

Moving Forward by Designing Backward

Session 5

Summer 2022 OSSE Adult and Family Education &
University of the District of Columbia
Mini-Professional Development Institute
June 8, 2022



UNIVERSITY OF THE
DISTRICT OF
COLUMBIA
—1851

Welcome!
Please type
your name
and program
in the chat!

Welcome!

Today's facilitators are...

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- Adult Education Instructor

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Objectives

After today's webinar, participants will be able to...

- Describe the 3 stages of backward design;
- Explore how to apply the design principles;
- Locate some resources for using backward design



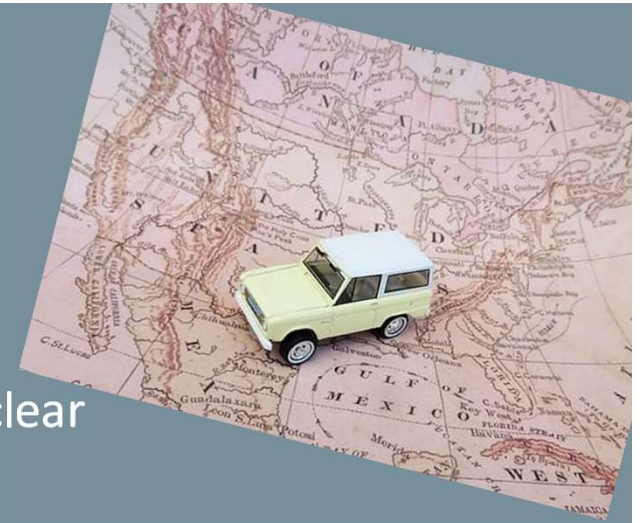
How Familiar Are You with Understanding by Design (Backward Design)?

Please put a number in the chat to help us gauge how familiar you are with this topic. Type the number that is next to the statement that best describes you.

- 1** I am very familiar with backward design and use it in regularly in my planning.
- 2** I am somewhat familiar with backward design. I think I've heard the term before.
- 3** I am not familiar with backward design. This is a new topic.

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.”

