



## **Understanding by Design: Using Backwards Planning**

### **Brandman University: EDDU 9618 – 3 Semester Hours**

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

1. Course Syllabus
2. Course Materials
3. Assignment Plan – Assignments to turn in & Grading Rubric
4. Course Hourly Breakdown
5. Participant Evaluation Form

**Assignment Deadline:** This course is a rolling course throughout the year, which means it does not have a specific deadline. 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 Brandman University:** Please register with the university prior to starting your coursework. *Students must register for the course through Brandman prior to the end of the semester in which they are enrolled with Credits for Teachers.* To register, visit their [website here](#). If you are registering with Brandman for the first time, create an account. If you are a returning student, enter your login information.

#### **Upon Completion of the Course:**

1. Please submit all completed assignments in PDF format in one email to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by clicking the link below - Course Evaluation Form

## UbD: Backwards Planning - Syllabus

EDDU 9618

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.

### Course Materials:

- Readings:
  - (Required) List of chapters below all from the book *Understanding by Design* by Grant Wiggins and Jay McTighe:
    - “Introduction”
    - “Chapter 1: Backward Design”
- Videos:
  - Grant Wiggins - Understanding by Design (1 of 2)
  - Grant Wiggins - Understanding by Design (2 of 2)
- Content Implementation: (You will choose one of the following options.)
  - OPTION 1: Implementation Plan & Implementation Plan Template
  - OPTION 2: Hour Log Template & Hour Log Example

\*NOTE: The example is meant to act as a reference for what different entries could look like in the hour log assignment. Although this example relates to the *Growth Mindset* course, the outline and example entries can still be used as a model for what to include in the hour log assignment.
- Course Evaluation Form

Guiding Question: “How do we make it more likely—by our design—that more students really understand what they are asked to learn?” (Wiggins & McTighe 4).

Assignments:

1. Read the packet entitled “Introduction” from the book *Understanding by Design* by Grant Wiggins and Jay McTighe. Pay close attention to the following key terms: big idea, curriculum, assessment, desired results, understanding.

Then read the packet entitled “Chapter 1: Backward Design” from the book *Understanding by Design* by Grant Wiggins and Jay McTighe.

2. Watch the following videos:
  - Grant Wiggins - Understanding by Design (1 of 2)
  - Grant Wiggins - Understanding by Design (2 of 2)
3. In at least 2 pages, respond to the videos by answering the following questions:
  - a. Follow the exercise in the first video (Episode 1). Write a 1 sentence mission statement for the course you teach. If that mission statement is your goal, what should you be assessing? What should you be doing instructionally to accomplish the goal?
  - b. What are your thoughts and reactions to the math unit described in the second video (Episode 2)? Is it similar or different to how you currently design your units? Explain.
4. Choose a unit in your curriculum that you teach that you would be willing to plan backwards using the ideas of “Understanding by Design” (UbD). Complete the UbD Template (provided below) to backwards plan that unit, and turn in the completed template. Make sure to include the following:
  - For “Stage 3—Learning Plan” list the learning activities in order as they would appear in the unit. Then, label each activity with one or more of the “WHERE TO” elements listed on page 22 of the reading.
  - List any common misconceptions students have (or you think they will have) about the topics within that unit. Come up with at least three. (Be prepared later on to discuss how you plan to address those misconceptions within the unit to help students with their learning.)Use the following resources to help guide your work:
  - Refer back to the mission statement you wrote in question #3.
  - Figures from the reading:
    - Figure 1.2: 1-Page Template with Design Questions for Teachers
    - Figure 1.3: 3-Page Nutrition Example (filled in template)
    - Figure 1.4: UbD Design Standards
5. Content Implementation: **You only have to complete one of the following options.**

**OPTION 1:** This section typically applies to in class (or within the school day) implementation of strategies. For teachers that are in their summer break or do not have contact with students due to COVID-19, please refer to the Implementation plan for how to adjust this section accordingly. The Implementation Plan takes the place of the Hour Log, so you only have to do one or the other. Links to the Implementation Plan assignment and template can be found above in “Course Materials.”

