BACKWARDS DESIGN AND FORWARD THINKING

University of Arizona Global Campus
# LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>Understanding</th>
<th>Aligning</th>
<th>Developing</th>
<th>Examining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the backwards design process</td>
<td>Aligning course design with learning outcomes</td>
<td>Developing engaging content that supports mastery of learning outcomes</td>
<td>Examining the importance of collaboration in course design</td>
</tr>
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THE BACKWARDS DESIGN PROCESS

Course Design

Traditional Model

Backwards Design

Thanksgiving Dinner

GPS

Newman, 2019
THE BACKWARDS DESIGN PROCESS

“One starts with the end-the desired results (goals or standards)- and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform” (Wiggins & McTighe, 1998, p. 8).

What would you accept as evidence that students have attained the desired understandings and proficiencies?

Ralph W. Tyler - Basic Principles of Curriculum and Instruction (1949)
Grant Wiggins & Jay McTighe - Understanding by Design (1998)
**STAGES OF UNDERSTANDING BY DESIGN**

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

**Identify**
- Goals
- Content standards
- Curriculum expectations/priorities

**Determine**
- Think like an assessor before designing units and lessons
- Continuum of Assessment Methods

**Plan**
- Knowledge & skills needed to achieve desired results
- What activities will equip students to gain knowledge & skills
- What will be taught & how best to teach it
- Materials & resources

HOW DO WE ENSURE THAT OUR COURSES ARE ALIGNED WITH OUR LEARNING OUTCOMES?
**Program Outcomes**

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize theories, processes and approaches in the study of child development from diverse perspectives across domains.</td>
<td>Analyze theories which address the interrelationships of child, family and community, and culture on the growth, behavior, and development of children.</td>
<td>Compile evidence-based strategies that demonstrate an awareness of exceptionalitie's and cultural diversity within the field of child development.</td>
<td>Assess the impact of contemporary issues and trends relating to the field of child development and their multiple influences on current practice and knowledge.</td>
<td>Propose diverse models of inclusion to emphasize access, participation, and partnerships with children and families.</td>
<td>Apply professional and ethical practice aligned to national standards to include critical thinking, individual reflection, and collaboration.</td>
</tr>
</tbody>
</table>

1. Synthesize theories and approaches from the subject areas of the general education curriculum to address complex problems.

|   | X   | X   | X   | X   | X   |

1a. Utilize interdisciplinary approaches and informed decision-making when solving problems.

|   | X   | X   | X   | X   | X   | X   |

1b. Frame problems and construct solutions through reasoned analysis, including consideration of diverse views.

|   | X   | X   | X   | X   | X   |

**HOW DO WE ENSURE THAT OUR PROGRAMS ARE ALIGNED WITH OUR INSTITUTIONAL LEARNING OUTCOMES?**
| PLO 1 | Synthesize theories, processes and approaches in the study of child development from diverse perspectives across domains. |
| PLO 2 | Analyze theories which address the interrelationships of child, family and community, and culture on the growth, behavior, and development of children. |
| PLO 3 | Compile evidence-based strategies that demonstrate an awareness of exceptionality and cultural diversity within the field of child development. |
| PLO 4 | Assess the impact of contemporary issues and trends relating to the field of child development and their multiple influences on current practice and knowledge. |
| PLO 5 | Propose diverse models of inclusion to emphasize access, participation, and partnerships with children and families. |
| PLO 6 | Apply professional and ethical practice aligned to national standards to include critical thinking, individual reflection, and collaboration. |