—Stephen R. Covey, *The Seven Habits of Highly Effective People*



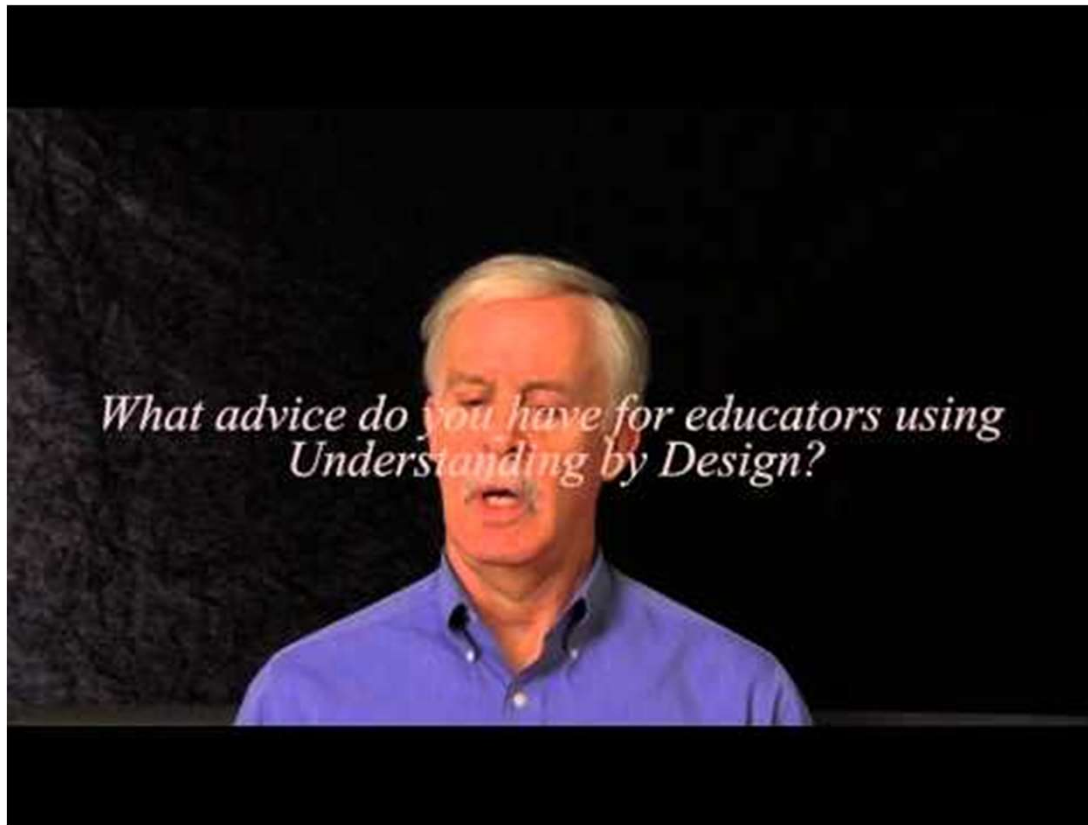
Understanding by Design

By: Jay McTighe
& Grant Wiggins

www.ascd.org

Understanding by Design, or UbD, is an educational planning approach. UbD is an example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. UbD focuses on teaching to achieve understanding.

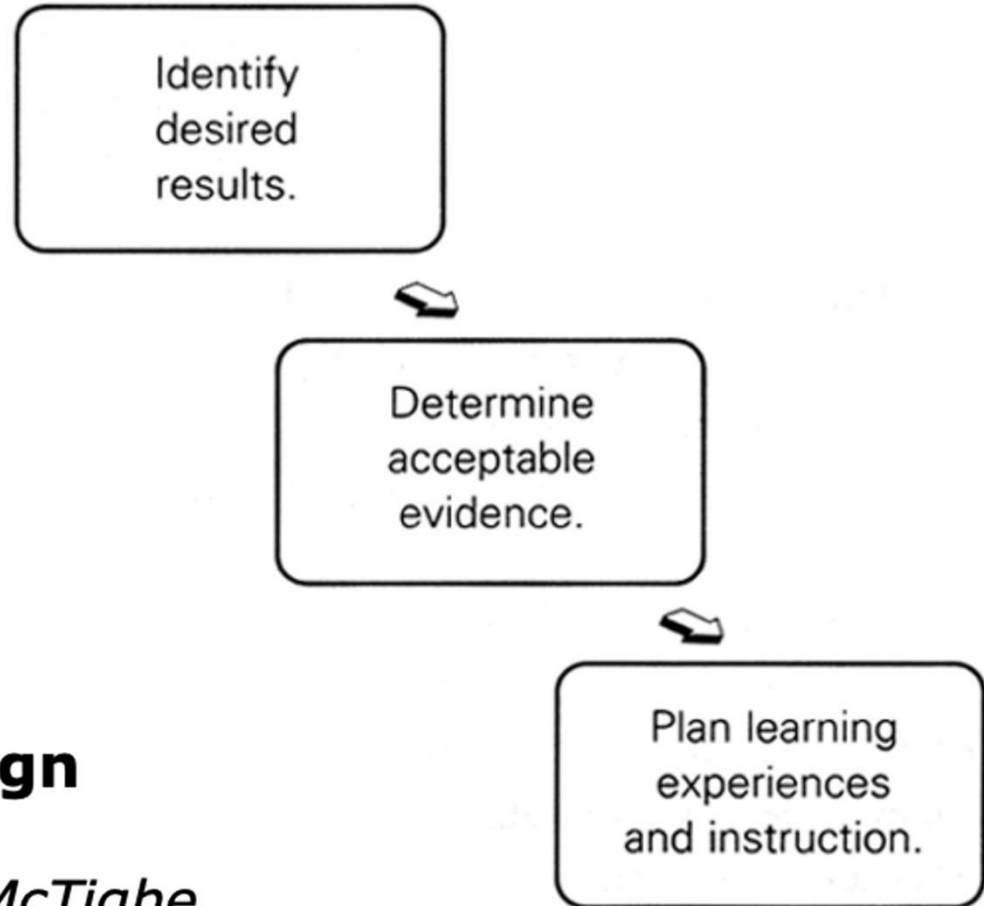
Let's Watch a Video in Which Jay McTighe Talks about UBD



