

Understanding by Design Post Teaching Unit Analysis

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Dates Taught: Throughout the Year

Unit Title: Get in Gear Junior Year: A Career Preparedness Unit
Subject & Grade Level: English 3—11th grade

The following reflection and analysis is extensive. It is designed to help you maximize your learning about UbD unit design and to help you remember how you will improve this unit for the next time you teach it. Please download this document to your hard drive and then respond to the questions on your computer. Save and print the document; bring 3 copies with you to our next meeting on March 25. One copy is for your reference as you explain, one for your peer reviewer, and one for the instructors.

Be as thorough and complete as you can. Address each question honestly and thoughtfully; recognize that the purpose here is improvement rather than evaluation. Give examples, mark pages in your unit for reference, and be ready to explain thoroughly in peer review.

STAGE ONE: Unit Focus

Big Ideas.

To what extent did your unit address the Big Ideas you created? Explain.

I think my Big Ideas focus on the heart of career preparedness—Students can make well-informed choices. Certain skills, attitudes and behaviors not only will get them jobs but will affect the workplace. Today is a building block for the future.

If any were NOT addressed, please explain why and how you will remedy that situation. [for example, you may decide to eliminate that Big Idea because it doesn't fit as well as you thought it did, to change the rest of the unit to make sure it is included, or. . . .].

I believe that I addressed all of the Big Ideas in the unit. However, one of my Big Ideas is that a portfolio will help students' career and post-secondary success and will showcase their skills. I need to focus more on this activity and build in time to work specifically with the portfolios. We are in the process of moving toward digital portfolios.

With regard to the Big Idea that focuses on attitudes and behaviors, my peer reviewer in an earlier session wondered about HOW the students' attitudes and behaviors are assessed. One of the tools utilized is the worksite employer's evaluation of the students' attitudes and behaviors during their day-long job shadows.

Are there other Big Ideas you need to add? If so, state them and explain why they are needed. Also briefly describe where and how these would be integrated in the class activities and in the assessments.

I believe that I should add a Big Idea about Work Ethic. "Students will understand the meaning of a work ethic."

Unfortunately, I have noticed that employers ALLOW bad work ethics and where my community is located, if students don't like a job, they can easily find a new one in a very short period of time. Young employees often call in sick and schedule work around their social life INSTEAD of their social life around work. There are numerous pieces of literature that address work ethic that could be built into the unit.

I also believe that I should add a Big Idea about "Work to Live or Live to Work." Maybe I could focus on the idea that career changes are acceptable, not a set-back—build WHO you are. This might be integrated through reading and reflection.

I could also add a Big Idea something like "Students will understand responsible and ethical workplace behaviors." We could view a movie on this topic (about lawyers possibly?) and discuss and reflect on the topic.

Are there Big Ideas that need to be rephrased so they are more clearly congruent with the rest of the unit? If so, how would you re-state them and why do you think that would improve them? **Not sure. I think they are sufficient.**

Essential Questions

To what extent were your Essential Questions addressed and resolved? Explain.

I believe that my Essential Questions are thought-provoking. They require inquiry and exploration rather than simple recall. I believe that the activities clearly addressed the Essential Questions. I used my Essential Questions as journal topics throughout the unit.

If any were NOT addressed, please explain why and how you will remedy that situation. [for example, you may decide to eliminate that Essential Question because it doesn't fit as well as you thought it did, to change the rest of the unit to make sure it is included, or. . . .].

I might do more to address the essential question about the skills and attitudes needed to be successful in a particular career. Currently my students address this topic in their job shadow interviews and one of the slides in their job shadow PowerPoint. But I could work to differentiate instruction for different career choices, so I might have an essential question that looks like this: "Through reading and responding to a variety of materials about veterinary medicine, what conclusions can we draw about the role of fiction and non-fiction in helping us make our own career choices?" I might then have that student read a book like *All Creatures Great and Small* by James Herriott.