<table>
<thead>
<tr>
<th>Course</th>
<th>PLO 1</th>
<th>PLO 2</th>
<th>PLO 3</th>
<th>PLO 4</th>
<th>PLO 5</th>
<th>PLO 6</th>
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<tbody>
<tr>
<td>EDU 100</td>
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</tbody>
</table>
HOW DO WE ENSURE THAT OUR COURSES ARE ALIGNED WITH OUR LEARNING OUTCOMES?
<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze major of theories, current issues and trends related to behavior.</td>
<td>1</td>
<td>- Post Your Introduction—Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- What is Challenging Behavior?—Discussion Forum</td>
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<td></td>
<td>1</td>
<td>- Behavior Risk Factors Case Study—Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Week 1 Journal—Journal</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Behavior and the Brain—Discussion Forum</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Resilience Strategies Case Study—Discussion Forum</td>
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<tr>
<td></td>
<td>2</td>
<td>- Building Relationships to Support Behavior—Assignment</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>- Inclusive Environments That Support Challenging Behavior—Assignment</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>- Behavior in Action—Journal</td>
</tr>
</tbody>
</table>
How do we ensure that our assignments are aligned with our learning outcomes and student data are tracked?
How do we ensure that our courses are aligned with our learning outcomes?
BUILD SUMMATIVE FIRST

Create
Create a final project that can be aligned to all of the Course Learning Outcomes (CLOs)

Determine
Determine all of the skills that students will need to master in order to be able to demonstrate mastery of the CLOs on the final project

Plan
Plan discussions and activities in the course that will allow students to work on those skills before the summative.
Describe the child you selected from the case study. Include general information about the child's name, age, family, and specific behavioral needs (Autism, ADHD, etc.).

- Make a connection to the child's behavioral needs and one of the theories you learned about in your Week 1 What is Challenging Behavior? discussion.

Explain the risk factors that may have contributed to the child's needs.

- Refer back to your Week 1 Behavior Risk Factors (Case Study) discussion for support.

Discuss how you have worked to build a relationship with the child.

- Refer back to your Week 2 Resilience Strategies (Case Study) discussion for support.

Summarize how you have created a caring community and learning environment for the child.

- Refer back to your Week 3 Inclusive Environments That Support Challenging Behavior assignment for support.

Describe how you will develop a relationship with the family.

- Refer back to your Week 4 Supporting Families (Case Study) discussion for support.

Complete a functional assessment chart for the child based on things that happened in the case study.

- Your functional assessment chart must have at least three incidents included.

Complete a behavior plan that includes a goal for each of the three areas below.
YOU HAVE THE ALIGNMENT, NOW WHAT?

Bring the ideas to life!
What are some common ways that you present curriculum in order to engage your students?
THINK OUTSIDE THE BOX: CASE STUDIES

ECD410

BEHAVIORAL METHODS & STRATEGIES

CASE STUDIES

Throughout the first four weeks of this course, you will follow five children with different behavioral needs.

Each week you will learn more another piece of each child’s story that will help you to apply the information you are learning in class about supporting children with challenging behavior.

You will then use this information to create a behavioral intervention plan for. To begin,
THINK OUTSIDE THE BOX: PRACTICAL APPLICATION

Each week in this course you will be creating a resource for your Play Toolbox. This toolbox will be designed for you to make a resource each week related to play that you can use in your future career. Since you will be using these resources in your future career, you will design all of your resources for the most appropriate audience for your chosen career path. For example, if you are going to be a teacher, then you might choose the parents of your students to be the audience for the resources you create. On the other hand, if you are going to be working as a trainer, you might choose other educators to be the audience for the resources you create.
THINK OUTSIDE THE BOX: ROLE PLAY

You will create a mock parent-teacher conference for one of the families from the case study. You may either write a script for the parent-teacher conference or use a tool such as YouTube to record a mock parent-teacher conference for the conflict in the case study. You will submit either your script or recording link as your initial post.
Social and Emotional Development and the Curriculum

Throughout your degree program you have studied the importance of meeting children’s physical, developmental, and educational needs. In addition, it is important that we promote healthy social and emotional development. Children’s overall success in school may be affected by their ability to become confident with dealing with challenges, solve problems they experience, foster a strong sense of self, and effectively relate to others (Jaruszewicz, 2013). Your role is to create a classroom community that encourages growth in each of these areas.

Along with creating a community in your classroom, it is important to continue to see what is happening in the educational world around you with regard to social emotional development. One way to do this is to utilize social media to stay up to date with current events,
In this activity you will learn about various types of collaboration. As you work through the interactivity you will complete a variety of hangman games to check your understanding of the content that has been presented.