Key Ideas Related to UbD

- Planning begins by thinking about the desired results and how the goals or standards will be assessed
- Not driven by activities or curriculum materials
- Can be thought of as a “purposeful task analysis”
- Incorporates the use of essential questions or enduring understandings
- Uses a three-stage design process

Figure 1.1. Stages in the Backward Design Process



Understanding by Design

by Grant Wiggins and Jay McTighe

Understanding by Design - our take on it

- Backward design includes turning content standards and outcome statements into question form – *essential questions*
- Assignments and assessments are designed to determine potential answers to essential questions – *evidence*
- With backward design, students should be able to readily answer questions such as, “Why are you doing this?”
- The *Understanding by Design* framework treats the textbook as a resource instead of a curriculum

Stage 1 Desired Results			
ESTABLISHED GOALS <type here>	Transfer		
	<i>Students will be able to independently use their learning to...</i> <type here>		
	Meaning		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> UNDERSTANDINGS <i>Students will understand that...</i> <type here> </td> <td style="width: 50%; vertical-align: top;"> ESSENTIAL QUESTIONS <type here> </td> </tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>
	UNDERSTANDINGS <i>Students will understand that...</i> <type here>	ESSENTIAL QUESTIONS <type here>	
Acquisition			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>Students will know...</i> <type here> </td> <td style="width: 50%; vertical-align: top;"> <i>Students will be skilled at...</i> <type here> </td> </tr> </table>	<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>	
<i>Students will know...</i> <type here>	<i>Students will be skilled at...</i> <type here>		
Stage 2 - Evidence			
Evaluative Criteria	Assessment Evidence		
<type here>	PERFORMANCE TASK(S): <type here>		
<type here>	OTHER EVIDENCE: <type here>		
Stage 3 – Learning Plan			
<i>Summary of Key Learning Events and Instruction</i>			
<type here>			

Example - Stage 1: Identify Desired Results/Outcome

Stage 1- Identify Desired Results/Outcome

Goals:

Students' goal is to: read, write, and determine what makes a well-developed essay; with an introduction, a conclusion, and body paragraphs that use transitioning words, and proper spelling and grammar.

Understandings:

- Writing is a way to express your knowledge of a topic and show your interest in it.
- Writing allows you to express multiple levels of color, including connotation, mood, and tone.
- Writing is a process to strengthen ideas and clarify perceptions.
- Becoming a better writer helps you to become a better reader.
- Writing is a powerful form of communication where you can express ideas in a systematic fashion.

Essential Questions:

- Why is writing important?
- Why are the different types of composition important to learn?
- How do you become a good writer?

Example - Stage 1: Identify Desired Results/Outcome

Students will Know ...

- The components of an essay
- What transitions are
- Effective ways to write an introduction and conclusion
- What a paragraph must include to convey a message

Students will be able to...

- Construct a multi-paragraph essay on their own, without a graphic organizer
- Use transition words
- Introduce and conclude an essay
- Construct topic sentences
- Cite evidence to back up their answers

Example - Stage 2: Assessment Evidence

Completed Stage 2 Worksheet

Stage 2- Assessment Evidence

Performance Tasks:

- Draft writing
- Open responses
- Reflections and question on the writing process
- Self editing
- Peer editing

Other Evidence:

- Tests/quizzes on knowledge: parts of an essay
- Grading rubrics addressing specific target areas of an essay
- Ability to follow direction
- Adaptation to constructive criticism and working towards correcting errors

Example - Stage 3: Learning Activities & Lesson Plan

Stage 3 - Learning Plan
Learning Activities and Planned Lesson Instruction:
Each of the Following Lessons Contains <ul style="list-style-type: none">• Sources• Front Loading• Activities - Worksheets and Handouts
Lessons <ul style="list-style-type: none">• Lesson 1 - What is an Essay?• Lesson 2 - What are Different Styles of Essays?• Lesson 3 - Taking a Peek at an Essay• Lesson 4 - The Bing, Bang, Bongo Method: 5 Paragraph Essay• Lesson 5 - Check Out My Body...Type• Lesson 6 - MCAS/PARCC• Lesson 7 - Audience Importance• Lesson 8 - Introducing the Introduction• Lesson 9 - "Girl, Look at the Body...I Work Out!": Writing SEXI Body Paragraphs• Lesson 10 - Conclusion Confusion• Lesson 11 - IYOW (Write Your Own)• Lesson 12 - Self Editing• Lesson 13 - Peer Editing• Lesson 14 - Final Draft• Lesson 15 - Reflection

Transparency

With backward design, students are better able to identify why they are learning particular skills and content and how they will connect what they are learning to their larger goals.



