



Understanding by Design: Using Backwards Planning

3 Semester, Graduate Level Credits

Thank you for registering for this course. Included are the following important information:

1. Course Syllabus
2. Assignment Plan – Assignments to turn in & Grading Rubric
3. Course Hourly Breakdown

Assignment Deadline: This course is a rolling course throughout the year, which means it does not have a specific deadline to submit completed assignments. However, you must submit all completed assignments by 6 months after the registration date with Credits for Teachers. Please allow 4 weeks from the date assignments are submitted for the grade to be added to your transcript.

Registering with the University: Please register with the university prior to starting your coursework. *Students must register for the course through the university prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, please follow the respective instructions on Schoology depending on the university you are registering with.

Upon Completion of the Course: Please submit assignments and discussion posts as instructed on Schoology. *Make sure to check the email address you used to create your Schoology account regularly, including the spam folder, as we will be contacting you with this email address moving forward with any updates regarding your coursework.*

If you need assistance or have any questions, feel free to contact our staff by leaving a message on Schoology or emailing at info@creditsforteachers.com.

UbD (Backwards Planning) Syllabus

3 credits

Course Description: This course introduces the idea of backwards planning when it comes to designing a unit. Students have the chance to participate in the process of “Understanding by Design” (UbD) while creating a unit by designing it backwards with the end in mind first. This involves first analyzing the standards and end goals of a unit and then implementing lessons that meet those standards and goals. By using this backwards design process, there is a much higher chance of students achieving mastery of standards in the classroom.

Learning Objectives:

- Students will be able to learn the steps of how to backwards plan a unit of study in their curriculum.
- Students will be able to explain the process of “Understanding by Design” (Ubd) and then backwards plan a unit using the steps of UbD.
- Students will be able to apply their backwards design plan while teaching in the classroom.
- Students will develop skills to reflect on & improve their own teaching practices.

Required Texts:

- “Introduction” from the book *Understanding by Design* by Grant Wiggins and Jay McTighe.
- “Chapter 1: Backward Design” from the book *Understanding by Design* by Grant Wiggins and Jay McTighe.

Course Components:

This course includes selected readings, selected videos, discussion boards, online assignments, and a final paper. All components and all course materials can be found on the Schoology course page. The assignments, including the final paper, will be turned in online via Schoology. Students must receive an 80% or better on each assignment to receive university credit.

Course Outline:

- Part 1: Readings
 - UbD Reading PDF #1
 - UbD Reading PDF #2
 - Reading Assignment: Misconceptions Reflection
- Part 2: Videos
 - Video: Understanding by Design (1 of 2)
 - Video: Understanding by Design (2 of 2)
 - Video Response Discussion
- Part 3: Implementation of Strategies

- Initial Thoughts Discussion
- Implementation Plan Assignment
- Lesson Plan Assignment
- Part 4: Final Reflection
 - Final Reflection Paper
 - Final Thoughts Discussion

Reading (and/or Video) Assignment:

The purpose of the reading assignment is to analyze the reading(s) (and at times the videos) and show an understanding of the content and strategies provided. Students are also responsible for reflecting on and explaining how these new strategies can be applied to their own practice.

Reading Assignment Rubric:

Grade	Description
A (14-15)	Student explains 3 or more misconceptions and answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of planning for misconceptions within the UbD process. The examples given are detailed to the point that it is very clear what the outcome will look like in the classroom.
B (12-13)	Student explains 2-3 misconceptions and answers all questions. Examples are explained. More detail could have been given in one or more of the responses.
Not Passing (11 or below)	Student explains 1 misconception. Some questions are complete while others are not. Student may have left out examples or just failed to answer all parts of the question. The idea of misconceptions within the UbD process is mentioned but full understanding is missing.

Implementation Plan:

The purpose of the Implementation Plan is for students to show how they will implement strategies from the course in their lessons and/or school days in the future. Students are responsible for creating a 4 week unit plan for one of the units in their curriculum that includes regular implementation of the strategies from the course within the lessons of the unit.

(*NOTE: The Implementation Plan for this course is slightly modified. More details can be found on the actual assignment.)

Implementation Plan Rubric:

Grade	Description
A (18-20)	Student has completed all of the necessary components, including all parts of the UbD template. The UbD template is completely filled out and includes all necessary information. The learning plan in stage 3 clearly connects with the desired results in stage 1 and the assessment evidence in stage 2. The unit plan is a minimum of 2 weeks and includes all of the required components. There is

	clear evidence that all parts of each lesson have a purpose of helping students achieve the desired results within the UbD template.
B (16-17)	Student has completed the necessary components, including all parts of the UbD template. The template is filled out but more detail could have been given. All stages connect with one another in a basic sense. The unit plan is a minimum of 2 weeks and includes all of the required components for the majority of the lessons, but 1-2 of the lessons are incomplete. There is evidence that the majority of the lessons have a purpose of helping students achieve the desired results within the UbD template.
Not Passing (15 or below)	Student has partially completed the necessary components, but the overall plan is incomplete. The UbD template is incomplete with multiple parts missing and all three stages are not entirely connected or not connected at all. The unit plan is 1 week or less and 3 or more of the lessons are incomplete. There is little evidence that the parts of each lesson have a purpose of helping students achieve the desired results within the UbD template.

