



Understanding by Design: Using Backwards Planning

Colorado State University – Pueblo: ED 501 – 3 Semester Hours

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

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

Course Format: This is an online course.

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.

Registering with CSU Pueblo: Please register with the university prior to starting your coursework. Students must register for the course through CSU Pueblo 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 planning on using this course towards CSU Pueblo's online Master's Program, you still need to complete this step in the registration process.

Upon Completion of the Course: Please complete a short (about 2 minutes) Course Evaluation by clicking the following link: [Course Evaluation Form](#). To submit coursework, please submit all completed assignments in PDF format in one email to grades@creditsforteachers.com. Please allow up to 2 weeks from the date assignments are submitted to receive your final grade and up to 4 weeks for the grade to be added to your transcript.

Contact Info: If you need assistance or have any questions, feel free to contact our staff, including our instructor Kristina McKelfresh, by emailing at info@creditsforteachers.com.

UbD: Using Backwards Planning - Syllabus

ED501

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.

Course 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.

Student Learning Outcomes (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3

Course Text(s) and Materials:

- Reading:
 - *Understanding by Design, 2nd Edition* by Grant Wiggins and Jay McTighe. (pg. 1-325)
*NOTE: This book will not be provided by Credits for Teachers or CSU Pueblo. Students will need to purchase this book. The price is not included in the purchase price of the course.
- Videos:
 - Grant Wiggins – Understanding by Design (1 of 2) (10:51)
 - Grant Wiggins – Understanding by Design (2 of 2) (14:22)
- Implementation:
 - Semester Plan Template
 - 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, it is meant to be used as a model for what to include in the hour log assignment. Students are expected to include their own entries.
- [Course Evaluation Form](#)

Course Requirements & Assignments:

1. Read the book *Understanding by Design, 2nd Edition* 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. Research backwards planning using the “Understanding by Design” (UbD) process in the classroom and find 3 resources that discuss this and how it can affect student learning. The resources must specifically include strategies on how backwards planning can be integrated into the classroom.

Then, in at least 2 pages, compare and contrast the 3 resources you found and explain which strategies you think will be most effective at improving your curriculum planning practices as well implementing that planning within your classroom and improving your practice in general. Please include an MLA bibliography of the 3 resources, including links to the resources if applicable, at the end of the assignment.

6. Create a Semester Plan for how you will incorporate the UbD, backwards planning strategies into your lessons for the upcoming semester. Within each week of the Semester Plan, implement at least 1 strategy from the course. These strategies can be from the reading or a combination of the reading and your additional research. Strategies should also be planned in a manner in which they can build upon one another throughout the semester. Make sure the plan includes...
 - The units of study that will be taught within the semester
 - Content standards and essential question(s) for each unit
 - Summary of how you will incorporate UbD strategies within each unit
 - Strategy(ies) used each week and why you selected them
 - 1 lesson plan per unit

The lesson plan within each unit should outline a more detailed plan of how you will incorporate strategies from the course within a lesson within that particular unit. Each lesson plan should include the following:

- Objectives or learning targets
- Agenda for the day with strategies from the course
- Closure for the lesson

A link to a Semester Plan template can be found above in “Course Materials.”

7. 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 25 hours (about 1-2 weeks) implementing the strategies from the course and log the 25 hours. 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 25 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.

8. Final Reflection: Follow the guidelines below.
 - a. After consistently implementing the UbD process and strategies in your lessons for 1-2 weeks (25 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 process and strategies on your teaching and on student learning. Make sure to answer the following questions in your reflection.
 - i. What strategies did you implement, and what did they look like and/or sound like? 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 methods and 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

Established Goals:

-

Understandings:

Students will understand that...

-

Essential Questions:

-

Students will know...

-

Students will be able to...

-

Stage 2—Assessment Evidence

Performance Tasks:

-

Other Evidence: (e.g., tests, quizzes, prompts, work samples, observations)

-

Stage 3—Learning Plan

Learning Activities:

-

Misconceptions:

- 1.
- 2.
- 3.

UbD: Using Backwards Planning - Suggested Hourly Breakdown:

Course readings, videos & additional materials	33
Video Reflection Assignment	3
UbD Template Assignment	3
Research Paper Assignment	15
Semester Plan Assignment	25
Practicing strategies/techniques in the classroom	25
Hour Log Assignment	3
Reflecting on lessons and effectiveness of strategies	3
Final Reflection Assignment	5
Total Hours	115

Upon Completion of the Course:

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

Attendance/Participation:

This is a self-paced online course. Students have 6 months after registering with Credits for Teachers to complete and submit all course assignments. Students will participate by showing evidence of implementing course strategies into their lessons and curriculum.