The Transparency in Learning and Teaching project aims to advance equitable teaching and learning practices that reduce systemic inequities in higher education through two main activities:

- 1 Promoting students' conscious understanding of how they learn
- 2 Enabling faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries



Transparency in Learning and Teaching (TILT)

Example Assignments (more and less transparent)

Example A: Sociology 

Example B: Science 101 

Example C: Psychology 

Example D: Communications 

Authors of Examples A-D describe the outcomes of their assignment revisions 

Example E: Biology 

Discussion Questions (about Examples A-E)

Example F: Library research Assignment 

Example G: Criminal Justice In-Class activity 

Example H: Criminal Justice Assignment 

Example I: Political Science Assignment 

Example J: Criteria for Math Writing 

Example K - Environmental History 

Example L - Calculus 

Example M - Algebra 

(MORE TRANSPARENT)

UCOR 030 Section: 02

Lesson 9: Book Assignment – 5 points *redesigned*

Created by Ted Bergfelt and updated by Marcia Rapchak. Revised by Gesina A. Phillips, Duquesne University

Required Reading: Gather

Purpose: This assignment will help you to search for books related to your topic; understand why a book might be useful for research; and physically locate books in Gumberg Library.

Skills: This assignment will focus on skills necessary for locating information in a specific format.

You will practice:

- Identifying multiple keywords
- Choosing relevant sources
- Identifying which parts of a source will be the most useful
- Locating books in the library/accessing e-books

Knowledge: The skills necessary to locate a specific information format are transferrable to other formats and to search platforms that you will use in the future.

Task: Search the catalog for books (print or e-books) on your Capstone assignment. The following questions will guide you through your search.

Let's Look at Another Example - Planning a Citizenship Course

What informs the content of a citizenship class? As an instructor or curriculum designer, how would you know what content to include?

Where would you start to look for materials if you weren't sure what to include in the class?

What "credential" or "recognized certificate" does someone earn upon passing the citizenship test?

Let's Look at Another Example - Citizenship

The screenshot shows the USCIS Citizenship Resource Center website. At the top left is the Department of Homeland Security logo and the text "U.S. Citizenship and Immigration Services". To the right, it says "Application for Naturalization" and "Department of Homeland Security U.S. Citizenship and Immigration Services". Further right, it displays "USCIS Form N-400" with OMB No. 1615-0052 and Expires 09/30/2022. A search bar and "Sign In" link are also present. Below the header is a navigation menu with links for Topics, Forms, Newsroom, Citizenship, Green Card, Laws, and Tools. The main content area features a breadcrumb trail "Home > Citizenship Resource Center" and a large heading "Citizenship Resource Center". A prominent blue-bordered box contains an information icon and text: "November 11th is Veterans Day! Below find links to helpful information on naturalization through military service and a new citizenship education resource: Visit the Naturalization Through Military Service page for information on qualifying for naturalization through service in the U.S. armed forces! New! N-400 Topic Exercises: Armed Forces (PDF, 1.51 MB) - This educational handout covers vocabulary related to the armed forces. Citizenship educators can use this and the other N-400 Topic Exercises to help students prepare for their naturalization interview." Below this box, a paragraph states: "The Citizenship Resource Center has a collection of helpful resources and free study materials for a variety of users including:" followed by a bulleted list: "Immigrants who are interested in becoming U.S. citizens. Lawful permanent residents (LPRs) will find information about the naturalization process, eligibility requirements, and study materials to prepare for the naturalization interview and test." and "Educators who play a critical role in preparing learners. Educators including teachers, volunteers, and program administrators will find several resources for the classroom. Educators can also search for free USCIS training seminars designed to enhance the skills needed to teach U.S. history, civics, and the naturalization process to immigrant students." On the left side of the page, there is a vertical sidebar menu with the following items: "Citizenship Resource Center", "Interagency Strategy for Promoting Naturalization", "New U.S. Citizens", "Learn About Citizenship" (with a dropdown arrow), "Apply for Citizenship" (with a dropdown arrow), "The 2020 Version of the Civics Test" (with a dropdown arrow), "Find Study Materials and Resources" (with a dropdown arrow), "Resources for Educational Programs" (with a dropdown arrow), "Civic Integration" (with a dropdown arrow), "Outreach Tools" (with a dropdown arrow), and "Naturalization Statistics".