Are there other Essential Questions you need to add? If so, state them and explain why they are needed. Also briefly describe where and how these would be integrated in the class activities and in the assessments.

I might add "How can our understanding of the job search process help us make good decisions about our future careers?" Because students write resumes and cover letters and practice interviewing skills, this is probably an important question to add.

Above I mentioned the possibility of tailoring essential questions to specific career areas. For example, I have many students shadow in the arts (musicians, band and choir directors, photographers, graphic artists, interior design, etc.) I might phrase an essential question for these students in this way: "From our understanding of the importance of the arts in the workplace, what conclusions can we make about the role of the arts in helping with our own career choices?"

A career unit lends itself well to a discussion of service and altruism. My students are required to turn in service learning hours to our counselor and they receive a completion for it on their high school transcripts. We could read or view a video on this topic and I could add an Essential Question like, "Through reading and responding to a variety of materials about the role of *altruism* in the workplace, what conclusions can we draw about the significance of using our talents wisely in connection with our own career choices?"

Are there Essential Questions that need to be rephrased so they are more clearly congruent with the rest of the unit? If so, how would you re-state them and why do you think that would improve them? See above.

Facets of Thinking

Which Facets of Thinking were selected in your unit plan? Were these the right ones? Would you incorporate others? Eliminate any? Explain.

Facet 1: Explanation

Students get a systematic introduction to the job search process.

Students explain their qualifications in a resume.

Students explain their interest in job shadowing in a cover letter addressed to the person they'll shadow.

After viewing video clips at *unitedstreaming* and examining career websites, students explain what they have learned about their job shadow field on a 25 Fast Facts Sheet.

Students explain What they Know and What they Want to Know on a KWL

Facet 2: Interpretation What does it mean?

Students view numerous movie clips related to teenagers and work and brainstorm lists of career related issues.

Students view the FISH video, a 17-minute a high energy, fun video that shows many clips of the small team of employees at Pike Place Fish Market in Seattle, Washington. The employees share 4 key aspects related to the spirit of the workers/organization that have led to success. After viewing the video, my students think/pair/share to discuss the themes of passion for their work, the importance of play or fun at work, and the value in making the active choice to have a good attitude at work evident in the video.

Students write a job shadow paper about their shadow experience.

Students create a PowerPoint or MovieMaker project about their shadow experience utilizing all of the info gleaned through research and experience.

Facet 3: Application How and where can we use this skill?

Creation of a resume

Written covers letters and thank you letters

Practice interviewing skills in mock interviews then conduct real interviews on their day long job shadow.

Creation of PowerPoint or MovieMaker projects about their shadow experience.

Facet 4 and 5: Perspective and Empathy From whose point of view?

Day long job shadow helps students experience a job from the employee's perspective or "walk in another's shoes."
Peer edits of resume, cover letter, job shadow paper help them answer "what do they see that I don't" or "How might it seem different to someone else?"

Facet 6: Self-Knowledge What are the limits of my understanding?

Self-edits of resume, cover letter, job shadow journal

Self-evaluation of performance on job-shadow

Self assessment of PowerPoint or MovieMaker Project

Jobs Journals on numerous topics (what have you learned about yourself throughout the unit?)

Content Standards

How did your unit connect with content standards? Explain.

Writing Indicator 1: Students are able to use appropriate content, organization, form and style in technical, business, creative and personal writing.

11.W.1.1—Students are able to make appropriate choices regarding voice, vocabulary, organization based on audience, purpose and content

****My students completed technical, business and personal writing.**

Writing Indicator 3: Students are able to use appropriate mechanics, usage and conventions of language.

11.W.3.1—Students are able to use sentence structure correctly and appropriately for audience and purpose.

****My students completed Resumes, Cover Letters, Thank You Letters**

Reading Indicator 4: Students are able to retrieve, analyze, synthesize and evaluate a variety of informational texts. (Occupational Outlook Handbook, College Catalogs, Career Materials)

****My students utilized numerous informational paper and online texts for career research.**

Listening & Viewing Indicator 1: Students are able to use various listening and viewing strategies in social, academic and occupational situations.