Lesson Plan:

The purpose of the lesson plan assignment is to see a more detailed account of students utilizing the strategies from the course within their lessons. This provides a specific example of what will happen in the classroom.

Lesson Plan Rubric:

Grade	Description
A (14-15)	Student's lesson plan includes all of the required components. All activities within the lesson plan are described in detail. There is clear evidence that multiple strategies from the course were used throughout the lesson.
B (12-13)	Student's lesson plan includes the majority of the required components, but 1 or 2 are missing. Some detail is used when describing the activities within the lesson, but some activities are missing detail. There is evidence that multiple strategies from the course were used throughout the lesson.
Not Passing (11 or below)	Student's lesson plan is missing several of the required components. The activities within the lesson are not described in detail. There is little or no evidence that strategies from the course were used throughout the lesson.

Discussion Board:

The purpose of the discussion boards is to share ideas and experiences with fellow teachers in order to learn from each other and inevitably improve everyone's practice. For each discussion board, students are responsible for responding to the questions presented in a well-thought out response. Students must also reply to a minimum of 1 other student's response per discussion board.

Discussion Board Rubric:

Grade	Description
A (5)	Student's responses are clear, well written, and include a high level of detail. Student answers all parts of the question(s) thoroughly using clear and highly appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course.
B (4)	Student's responses are clear, well written, and include some amount of detail. Student answers the majority of the question(s) thoroughly using appropriate evidence from the course. For each discussion board, student also completes a minimum of 1 reply to another student's post. The reply is thoughtful and incorporates ideas learned from the course. OR Student's response meets the requirements of an A. However, they did not include a reply to another student's post.
Not Passing (3 or below)	Student's responses are unclear and do not include very much detail. Student answers some of the question(s) using some or no evidence from the course. The reply to another student's post is brief and does not incorporate ideas learned from the course, or it is missing all together.

Final Reflection Paper:

Within the final paper, students must explain the strategies from the course they plan to implement and reflect on the impact they hope those strategies will have on their practice and on student learning. Students will also explain how they plan to implement the strategies, aspects they valued, and aspects they would modify.

Final Paper Rubric:

Grade	Description
A (36-40)	Student has planned an entire unit using the Understanding by Design (UbD) template and has explained each part of the process in detail about how they plan to complete the unit. Student has also explained in detail how each part of the process was incorporated or modified if needed. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has planned an entire unit using the Understanding by Design (UbD) template and has explained the majority of the parts of the process about how they plan to complete the unit. However, one or two parts of the template are not mentioned in the explanation. Student has also explained how most of the parts of the process were incorporated or modified if needed. Lastly, student has answered the majority of the reflection questions, but one or two are missing.
Not Passing (31 or below)	Student has partially planned a unit using the Understanding by Design (UbD) template, but it is incomplete or the template was not used at all. Student has explained some of the parts of the process about how they plan to complete the unit. However the explanation is incomplete and about half or less of the parts

	<p>are explained. Student has also explained how some of the parts of the process were incorporated or modified if needed, but the explanation is incomplete. Student has answered some of the reflection questions but responses are incomplete, or none of the questions have been answered.</p>
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UbD (Backwards Planning) - Assignment Plan, Grading, & Hourly Breakdown

Misconceptions Reflection Assignment	X/15 pts
Implementation Plan Assignment	X/20 pts
Lesson Plan Assignment	X/15 pts
Video Response Discussion Board	X/5 pts
Initial Thoughts Discussion Board	X/5 pts
Final Thoughts Discussion Board	X/5 pts
Final Reflection Paper on UbD (Backwards Planning)	X/40 pts
Final Grade	X/105 pts

Final Grade Scale

95-105 pts	A
84-94 pts	B
83 pts & below	Not Passing

Suggested Hourly Breakdown

Reading/reviewing assigned course materials	5
Planning strategies into a unit plan	8
Practicing strategies/techniques in the classroom (within the unit plan)	20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming and writing all discussion boards & assignments	7
Total Hours	45

Bibliography

- AVENUESdotORG, director. *Grant Wiggins - Understanding by Design (1 of 2)*. *YouTube*, YouTube, 28 Feb. 2013, www.youtube.com/watch?v=4isSHf3SBuQ.
- AVENUESdotORG, director. *Grant Wiggins - Understanding by Design (2 of 2)*. *YouTube*, YouTube, 7 Mar. 2013, www.youtube.com/watch?v=vgNODvvsgxM.
- Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. Association for Supervision and Curriculum Development, 2008.

Credits for Teachers Policies

Graduate-level professional development credits are not part of a degree program. These courses can be used for professional development, salary advancement, and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution. Courses are rolling throughout the year, which means it does not have a specific deadline to submit completed assignments. You must submit coursework by 6 months after the registration date with Credits for Teachers. Students have up to 30 days after the purchase of a course to request a refund.

Thank You!