Application for Naturalization
Department of Homeland Security
U.S. Citizenship and Immigration Services

USCIS
Form N-400
OMB No. 1615-0052
Expires 09/30/2022

Search our Site | Sign In

Topics Forms Newsroom Citizenship Green Card Laws Tools

Home > Citizenship Resource Center

Citizenship Resource Center

i November 11th is Veterans Day! Below find links to helpful information on naturalization through military service and a new citizenship education resource:
Visit the [Naturalization Through Military Service](#) page for information on qualifying for naturalization through service in the U.S. armed forces!
New! [N-400 Topic Exercises: Armed Forces \(PDF, 1.51 MB\)](#) - This educational handout covers vocabulary related to the armed forces. Citizenship educators can use this and the other N-400 Topic Exercises to help students prepare for their naturalization interview.

The Citizenship Resource Center has a collection of helpful resources and free study materials for a variety of users including:

- **Immigrants who are interested in becoming U.S. citizens.** Lawful permanent residents (LPRs) will find information about the naturalization process, eligibility requirements, and study materials to prepare for the naturalization interview and test.
- **Educators who play a critical role in preparing learners.** Educators including teachers, volunteers, and program administrators will find several resources for the classroom. Educators can also search for free USCIS training seminars designed to enhance the skills needed to teach U.S. history, civics, and the naturalization process to immigrant students.

Citizenship Resource Center

- Interagency Strategy for Promoting Naturalization
- New U.S. Citizens
- Learn About Citizenship
- Apply for Citizenship
- The 2020 Version of the Civics Test
- Find Study Materials and Resources
- Resources for Educational Programs
- Civic Integration
- Outreach Tools
- Naturalization Statistics

Let's Look at Another Example

A citizenship unit or course should include:

basic information about U.S. history, government and geography

effective oral communication skills, such as asking for clarification and listening for specific information

reading skills, including recognizing key sight words

writing skills, including using capital letters and punctuation correctly

Stage 1: Desired Results/Outcomes

Upon successful completion of the course:

*a student should have the skills that are needed to pass
the USCIS naturalization interview & earn a
naturalization certificate*



Stage 2: Assessment Evidence

Successfully participate in a mock interview

Answer all of the 100 questions correctly

Correctly write simple sentences that are dictated

Correctly respond when asked basic questions about oneself



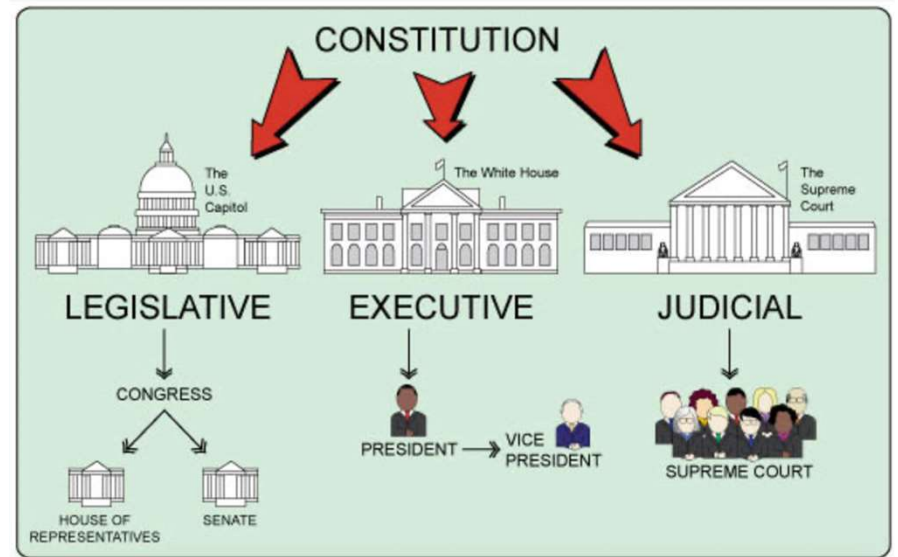
Assessment Examples - Label Diagrams and Charts

Label the countries to the North and South of the United States.