11.L.1.1—Students are able to analyze the relationships of diction, tone, & syntax to purpose and identify and use proper diction for the situation.

****My students conducted interviews, job shadowed in the workplace, viewed unitedstreaming career videos, and watched their classmates present PowerPoint or MovieMaker projects on their job shadows.**

Were these successfully met because of the unit structure? If so, explain why you think so. If not, explain the modifications you will need to make to ensure they are successfully addressed.

I am confident that the standards were met throughout the course of the unit.

STAGE 2: Determining Acceptable Evidence

Traditional Assessments

Briefly describe the traditional assessments you used.

Daily WID/WOD (Writing into the Day/Writing Out of the Day) Jobs Journals

Resume graded with a rubric

Cover letter and Job Shadow Thank You Letter graded with a rubric

Completion Grade for 25 Fast Facts Sheet

Job Shadow Paper graded with a rubric

PowerPoint or MovieMaker project graded with a rubric

Career portfolio graded with a rubric

Completion grade for KWL sheet

Final test/quiz over career unit

How congruent were these assessments with the Big Ideas, Essential Questions and Content Standards that framed the unit design? I believe that they provided valid measures of the targeted understandings.

How would you revise any of these assessments?

I would create a rubric for every assessment so that students knew EXACTLY what they needed to do to fulfill the expectations.

What additional assessments might you add—or which might you eliminate? Why?

Add: Discussion boards where students can discuss job shadow experiences with others who shadowed in same field. These would be graded based on original and follow-up posts.

Add: Graded group discussions of career cluster groups.

Both of these assessments would give students a chance to get together with others who had shadowed in the same general field to compare notes.

How successful were students in meeting the expectations of these assessments? Why? What revisions might you make to your unit structure to address any problems that arose?

I believe that since I had VERY specific rubrics created for the major assessments, the majority of my students met or exceeded the expectations.

Performance Task Assessment

Briefly describe the performance task. There were three major tasks:

A. Tattoo Artist? Auto Mechanic? Hair stylist? Crime scene investigator? You have the opportunity to live a day in the life of an employee in a career of your choice. But first, you need to convince that person to allow you to shadow him/her by outlining your qualifications in a resume, then introducing yourself and sharing what you already think you know about the job/business/industry in the form of a cover letter. Prepare both a resume and cover letter.

B. You are a job recruiter for a business that projects significant employee shortages in the near future. It is your responsibility to visit high schools in your region to convince students to consider pursuing the education and training required to land a job with your organization. You realize that teenagers are a tough sell, so you need to utilize multimedia to get and keep their attention as you share information about the job's advantages, salary, education, outlook and opportunities for advancement. Create both a PowerPoint and a website to promote this field.

C. Imagine yourself in the career you shadowed. Work with 3 or 4 other members of the class whose careers relate to yours. Form a company or association that would encompass all the careers in your group. For example, it could be a hospital or a medical group (office manager, physicians, dieticians, therapists, computer operators, emergency medical technicians), a large manufacturing or retail firm (positions could include engineers, lawyers, salespeople, designers, secretaries, advertising writer etc.), an auto shop (auto body repairs, mechanics, audio specialists) or a school.

Prepare a 20-minute group presentation that will illustrate each group member's career to the class. Include in your presentation what employment trends may affect your business or field. Your presentation can include (but is not limited to) imaginary resumes, publicity in the form of TV interviews or magazine or newspaper articles, a video, a brochure or ad selling your company's services, a web page or PowerPoint presentation, business cards. Analyze both the salary and education requirements for each career in your cluster by creating two graphs using MS Excel. Find the minimum or base salary for each career and make a graph illustrating the difference in base salaries. Then create a graph that illustrates the different minimum education requirements.

How congruent was this task with the Big Ideas, Essential Questions and Content Standards that framed the unit design?

I believe the tasks were very congruent.

How would you enrich, revise, or improve this performance assessment?

