

Understanding by Design (UbD): Three-Stage Framework for the PL Strategy

Stage 1: Desired Results

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Elements	Description
Transfer Goal	Teachers will be able to independently and sustainably implement a digital learning station system using QR codes and clear routines that promote technological independence in kindergarten students.
Understandings	Teachers will understand that: <ul style="list-style-type: none">• Purposeful technology supports independence and self-regulation.• The Go and Show model is more effective than sit and get because it provides active learning, extended duration, ongoing support, collaboration, and modeling.• QR codes help personalize activities for diverse student needs.• Consistent routines allow students to work independently with confidence.
Essential Questions	<ul style="list-style-type: none">• How does instructional practice change when teachers learn by doing?• What makes professional learning meaningful and sustainable?• How can we design digital environments that promote independence in kindergarten?• What routines and structures support young learners in working independently?
Knowledge	Teachers will know: <ul style="list-style-type: none">• How to create QR codes.• How to design and organize digital learning stations.• How to teach and model technology routines for young children.• How to differentiate activities based on developmental needs.• How to collect and use evidence from implementation.
Skills	Teachers will be able to: <ul style="list-style-type: none">• Create QR codes and design digital stations.• Implement clear technology routines.• Guide students to work independently.• Collaborate with peers and reflect on practice.• Adjust instruction based on observations and evidence.

Implementation Timeline (Weeks 1–2)

During these first two weeks, teachers explore the purpose of the innovation, clarify learning goals, and examine the digital routines students need for

independence. This stage helps teachers build a shared vision and connect the innovation to authentic classroom needs.

Stage 2: Assessment Evidence (Go & Show)

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Assessment Type	Description
Performance Tasks	<p>Go and Show Implementation Cycle:</p> <ol style="list-style-type: none"> 1. Implement a mini QR code activity in the classroom. 2. Collect evidence (short video, photos, or notes). 3. Share with colleagues what worked, what challenges appeared, and what adjustments are needed. <p>Lesson Prototype: Mini lesson including objective, digital station, routine, evidence, and reflection.</p> <p>Teacher Reflection Log: Short reflection after each implementation cycle.</p>
Other Evidence	<ul style="list-style-type: none"> • Active participation in collaborative sessions. • Implementation checklist. • Teacher self-assessment on confidence with technology. • Peer feedback rubric.

Implementation Timeline (Weeks 3–4)

In this stage, the team defines what successful implementation looks like through Go & Show evidence and classroom artifacts. Teachers identify indicators of student independence and refine expectations for documentation and reflection.

Stage 3: Learning Plan (WHERE TO)

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Component	Description

W. Where and Why	Introduce the purpose of the PL, the need to move away from sit and get, and connect with Gulamhussein (2013) and Darling-Hammond et al. (2009).
H. Hook	Opening video showing "digital center chaos" vs "structured QR station success."
E. Equip and Experience	Hands-on workshop where teachers create their first QR code, practice routines, and rotate through stations as learners.
R. Rethink and Revise	First implementation in the classroom (Go Cycle 1), guided reflection, and revisions for the next cycle.
E. Evaluate	Review evidence, peer feedback, and teacher self-evaluation.
T. Tailor	Differentiate the PL according to teacher experience with technology and student developmental levels.
O. Organize	Sequence of five sessions: <ol style="list-style-type: none"> 1. Kickoff and purpose. 2. Modeling and resource creation. 3. Go Cycle 1 implementation. 4. Reflection and adjustments. 5. Go Cycle 2 and final micro-presentations.

Implementation Timeline (Weeks 5–6)

Teachers engage in modeled practice, hands-on exploration, and guided implementation of QR routines and blended learning stations. Weekly check-ins support reflection and help teachers adjust routines with confidence.