To play the hangman game:
- Select a letter of the alphabet.
- If you choose a letter that is in the word/phrase, it will place the letter in the correct space in the word and you will choose another letter.
- If the letter is not contained in the word/phrase, a portion of the hangman is added, then guess another letter.
Meet the Theorists

This Play and Theory interactive will give you the opportunity to strengthen your knowledge of several theorists and their beliefs as they relate to play.

When you are ready, choose the “Test Your Knowledge” button to check your understanding.
Welcome to the BA ECDDI Research Guide
Use the buttons below to navigate to a course-specific research guide. The guides below can assist you in completing the library research required for your assignments. The guides include suggestions for resource starting points, search strategies, library research tutorials, and relevant websites and organizations.

- Locate three scholarly articles, preferably from the Ashford University Library to use for completing your annotated bibliography and literature review. One article must focus on culturally relevant methods, one on anti-bias curriculum, and one on diverse family structures.
- Use the keywords “culturally relevant education,” “anti-bias curriculum,” and “diverse family structures” when looking for articles in the Ashford University Library.

LIBRARY COLLABORATION

- Research guide
- Key word search
- Resource Check
WRITING CENTER COLLABORATION

• Annotated templates
• Samples
• How-to guides
• Provide clarity on assignments
• 24/7 writing tutoring
For this discussion, you will explore the components of a cover letter, reflect on your most relevant skills, and practice writing a paragraph that will grab the attention of a hiring manager. Additionally, you will receive and provide constructive feedback to your classmates. The feedback you provide and receive for your classmates will help you craft an effective cover letter as you pursue career opportunities.

Preparation:

- Refer to the Week 5 Instructor Guidance for tips and examples that will support your success on this discussion.
- Watch the YMCA video *Preparing Your Cover Letter*.
- For step-by-step instructions to create a cover letter, please use the Cover Letters document—this document also explains additional ways to format your cover letter.
### ASSESSMENT COLLABORATION

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Expectations</th>
<th>Non-Performance</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains the Learning Goals the Teacher Was Assessing for in Their Students</td>
<td>Comprehensively explains the learning goals the teacher was assessing for in their students.</td>
<td>Explains the learning goals the teacher was assessing for in their students. The explanation is slightly underdeveloped.</td>
<td>Minimally explains the learning goals the teacher was assessing for in their students. The explanation is underdeveloped.</td>
<td>Attempts to explain the learning goals the teacher was assessing for in their students; however, the explanation is significantly underdeveloped.</td>
<td>The explanation of the learning goals the teacher was assessing for in their students is either nonexistent or lacks the components described in the assignment instructions.</td>
<td>1.6</td>
</tr>
</tbody>
</table>

**C10:1**

**Additional Feedback:**
- Excellent work! You included a thorough explanation of the learning goals the teacher was using to assess their students. It is evident from the research you shared that you understand why this is important.
- You did a good job explaining what you believe the learning goals are, however you did not include enough support to defend your ideas. Once you add this in, you will be on the right track.
- From your explanation, your understanding of the learning goals the teacher is assessing are not clear. I suggest that you review this section of the text and course resources for further clarity and understanding.

- Measurability of learning outcomes
- Alignment of outcomes
- Mapping on rubrics
YOUR TURN!
LET'S PRACTICE
CREATING SOME
WLOS THAT
ALIGN WITH
CLOS
<table>
<thead>
<tr>
<th>CLO A: Explain the function of play as a teaching and learning tool in the development and education of diverse learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO B: Apply appropriate communication methods and conflict resolution skills when interacting with family members</td>
</tr>
<tr>
<td>CLO C: Explain effective strategies for involving families in supporting language and literacy development in young children.</td>
</tr>
</tbody>
</table>

| 1. Explain different approaches to early reading teaching |
| 2. Explain the teacher’s role in a quality play-centered curriculum |
| 3. Examine communication strategies for supporting the needs of diverse family structures |
| 4. Summarize ways in which families can support emergent literacy |
QUESTIONS

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