Students simply didn't have time to both the presentations AND the websites for Task B & C. I'll need to think about this and decide which is more valuable.

How effective was the rubric for assessment of the performance task? Why? If it needs to be modified, what will you change?

Very effective, especially after I taped copies of the rubric next to every keyboard in the lab!

In the future, as students are designing their presentations, I will add more checkpoints along the way to keep everyone on task all period every day. For example, one day they can earn 10 points for showing me the 10 career related images they locate for the presentations; they could earn 12 points for showing me the 3 career-related animations and 3 sound effects they'll use in the presentation. One day they might earn 10 points for completing 5 slides with all of the required information and animation.

How successful were students in meeting the expectations of this performance task? Why? What revisions might you make to your unit structure to address any problems that arose?

Very successful because the activities were technology based and hands-on and VERY individualized based on the each student's career interest.

STAGE 3: Lesson Design

Explain how each activity sequence (lesson day?) related to the Big Ideas, Essential Questions and Standards. ??
 This unit is taught throughout the course of a semester because it takes 2-3 months to place 100 students in job shadows in the greater Sioux Falls area. Because it was so spread out, each "Career Day" my students and I revisited the Big Ideas and Essential Questions of the unit to keep them fresh in their minds.

Explain incorporation of the Facets of Thinking into your unit: which ones did you target? How effective were the activities in enhancing student thinking? How might you enrich these aspects of your unit?
 See in-depth discussion incorporation of Facets above on pp. 2-3

Which activities seemed the most successful to you and why. Please describe them.
 Just this week, I had my students complete a survey about the whole unit:

Juniors,

Do NOT put your name on this short survey! We're nearing the end of many months of career exploration activities (**resumes, job shadows, thank you letters, job shadow journals and evaluations, online career videos, career research websites for 25 Fast Facts, and job shadow presentations using PowerPoint or MovieMaker**). You'll have another chance to learn about 3 more careers up close at our WCHS Career Fair on April 28 when 26 employees from 26 different professions come to WCHS to talk about their jobs. To assist staff who do career planning, we need your **HONEST and COMPLETE** responses to the following few questions. **Use the back if necessary!**

1. Think back. Which of the activities listed have you found the most beneficial or successful and **WHY**? List all that apply.
2. **How** could the career unit be improved or enhanced? or **What** could or should be added to the career unit?
3. What **other** career skills would you like to study or practice as part of the unit and **WHY**? (for example, preparing for job interviews, dressing for job interviews, conflict resolution, time management, team building, preparing a budget, balancing a checking account, investing)

Obviously the job shadow was the most successful activity OUTSIDE of class, but for ME, the PowerPoint and MovieMaker projects are the most fun aspect of the unit because we get to hear about the 20-25 other careers their classmates shadowed in.

Here is what my students thought:

△The VAST majority (92%) said that they found their job shadows the most relevant and beneficial but many wished they were day long shadows.

△76% said that the resumes were also very beneficial because they either had to use them or will use them in the near future.

△70% said that the presentations were beneficial and relevant because they got to hear about all the other jobs their classmates shadowed.

△MANY (32%) wrote that classes in the future should do even more to learn about their future careers.

△Many (18%) expressed concern about presenting so long after your shadow. The first job shadow was August 30 and the last (for paperwork turned in ON TIME) was January 14th. There's not a lot we can do to control this because the shadows are handled by East Dakota.

△Finally, the other career-related skills that they'd like to study broke down in this order (Top 5)

1. Time Management
2. Preparing for Job Interview
3. College/Vo Tech Selection--where to go for certain programs
4. Preparing a budget/balancing a checkbook
5. All of the above --many of them said something like "because we need all these skills but they're not taught in any of our classes."

Were any activities unrelated or less effective than you wanted them to be? If so, how could you revise them to be more effective and integrated with the unit?

A lot of my students said there was too much paperwork. I'll have to work on this! Maybe switching to discussion boards and chat rooms or blogs would help.