Grading:

Video Reflection (Written Response Rubric)	X/10 pts
UbD Template (Written Response Rubric)	X/10 pts
Research Paper Assignment (Research Paper Rubric)	X/15 pts
Semester Plan Assignment (Semester Plan Rubric)	X/20 pts
Hour Log Assignment (Hour Log Rubric)	X/15 pts
Final Reflection on UbD: Backwards Planning (Final Reflection Rubric)	X/30 pts
Final Grade	X/100 pts

Final Grade Scale:

90-100 - A
80-89 - B
70-79 - C
60-69 - D
59 & Below - F

Grading Process:

Our graders will grade all of your assignments once you have submitted everything to grades@creditsforteachers.com. After everything has been graded, you will receive an email containing your final grade and certificate of completion for the course. The certificate outlines the individual grades for each assignment, the final grade for the course, and general comments about the coursework.

You also have the option to redo and resubmit an assignment after your coursework has been graded. If you do not agree with a grade or you would like to redo an assignment to improve a grade, please contact us at info@creditsforteachers.com with the following information: your name, the course name, and specifics about your grade inquiry.

Rubrics:

Written Response Rubric (Used for Video Reflection & UbD Template):

Grade	Description
A (9-10)	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 (8)	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 (7)	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 (6)	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 (0-5)	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.

Research Paper Rubric:

Grade	Description
A (14-15)	Student has written a complete, detailed paper comparing and contrasting 3 or more articles. All of the articles clearly pertain to course content. Student has explained in detail which strategies from the articles they think will be most effective at helping improve their backwards planning and improving their practice in general.
B (12-13)	Student has written a complete paper comparing and contrasting 3 articles. Two of the articles pertain to course content, while one does not. Student has explained which strategies from the articles they think will be most effective at helping improve their backwards planning and improving their practice in general.
C (11)	Student has written a paper comparing and contrasting 2 articles. The two articles pertain to course content. Student has briefly explained which strategies from the articles they think will be most effective at helping improve their backwards planning and improving their practice in general.
D (9-10)	Student has written a paper comparing and contrasting 2 articles. One of the articles pertains to course content, while one does not. Student has partially explained which strategies from the articles they think will be most effective at helping improve their backwards planning and improving their practice in general, but the explanation is incomplete. Only a few strategies are mentioned and it is unclear how each one will be effective.
F (0-8)	Student has written a paper about 1 article. The article may or may not pertain to

	course content. Student has only mentioned 1-2 strategies from the article. Student has partially (or not at all) explained how the strategy(ies) will be effective at helping improve their backwards planning and improving their practice in general, but the explanation is incomplete and unclear.
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Semester Plan Rubric:

Grade	Description
A (18-20)	Student's plan covers an entire semester, includes multiple units, and includes all of the required components. Student also includes all of the required components for each lesson plan within each unit. Student demonstrates the implementation of 1 or more learned strategies per week, and there is clear evidence that one or more strategies from the course are incorporated within each lesson plan.
B (16-17)	Student's plan covers an entire semester, includes multiple units, and includes all of the required components. Student also includes all of the required components for the majority of the lesson plans within each unit, but 1 lesson plan is incomplete. Student demonstrates the implementation of 1 learned strategy per week, and there is evidence that one strategy from the course is incorporated within each lesson plan.
C (14-15)	Student's plan covers the majority of a semester, but a few weeks are missing. The plan includes multiple units and includes the majority of the required components. However, at least 1 unit is incomplete. Student also includes the required components for the majority of the lesson plans within each unit, but 2 lesson plans are incomplete. Student demonstrates the implementation of 1 learned strategy per week for the majority of the weeks, but 1-3 weeks do not have a strategy mentioned. There is evidence that one strategy from the course is incorporated within all but one lesson plan.
D (12-13)	Student's plan covers part of a semester, but multiple weeks are missing. The plan includes 1-2 units and includes some of the required components. However, all of the units are incomplete. Student includes some of the required components for the lesson plans within each unit, but all of the lesson plans are incomplete, or 1 or more units do not have a lesson plan. Student demonstrates the implementation of 1 learned strategy per week for the majority of the weeks, but 4-7 weeks do not have a strategy mentioned. Only 1 lesson plan has one strategy from the course incorporated.
F (0-11)	Student's plan covers half or less of a semester. The plan includes 1 unit and includes little of the required components. Student's lesson plan is incomplete or missing all together. Student demonstrates the implementation of 1 learned strategy per week for half or less of the weeks.

Hour Log Rubric & Requirements (Minimum 25 hours):

Grade	Description
A (14-15)	Student keeps a detailed log of daily activities and there is clear evidence of how the 25 hour requirement has been fulfilled. Student demonstrates the implementation of strategies from the course and provides 4 or more in-class examples. Student provides regular reflection on the success of these strategies and shows an understanding of how they can be modified for the future.
B (12-13)	Student keeps a log of daily activities and there is evidence of how the 25 hour requirement has been fulfilled. Student demonstrates the implementation of strategies from the course and provides 3 in-class examples. There is some reflection on the effectiveness of these strategies.
C (11)	Student keeps a log of daily activities and there is evidence of how the 25 hour requirement has been fulfilled. Student demonstrates some implementation of

	strategies that were learned & provides 2 in-class examples. There is some reflection on the effectiveness of these strategies.
D (9-10)	Student keeps a basic log of daily activities and there is some evidence of how the 25 hour requirement has been fulfilled, but the log does not add up to 25 hours. Student demonstrates some implementation of strategies from the course & provides 1 in-class example. There is little reflection on the effectiveness of these strategies.
F (0-8)	Student keeps a basic log of daily activities and there is little evidence of how the 25 hour requirement has been fulfilled. The log does not add up to 25 hours. Student demonstrates little implementation of strategies from the course and there is no reflection on the effectiveness of these strategies.

