## Stage 1 – Desired Results

**Goal(s):**

**Understanding(s):**

**Essential Question(s):**

**Knowledge & Skills:**

## Stage 2 – Assessment Evidence

**Direct Evidence:**

**Indirect Evidence:**

## Stage 3 – Action Plan

**Key Actions:**

**Person(s) Responsible:**

**Time Frame:**
### Stage 1 – Desired Results

**Goal(s):**
- What needs do learning results/data reveal?
- What improvements are needed? What is our vision? What do we want to accomplish as a result of this initiative?

**Understanding(s):**
- What understandings and attitudes do teachers, administrators, parents, policy makers, etc. need for these goals to be met?

**Essential Question(s):**
- What essential questions about teaching, learning, results and change should guide our improvement actions?

**Knowledge & Skills:**
- What knowledge and skill will teachers, administrators, policy makers, parents, and students need for this vision to become a reality?

### Stage 2 – Assessment Evidence

**Direct Evidence:**
- What will count as evidence of reform success?
- What are the key observable indicators of short and long-term progress?

**Indirect Evidence:**
- What other data (e.g., achievement gaps; staff understandings, attitudes, and practices; organizational capacity, etc.) should be collected?

### Stage 3 – Action Plan

- What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, job appraisal, etc.)?
- What strategies will help us achieve the desired results?
- Who will be responsible? What resources will be needed?
### Stage 1 – Desired Results

**Goal(s):**
- What is our Vision for 21st Century Learning?
- What is our Mission for 21st Century Learning?
- What outcomes do we seek as a result of this initiative?

**Understanding(s):**
- What understandings and attitudes do teachers, administrators, parents, policy makers, etc. need for these outcomes to be achieved?

**Knowledge & Skills:**
- What knowledge and skill will teachers, administrators, policy makers, parents, and students need for this vision to become a reality?

**Essential Question(s):**
- What essential questions about 21st Century Learning and the practices and structures of schools need to be explored?

### Stage 2 – Assessment Evidence

**Direct Evidence:**
- What will count as evidence of success - for learners? - for the organization?
- What are the key observable indicators of short and long-term progress?

**Indirect Evidence:**
- What other data (e.g., achievement gaps; staff understandings, attitudes, and practices; organizational capacity, etc.) should be collected?

### Stage 3 – Action Plan

- What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, job appraisal, etc.)?
- What strategies will help us achieve the desired results?
- Who will be responsible? What resources will be needed?
## Backward Design Plan for a Workshop on *Understanding by Design*

### Stage 1 – Desired Results

**Understanding(s):**
- Effective curriculum design evolves “backward” from clear goals and is aligned across all 3 stages.
- UbD is a way of thinking more carefully about curriculum design; it is not a prescriptive program.
- Using design standards improves quality.
- The UbD design *process* is non-linear and iterative.
- Teaching and assessing for understanding enhances learning of content standards.

**Staff will know...**
- the 3 stages of “backward design”
- characteristics of “big ideas” & “essential questions”
- the 6 facets of understanding and GRASPS
- the WHERETO elements of instructional planning
- design standards for UbD

**Essential Question(s):**
- Why are the best curriculum designs “backwards”?
- What is good design? How does UbD support effective curriculum design?
- How does “continuous improvement” apply to curriculum design?
- Why teach for understanding?
- How will we know that students *really* understand?
- What is the difference between understanding and knowing?

**Staff will be able to...**
- develop understandings, essential questions, and assessment evidence
- draft a unit in the Template
- review designs against the Design Standards

### Stage 2 – Assessment Evidence

**Performance Task(s):**
- Develop a draft design using the UbD template and tools. (Design meets most of the UbD design standards.)
- Participate in a peer review process using design standards and provide feedback to designers.

**Other Evidence:**
- pre- and post-workshop surveys
- observations of participants’ understandings/questions/misconceptions/frustrations
- quality of responses on exercises and worksheets
- participant self-assessments and reflections on their understandings and design
- written and oral feedback to presenter

### Stage 3 – Learning Plan

**Learning Activities:** *(selected)*
- overview of session, performance goal, meet in role-alike groups
- exercise on Good Design
- study and discuss “before” and “after” design examples
- guided design work on each stage
- watch and discuss relevant video clips
- “gallery walk” to review participants’ designs
- lecture/discussion on key design elements and issues
- peer review against design standards

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