Put an X on the map where the 13 original colonies were located.



Add to the diagram below one example of checks and balances for each branch of government.



Stage 3: Learning Activities & Lesson Plan

Lesson 1: American Places

Lesson 2: 13 Colonies

Lesson 3: The New United States

Lesson 4: The Civil War

Lesson 5: Later History

Lesson 6: The Constitution

Lesson 7: Congress

Lesson 8: The President

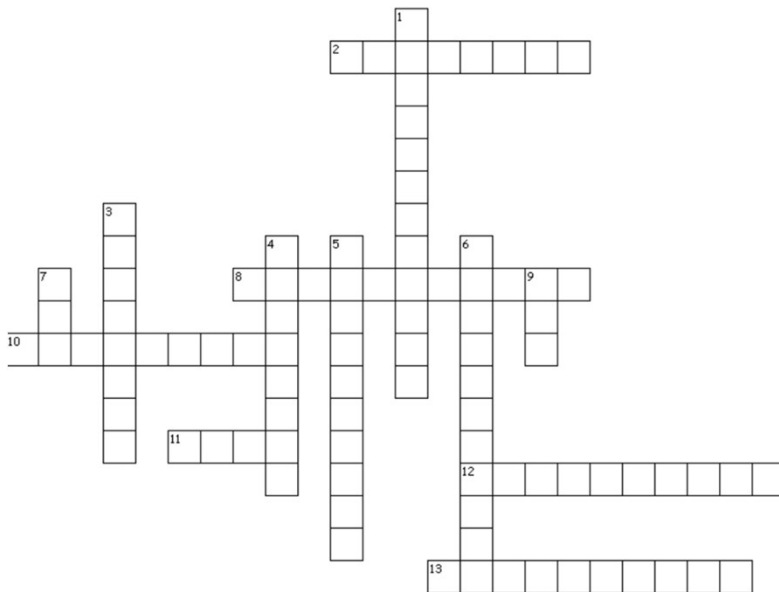
Lesson 9: A Country of Laws



Activity ideas and favorite materials

Crossword puzzle created using puzzlemaker.com

Three Branches of Government



Across

2. Who is the Speaker of the House of Representatives?
8. Who is the current Chief Justice of the U.S. Supreme Court?
10. Which branch of government includes the President and Vice President?
11. How many justices are on the Supreme Court?
12. Who advises the president?
13. What is the political party of the current president?

What is the Supreme Law of the Land?	The Constitution	What does the Constitution do?
What are the first three words of the Constitution	We the people	Sets up the government of the United States
What is an amendment?	A change to the Constitution	What do we call the first ten amendments to the Constitution?
The Bill of Rights	What is one right or freedom from the First Amendment?	Freedom of Religion Freedom of Speech

Avoid the “Twin Sins” of Traditional Design

Activity-oriented design - Focuses on fun, engaging activities that don't necessarily lead anywhere intellectually
“Hands-on rather than minds on”

Content-oriented design - Focuses on getting through the materials or curriculum at any cost; main goal of coverage

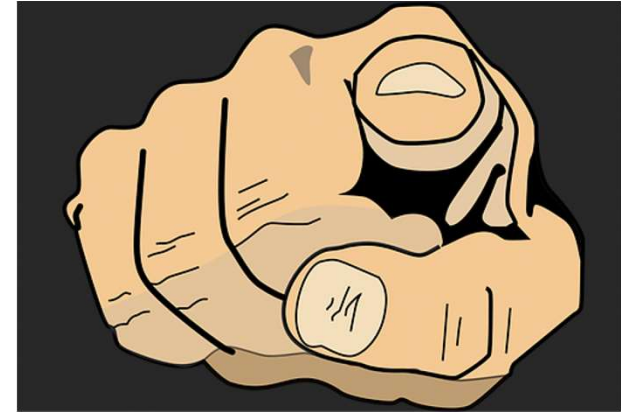


Your Turn

Stage 1: Desired Results/Outcomes

Think about a class or training that you currently teach, have recently taught, or plan to teach in the future.

