning Goal	Advanced	Proficient	Approaching	Developing

Steps 3 and 4 - Develop Flexible Methods and Materials

a. Planning for Student Variability: Using your knowledge of student barriers in the classroom and the **UDL guidelines**, plan for student variability and reflect on your decisions below. *These are levels within the guidelines and not every box for every level (Access, Build, Internalize) will be "filled in" right away.

Engagement	Representation	Action and Expression
<p>AFFECTIVE NETWORKS: THE WHY OF LEARNING</p> 	<p>RECOGNITION NETWORKS: THE WHAT OF LEARNING</p> 	<p>STRATEGIC NETWORKS: THE HOW OF LEARNING</p> 

Provide options for Recruiting Interest (7) 	Provide options for Perception (1) 	Provide options for Physical Action (4) 
<ul style="list-style-type: none"> • Optimize individual choice and autonomy (7.1) • Optimize relevance, value and authenticity (7.2) • Minimize threats and distractions (7.3) 	<ul style="list-style-type: none"> • Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3) 	<ul style="list-style-type: none"> • Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)
Checkpoints Addressed (Engagement)	Checkpoints Addressed (Representation)	Checkpoints Addressed (Action and Expression)
How will my environment provide access for students?	How will my environment provide access for students?	How will my environment provide access for students?

Provide options for Sustaining Effort & Persistence (8) 	Provide options for Language & Symbols (2) 	Provide options for Expression & Communication (5) 
<ul style="list-style-type: none"> • Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and 	<ul style="list-style-type: none"> • Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notations, and symbols (2.3) 	<ul style="list-style-type: none"> • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)

<ul style="list-style-type: none"> community (8.3) Increase mastery-oriented feedback (8.4) 	<ul style="list-style-type: none"> Promote understanding across languages (2.4) Illustrate through multiple media (2.5) 	
Checkpoints Addressed (Engagement)	Checkpoints Addressed (Representation)	Checkpoints Addressed (Action and Expression)
How will my environment help students build understanding?	How will my environment help students build understanding?	How will my environment help students build understanding?

Provide options for Self Regulation (9) 	Provide options for Comprehension (3) 	Provide options for Executive Function (6) 
<ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation (9.1) Facilitate personal coping skills and strategies (9.2) Develop self-assessment and reflection (9.3) 	<ul style="list-style-type: none"> Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, and relationships (3.2) Guide information processing and visualization (3.3) Maximize transfer and generalization (3.4) 	<ul style="list-style-type: none"> Guide appropriate goal-setting (6.1) Support planning and strategy development (6.2) Facilitate managing information and resources (6.3) Enhance capacity for monitoring progress (6.4)

Checkpoints Addressed (Engagement)	Checkpoints Addressed (Representation)	Checkpoints Addressed (Action and Expression)
How will my environment allow students to control their learning?	How will my environment allow students to control their learning?	How will my environment allow students to control their learning?

b. Our Goal: Expert learners who are...

Purposeful and Motivated	Resourceful & Knowledgeable	Strategic & Goal Directed
How can I continue to create an environment that fosters purposeful and motivated learners?	How can I continue to create an environment that supports resourceful and knowledgeable learners?	How can I continue to create an environment that develops strategic and goal directed learners?

Make a copy of this planner:

https://docs.google.com/document/d/1v285UOjuFyxXD3DRNe_u8IEAylocKJrB9eMTe5CJFEI/copy

Step 1 - (Science Example) Breaking Down Standards

Developing Goals

a. List the standard(s) that is(are) central to the unit: ([Links to Standards](#))

Standard: *Support an argument that the gravitational force exerted by Earth on objects is directed down. [5-PS2-1 Clarification Statement and Assessment Boundary](#)*
Clarification Statement: *“Down” is a local description of the direction that points toward the center of the spherical Earth.*
Assessment Boundary: *Assessment does not include mathematical representation of gravitational force.*

b. Two column analysis of standards: Unwrapping a standard consists of identifying the parts of your standard that are concepts (what students need to know) and skills (what students need to be able to do).

Skills: find <u>verbs</u> that denote action	Concepts: find <u>nouns</u> that describe what students needs to know in order to complete the skill
<i>Supporting an argument</i>	<i>Argument Gravitational force is exerted by Earth Objects are directed</i>

c. Creating Goal Statements: Use the nouns and verbs above to create a list of clear student goals, these are essential to a student’s ability to achieve the standard above. List them in the box below.

List your student goals below color code them as **skills** goals or **concept** goals. Put them in the language that would be clear to the students that you teach.

Students will understand how gravity pulls objects to the center. (mass, distance)

Students will understand what variables may affect gravity.

Students will be able to support an argument using evidence, data, or a model.