Make sure to include the following in your 4 week plan. Use the unit you chose in question #4 to begin implementing the UbD (backwards planning) process. Use the UbD Template you completed in question #4 to guide you. Over the course of the unit, make sure to address the misconceptions you listed in the template.

**OPTION 2:** Complete an hour log that logs the hours when you implement strategies from the course. Use the unit you chose in question #4 to begin implementing the UbD (backwards planning) process. Use the UbD Template you completed in question #4 to guide you. Over the course of the unit, make sure to address the misconceptions you listed in the template.

Spend a minimum of 60 hours (about 2 weeks) implementing the strategies from the course and log the 60 hours. If your unit is longer than 2 weeks, log hours of planning and as much classroom hours of teaching as you can get through in a two week period. Possible options to use for logging hours include but are not limited to:

- Planning lessons
- Teaching lessons
- Reflections on practice
- Research of course topics
- Planning with colleagues

For each day, briefly explain what you accomplished, the lesson you taught, the strategies from the course utilized, and their effectiveness on students’ learning. Make sure to include dates, the total hours spent each day or for each entry, and the total hours spent overall. Links to an Hour Log template and example can be found above in “Course Materials.”

\*NOTE: You will expand and elaborate on the strategies used and how it all went in your Final Reflection assignment. The hour log is meant to serve as a brief description of recorded evidence that 60 hours of course content implementation were completed.

Additionally, use this log as an opportunity to reflect on the successes of implementing various strategies and what modifications can be made to improve the success of these strategies in subsequent lessons.

6. Final Reflection: ***You only have to complete one of the following options.***

**OPTION 1:** If you completed the course during the summer or during COVID-19 closures and completed the Implementation Plan, follow the guidelines below.

- a. Write a minimum two-page paper explaining how you plan to implement the strategies from the course. Make sure to answer the following questions in your reflection.
  - i. What will the strategies look like and/or sound like in your classroom? What will you be doing as the teacher? What will students be doing?
  - ii. What impact do you hope to see from using these strategies on your teaching and on student learning?
  - iii. How is this way of teaching the unit different from how you taught the unit in the past?
  - iv. What do you plan to do to support the effectiveness of the methods and strategies?
  - v. What modifications do you plan to make on any of the strategies and why? (If you are not planning on making any modifications, feel free to skip this question.)
  - vi. What challenges do you foresee arising from using any of these strategies?

**OPTION 2:** If you completed the course during the school year and completed the Hour Log assignment, follow the guidelines below.

- a. After consistently implementing the UbD process and strategies in your lessons for 2 weeks (60 hours), reflect on the effectiveness of using these strategies on your teaching and student learning.
- b. Write a minimum two-page paper explaining the impact of using the UbD strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
  - i. What did the strategies look like and/or sound like in your classroom? What were you doing as the teacher? What were students doing?
  - ii. Were the methods and strategies successful and did you notice a difference compared to when you taught that topic in the past?
  - iii. What did you do to support the effectiveness of the strategies used? Did you modify any of the strategies to help meet your needs or the needs of your students? If so, describe the modifications and explain the reasoning behind them.
  - iv. What was challenging or didn't work as well as you would have hoped?
  - v. How would you modify any part of what you implemented to make it more effective in the future?

## UbD Template

Stage 1—Desired Results	
<b>Established Goals:</b> <ul style="list-style-type: none"><li>•</li></ul>	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"><li>•</li></ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"><li>•</li></ul>
<i>Students will know...</i> <ul style="list-style-type: none"><li>•</li></ul>	<i>Students will be able to...</i> <ul style="list-style-type: none"><li>•</li></ul>
Stage 2—Assessment Evidence	
<b>Performance Tasks:</b> <ul style="list-style-type: none"><li>•</li></ul>	
<b>Other Evidence:</b> (e.g., tests, quizzes, prompts, work samples, observations) <ul style="list-style-type: none"><li>•</li></ul>	
Stage 3—Learning Plan	
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>•</li></ul>	

### Misconceptions:

- 1.
- 2.
- 3.