On the shared Google Doc, please write a *mission statement* for your class. Be sure to explain what a learner in this class will be able to do upon successful completion.



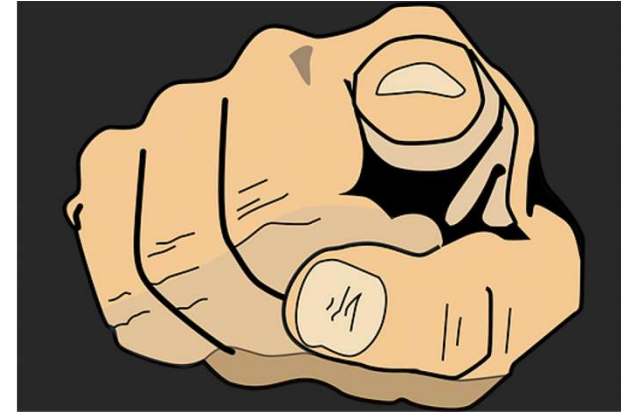
Shared Google Doc - Stage 1

Identify Desired Results/Outcomes

Stage 1 – Identify Desired Results / Outcomes	Your Examples
<p>Resources:</p> <p>Crafting learning outcomes using Webb's Depth of Knowledge</p> <p>Essential Questions from McTighe & Associates Consulting</p>	<p>Write a <i>mission statement</i> for your class. Be sure to explain what a learner in this class will be able to do upon successful completion.</p>

Your Turn

Stage 2: Assessment Evidence



Think about a class that you currently teach, have recently taught, or plan to teach in the future.

On the shared Google Doc, please write **1 or 2 examples of assessment ideas** for your objectives. If you have larger objectives with multiple parts, your assessment could be for a smaller learning target.

Shared Google Doc - Stage 2

Assessment Evidence

Stage 2: Assessment Evidence	Your Examples
<p>Resources:</p> <p>Assessment Ideas from McTighe & Associates Consulting</p> <p>Exit Tickets</p> <p>50 Classroom Assessment Techniques</p>	<p>Write 1 or 2 examples of assessment ideas for your objectives. If you have larger objectives with multiple parts, your assessment could be for a smaller learning target.</p>

Your Turn

Stage 3: Learning Activities



Think about a class that you currently teach, have recently taught, or plan to teach in the future.

On the shared Google Doc, please write **1 or 2 examples of learning activities** for teaching your objectives. You could also share an example of a favorite resource.

Shared Google Doc - Stage 3

Learning Activities

Stage 3: Learning Activities	Your Examples
<p>Resources:</p> <p>15 learning activities to energize your college class</p> <p>20 interactive learning activities for the</p>	<p>Write 1 or 2 examples of learning activities for teaching your objectives. You could also share an example of a favorite resource.</p>

***Are you feeling ready to use Backward Design
in your classroom?***

Type # in chat that represents YOU!

1. Yes, I can do this!

2. I'm almost ready to give it a try!

Resources

McTighe and Associates Consulting - <https://jaymctighe.com/resources>

Website includes many UbD resources, including the template

YouTube Video featuring Jay McTighe - <https://youtu.be/d8F1SnWalfE>

TILT - <https://tilthighered.com>

Website for resources related to transparent lesson design

Puzzlemaker.com - <https://puzzlemaker.discoveryeducation.com>

Website for creating a variety of puzzles for printing

Webb's Depth of Knowledge Wheel - https://static.pdesas.org/content/documents/m1-slide_19_dok_wheel_slide.pdf

Exit Ticket Ideas - <https://ditchthattextbook.com/10-ideas-for-digital-exit-tickets-and-some-analog-ones-too/>

Classroom Assessment Ideas - <https://cetl.uconn.edu/resources/assessment-of-learning/50-assessment-techniques/>

15 Learning Activities - <https://www.nureva.com/blog/education/15-active-learning-activities-to-energize-your-next-college-class>



Image source: <https://unsplash.com/photos/yO12O8j3JK0>

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