Select one of the above learning targets to use as your focus for this activity. Color code your goal/target as either a **skills goal**, or a **concept goal**.

Students will understand how gravity pulls objects to the center. (mass, distance)

Students will understand what variables may affect gravity.

Students will be able to support an argument using evidence, data, or a model.

Step 2 - (Science Example) Develop Assessment Expectations

a. Learning Goal Rubric: Create a simple rubric using the language of the learning goal above that can be accessed by students throughout the learning process.

Select one of the learning targets you created in step one to use as your focus for this activity. Create a rubric for that particular learning target to describe what it means to be Advanced, Proficient, Approaching or Developing.

Learning Target: Support an argument that the gravitational force exerted by earth on objects is directed down.

Learning Goal	Advanced	Proficient	Approaching	Developing
I can explain how the force of gravity works and what might affect it.	I can explain that gravity pulls objects to the center. I can explain how mass and distance can affect that pull.	I can explain that gravity pulls object to the center. I can explain how mass or distance can affect that pull.	I can explain that gravity pulls object to the center. I can explain mass or distance.	I can explain that gravity is a pull.
I can use evidence, data, or a model to explain my thinking.	My choice provides details and evidence to support my claim.	My choice provides evidence to support my claim	My choice provides evidence but needs further explanation.	I created a model to show gravity but needs to provide evidence of thinking

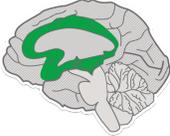
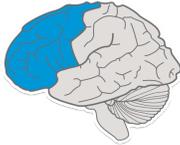
Steps 3 and 4 - (Science Example) Develop Flexible Methods and Materials

a. Planning for Student Variability: Using your knowledge of student barriers in the classroom and the [UDL guidelines](#), plan for student variability and reflect on your decisions below. *These are levels within the guidelines and not every box for every level (Access, Build, Internalize) will be "filled in" right away.

Engagement

Representation

Action and
Expression

<p>AFFECTIVE NETWORKS: THE WHY OF LEARNING</p> 	<p>RECOGNITION NETWORKS: THE WHAT OF LEARNING</p> 	<p>STRATEGIC NETWORKS: THE HOW OF LEARNING</p> 
<p>Provide options for Recruiting Interest (7)</p> 	<p>Provide options for Perception (1)</p> 	<p>Provide options for Physical Action (4)</p> 
<p>-Optimize individual choice and autonomy (7.1)</p> <p>-Optimize relevance, value and authenticity (7.2)</p> <p>-Minimize threats and distractions (7.3)</p>	<p>-Offer ways of customizing the display of information (1.1)</p> <p>-Offer alternatives for auditory information (1.2)</p> <p>-Offer alternatives for visual information (1.3)</p>	<p>-Vary the methods for response and navigation (4.1)</p> <p>-Optimize access to tools and assistive technologies (4.2)</p>
<p>Checkpoints Addressed (Engagement)</p>	<p>Checkpoints Addressed (Representation)</p>	<p>Checkpoints Addressed (Action and Expression)</p>
<p>7.1 Students were given multiple choices in the resources they used to gather/record/understand information and to optimize the challenge resources at different levels were provided.</p> <p>7.2 Tasks in this unit required active participation and allowed students to explore gravity (inquiry stations), and experiment with gravity (roller coaster design).</p>	<p>1.1 I used very few (if any) fixed print materials for this unit. If fixed print materials were provided there was always a digital option that students could manipulate. This unit was organized in Canvas (follow this link to view Canvas lesson and the videos have closed captions allow for the rate and volume to be adjusted).</p>	<p>4.1, Students were allowed to respond and interact in different ways with the materials throughout the unit. Writing their observations as traditional notes, typing them into a Google Doc, or using Speech to Text to input their information. Students were allowed to use headphones to view videos and input information.</p>
<p>How will my environment provide access for students?</p>	<p>How will my environment provide access for students?</p>	<p>How will my environment provide access for students?</p>
<p>I can always offer the option of students recording their notes in a notebook, organizer, or google doc and provide resources for students of different levels.</p>	<p>I can always use Canvas as digital platform for my class. In any unit the resources within Canvas can be customized or altered by my students to best support their learning. In addition, the Google</p>	<p>I can always be flexible when it comes to the materials that students use to navigate a lesson or a unit, and as I build my own understanding of assistive technologies within my district, I</p>

	Platform can be accessed via Canvas, which allows for the use of other assistive tools and means of representation.	will look to optimize access for my students.
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Our Recent Work-Teacher Clarity Playbook Example

 = Explanation of Concept

Teacher Clarity Playbook Planner



STANDARD(S)

CONCEPTS (NOUNS)

SKILLS (VERBS)

 LEARNING PROGRESSION

 LEARNING INTENTIONS

 SUCCESS CRITERIA