

Understanding by Design

1

Desired results
Big ideas that I want my students to learn in this class/unit/course

2

Needed evidence
Proof of learning, gathered through performance tasks

3

Learning plan
What, how and in what order to teach, aligned with learning goals

might be used...

should be used...

Differentiated Instruction

Learning environment

(virtual) classroom set-up
flexible learning spaces

Product

performances and products
demonstrate learning

Learning process

activities and procedures
learning experience relevance is maximised

Content

what is taught, what is learned
different topics and learning goals



Based on: Tomlinson, C. A., McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids. Alexandria, VA: ASCD.