## UbD: Backwards Planning - Assignment Plan, Evaluation & Grading

Video Reflection (Written Response Rubric)	X/15 pts
UbD Template (Written Response Rubric)	X/15 pts
*Hour Log Assignment OR Implementation Plan	-----
Final Reflection on UbD: Backwards Planning (Final Reflection Rubric)	X/40 pts
Final Grade	X/70 pts

(\*The assignment is required but is not graded)

### Final Grade Scale

- 63-70 - A
- 56-62 - B
- 49-55 - C
- 42-48 - D
- 41 & Below - F

Written Response Rubric (Used for Misconceptions Reflection & Video Reflection):

Grade	Description
A (14-15)	Student answers all questions thoroughly with detail. The responses are well thought out and in depth and show understanding of the UbD process. 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 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 answers all questions. Examples of new strategies are explained. The template is filled out but more detail could have been given. All stages connect with one another in a basic sense. More detail could have been given in one or more of the responses.
C (11)	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 UbD template is partially incomplete with 1 or 2 parts missing and all three stages are not entirely connected. UbD process and strategies are mentioned but full understanding is missing.
D (9-10)	Student has attempted to answer all questions but answers are incomplete. The template is incomplete and there is little to no connection between the three stages. Not all parts of the questions are addressed and/or the strategies mentioned do not reflect the UbD process.

F (0-8)	Answers are incomplete with a one or two sentence answer. There is no elaboration. The UbD template is very incomplete with over half of the parts missing. Strategies are missing or do not reflect the UbD process.
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Final Reflection Rubric:

Grade	Description
A (36-40)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning 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. If the entire unit was not completed in the time frame, the student has explained what they will do in the future to complete the unit. Lastly, student has answered all of the reflection questions.
B (32-35)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has explained the majority of the parts of the process about how they plan to complete the unit. However, the explanation is partially incomplete and one or two parts of the template are not mentioned. Student has also explained how most of the parts of the process were incorporated or modified if needed. If the entire unit was not completed in the time frame, the student has explained what they will do in the future to complete the unit. Lastly, student has answered all of the reflection questions.
C (28-31)	<p>Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has explained some of the parts of the process about how they plan to complete the unit. The explanation is incomplete and 3 or 4 parts of the template are not mentioned. Student has also explained how the parts were incorporated or modified if needed. If the entire unit was not completed in the time frame, the student has partially explained what they will do in the future to complete the unit. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p> <p style="text-align: center;">OR</p> <p>Student has completed the requirements listed to receive a “B”. However, the explanation is incomplete, including what they will do in the future to complete the unit after the time frame of the course. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.</p>
D (24-27)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has explained some of the parts of the process about how they plan to complete the unit. However, the explanation is incomplete and only half of the parts 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. If the entire unit was not completed in the time frame, the student has not explained what they will do in the future to complete the unit. Lastly, student has answered some of the reflection questions, but some questions are not addressed.



F (0-23)	<p>Student has partially planned a unit using the “Understanding by Design” (UbD), backwards planning 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 less than half of the parts 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. If the entire unit was not completed in time frame, the student has not explained what they will do in the future to complete the unit. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.</p>
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## UbD: Backwards Planning - Suggested Hourly Breakdown

Course Readings, Videos & Additional Materials	5
Planning strategies into lessons	10
Practicing (or planning) strategies/techniques in the classroom	*20
Reflecting on lessons and effectiveness of strategies	5
Brainstorming, researching and writing all assignments	5
Total Hours	45

\*Note: When utilizing the Hour Log option, the 20 course hours listed equates to 60 hours of course content implementation.

### Upon Completion of the Course:

1. Please submit all assignments in PDF format to [grades@creditsforteachers.com](mailto:grades@creditsforteachers.com).
2. Complete a Course Evaluation (2 minutes) by using the link below - Course Evaluation Form

### Bibliography

AVENUESdotORG, director. *Grant Wiggins - Understanding by Design (1 of 2)*. YouTube, YouTube, 28 Feb. 2013, [www.youtube.com/watch?v=4isSHf3SBuQ](http://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](http://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!

