

Are You Sure of the KUDoFs?

OAGC October 2017

Session KUDoFs The participants will:

Know (K): Vocabulary

- know, understand vs. understand (U), be able to do, feel about their learning, tiered activities, differentiation, Bloom's 'verbs', dynamic process

Concepts/Skills –

1. reasons KUDoFs are relevant and effective.
2. KUDoFs help connect standards, what the district and you want students to learn.
3. KUDoFs are a foundation for clear objectives, effective products and enhanced learning.
4. KUDoFs are a groundwork for tiered activities.
5. KUDoFs areas interrelate.
6. it is not necessary, nor practical, to have the exact number of entries in each KUDoFs section.

Understand (U):

1. why the KUDoFs create a stronger basis from which to develop tiered lessons/assignments /products.
2. in what ways the structure of KUDoFs relates to our ability to design clear objective statements and effective lessons/assignments/products.
3. how Bloom's 'verbs' connect to thinking level/depth/complexity when applied to KUDoFs.
4. in what ways KUDoFs sections interrelate and build on each other in terms of levels of thinking.
5. the development of KUDoFs is a dynamic process in which we work back and forth among the sections to formulate the complete KUDoFs format.

Able to Do (D):

1. identify components of KUDoFs and their relationship to standards and other learning objectives.
2. analyze KUDoFs for effective, accurate statements, connections among the KUDoFs sections and application.
3. create KUDoFs relating to a chosen subject area.

Feel About Their Learning (F):

1. more empowered to analyze materials and develop KUDoFs for their lessons/units.
 2. personally connected to the process of creating effective KUDoFs.
 3. they can impact learning by applying KUDoFs to their daily planning.
- The KUDoFs above are a sample of what might be created for our session today. There could be more ideas added, or subtracted, as one works through the development process. Notice, however, that the sections all interrelate, but do not have a one-to-one correspondence in terms of the number of entries.
 - When creating KUDoFs, I like to number each entry with the sections – particularly if this is a part of a large unit. By doing this, one can use the numerical representation within each lesson – ie: K3, or U5 – as a reference, rather than including the whole description.
 - KNOW (K)– the basic facts, concepts, etc., that are the foundation of the topic; lists, steps, rules
 - UNDERSTAND (U)– builds upon the 'K' and takes thinking to the next level. Contains some relationship/connection among the 'K', real-life, other subject areas, or topics within the subject.
 - BE ABLE TO DO (D)– Is the overall objective you want the students to learn. It is NOT the product. The products are those ways the students show you if they have learned what you expected. It is crucial to be sure your 'D' is actually what you want the students to learn.
 - FEEL ABOUT THEIR LEARNING (F)–This is not if they 'liked' the lesson, or not, but how they feel personally about relationships with the topic, sharing with others; internalizing the learning. This is the affective connection that is vital to students retaining, and using the info in their lives and with others.