What additional activities do you need to design to make sure the Big Ideas, Essential Questions, and Standards are addressed? What *alternative* activities could you plan that would enrich the unit? Where would they fit in the unit? One thing I pondered as I designed my lesson was how to ensure that my students' engagement with the authentic activity/performance task would really improve the meaning they were constructing. To promote authentic learning, I might use content modules or simulations or other multimedia resources that simulate the real world or allow students to encounter real world problems like they may face in the workplace. To promote collaboration, I could utilize chat, e-mail, whiteboard and discussion tools. To promote exploration, I post career-related URLs and make accessible CDs and streaming audio and video files. For reflection, students in my classrooms have always kept journals. I could have them create blogs or in a WebCT environment, I might have them reflect in the My Notes section where they can review their previous journals to relate new knowledge to old. Students could also use Compile in WebCT to collect messages from a particular discussion thread to compare their ideas with their classmates who shadowed in similar fields and reflect on their merit. To promote scaffolding, I could group students who shadowed in the same career and they could offer support for each other through e-mail or discussion tools or they could be grouped to assist each other with projects using the Presentations function of WebCT.

Consider overall pacing of the activity sequences. Explain how satisfied you and your students were with that aspect of the unit. How could you adjust your unit to improve the pace.

This is the most difficult aspect of this unit. It takes 2-3 months to place 100 students in job shadows in the greater Sioux Falls area. Therefore, students are in different stages of this unit at different times. For this reason, I do the majority of teaching about resumes, cover letters, job interviews, etc. up front and outline the remainder of the expectations for the unit. After that, students have easy access to my homepage where the unit resides. We come back together again after all of the job shadows are completed and we focus on the Tasks B & C as a whole class.

Select a few activities that elicited high student engagement and a few that they perceived as less engaging. What made the first group engaging? How might you revise the second group to engage students more? (See above. These questions seem redundant to the questions above about most successful activities and less effective activities.)

OVERALL

How satisfied were you with this unit? Summarize its strengths and its weaknesses.

So satisfied that I continue to add, enhance and expand the unit. I'm considering revamping my entire curriculum to focus on the significance of "work." My career unit has become the focus of my PDC internship and has succeeded in getting the colleagues in my department excited about polishing up their career activities.

I need to continue to work on assessments. I need to post Big Ideas, Essential Questions, and criteria or scoring rubrics in prominent places in my classroom. I need to make visible samples or models of student work. I need to work to differentiate exploration of big ideas and essential questions. To promote more authentic learning, I might use content modules or simulations or other multimedia resources that simulate the real world or allow students to encounter real world problems.

Summarize specifically the congruence of goals, assessments, and activities that characterized this unit.

I feel like they all pulled together and built on each other. This is a work in progress.

How would you evaluate the depth of student learning?

Promoting authentic learning activities like the job shadow is vital to give students opportunities to transfer what is learned in school to real-world situations. In one of my current masters courses, we read that authentic learning activities (like job shadows, resumes, cover letters, interviewing) are the core of all instructional strategies.

The unit uses multiple forms of assessment to let students demonstrate their understanding and learning in various ways. I think I have provided opportunities and will search for more ways to enable students to revisit and rethink important ideas to deepen their understanding.

What is your assessment of the value and the issues of using the UbD model to design units?

I am a firm believer that UbD provides a clear, accessible, and powerful synthesis of what we now know about the teaching and learning process. I especially found the WHERETO phase important because it reinforces concepts like continuous improvement, differentiation and academic rigor .

At the same time, I'm concerned about the TIME and the complexity and the challenges of putting UbD principles and processes into action in light of the high-stakes accountability testing many public schools and districts now face.

Where will you go from here in use of UbD?

I will continue to expand and enhance my current unit and will choose at least one other major unit that I teach to re-examine and redesign utilizing the principles of UbD.

Other Information

What else do you want your peer reviewer instructors and to know about your unit and your experience teaching it?

My students and I agree that it's the most beneficial thing we do all year.