Final Reflection Rubric:

Grade	Description
A (27-30)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has carried out 1-2 weeks of that unit in the classroom. Student has explained in detail what parts of the process were implemented, including specific UbD strategies. If anything was modified, student has explained what was modified and why. 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, including an explanation of the rest of the UbD process not yet implemented. Lastly, student has answered all of the reflection questions.
B (24-26)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has carried out 1-2 weeks of that unit in the classroom. Student has explained what parts of the process were implemented, including specific UbD strategies. If anything was modified, student has explained what was modified and why. 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. The explanation includes the majority of the rest of the UbD process not yet implemented. However, 1 or 2 parts of the UbD process are not explained. Lastly, student has answered all of the reflection questions.
C (21-23)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has carried out 1-2 weeks of that unit in the classroom. Student has explained what parts of the process were implemented, but may be missing specific UbD strategies. If anything was modified, student has explained what was modified and why. 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. The explanation is incomplete and 3 or 4 parts of the UbD process are not explained. Lastly, student has answered the majority of the reflection questions, but some questions are not addressed.
D (18-20)	Student has planned an entire unit using the “Understanding by Design” (UbD), backwards planning template and has carried out 1-2 weeks of that unit in the classroom. Student has explained some of the process that was implemented, and did not include specific UbD strategies. If anything was modified, student has partially explained what was modified and why, but it is incomplete. If the entire unit was not completed in the time frame, the student has explained little of what they will do in the future to complete the unit. The explanation is incomplete and half of the UbD process is not explained. Lastly, student has answered some of the reflection questions, but some questions are not addressed.
F (0-15)	Student has partially planned a unit using the “Understanding by Design” (UbD), backwards planning template and has carried out 1 week or less of that unit in the

classroom. Student has explained very little of the UbD process that was implemented, and did not include specific UbD strategies. If anything was modified, student has not explained what was modified and why. 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, and less than half of the UbD process is explained. Student has answered some of the reflection questions but responses are very incomplete, or none of the questions have been answered.

Late Work:

Coursework is late if it is not submitted via grades@creditsforteachers.com by the 6 month deadline (6 months after the registration date with Credits for Teachers). If coursework is submitted late or if a student needs more time to complete their coursework, they will be required to renew their registration at www.creditsforteachers.com and will be subject to a registration renewal fee.

Credits for Teachers understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with Credits for Teachers before the 6 month deadline in order for a one-time extension to be given.

*NOTE: Credits for Teachers grants one courtesy extension per person, not per order.

Incomplete Grades:

Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

Student Conduct:

Students are required to follow the policies set within the Student Code of Conduct at CSU Pueblo. This Code can be found on the Student Affairs website at

<https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

Accommodations:

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center (DRSC) as soon as possible to arrange services. The DRSC is located in LARC 169, and can be reached by phone (719-549-2648) and email (dro@csupueblo.edu).

Academic Dishonesty:

Academic dishonesty is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will follow protocol as identified by their department. Academic dishonesty is grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards. Any student found to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state their case to the department chair (or the dean if the department chair is the instructor of the course). A student may appeal a grade through the Academic Appeals Board, if eligible.

Academic dishonesty is a behavioral issue as well as an issue of academic performance. As such, it is

considered an act of misconduct and is also subject to the University conduct process as defined in the CSU Pueblo Student Code of Conduct. Whether or not disciplinary action has been implemented by the faculty, a report of the infraction should be submitted to the Office of Student Conduct & Community Standards who may initiate additional disciplinary action. The decision by the Office of Student Conduct & Community Standards may be appealed through the process outlined in the Student Code of Conduct.

Mandatory Reporting:

Colorado State University Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional equity](http://www.csupueblo.edu/institutional-equity)).

Please familiarize yourself with the reporting requirements of this policy. Because faculty and staff at CSU Pueblo are "Responsible Employees," we have to report to the Director of the Office of Institutional Equity if you tell us that you were subjected to, or engaged in, any of the following acts: *discrimination, protected class harassment, sexual misconduct, intimate partner violence, stalking, and retaliation.*

References:

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=vgNODvvsxM.

Wiggins, Grant P., and Jay McTighe. *Understanding by Design, 2nd Edition*. Association for Supervision and Curriculum Development, 2008.

Thank You!

