

**Figure 2.2: Backward Design Planning Template**

| <b>Stage 1: Identify Desired Results</b>   |   |
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| <p><b>Impacts (Goals)</b></p> <p>Impact goals specify the intended outcomes of schooling. These can include learning outcomes in academic areas (such as mathematics) as well as those that are transdisciplinary in nature (such as self-directed learning).</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• What do future trends and drivers imply for education?</li> <li>• What is our vision? Our mission?</li> <li>• What specific impacts on student learning do we desire?</li> </ul> <p>List impact goals here.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |   |
| <p><b>Understandings</b></p> <p>These full-sentence statements identify what various constituent groups (teachers, parents, administrators, students, and policymakers) will need to understand about the future of schooling and the transformations needed to achieve it.</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• What is the importance of these impacts for students?</li> <li>• What are our understandings about the changes needed to achieve them?</li> </ul> <p>List understandings here.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>                | <p><b>Essential Questions</b></p> <p>These open-ended questions are designed to engage various constituent groups in coming to a shared vision of our educational future and about the transformations needed to achieve it.</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• How might we develop a shared vision for future learning?</li> <li>• What understandings and attitudes do various constituents need to realize our vision?</li> </ul> <p>List essential questions here.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

**Stage 2: Determine Evidence of Success**

**Evidence**

Specific evidence of student learning is based on the identified learning outcomes.

**Consider:**

- What evidence of student learning and performance will count as evidence of success?
- What specific performance indicators and criteria will we use to evaluate student achievement of targeted impacts?

List evidence of impact here.

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**Sources of Evidence**

These various assessments and other sources of evidence provide evidence of impact.

**Consider:**

- By what measures will we assess learning or performance?
- How will we obtain the evidence we need?
- How will we appropriately assess all impacts, not just those outcomes that are easiest to measure?

List sources of evidence here.

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**Other Evidence**

Data on organizational inputs and outputs should also be collected from various sources of evidence.

**Consider:**

- By what measures will we gauge the effects of our short- and long-term actions and products?
- What feedback will we need to guide adjustments along the way?

List other evidence here.

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**Correlation to Inputs and Outputs**

Various assessments and other sources of evidence evaluate inputs and outputs.

**Consider:**

- How will we collect needed evidence of the effectiveness of our short- and long-term actions and products?

List correlation here.

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### Stage 3: Develop the Action Plan

**Action Plan**

Outlines of the major organizational actions help educators attain the desired impacts. The action plan distinguishes between outputs (such as curriculum revisions and changes to report cards) and the various inputs needed (like training and allocation of resources).

**Consider:**

- What are the major programmatic and systemic changes (outputs) that we need to achieve, and how will we accomplish these when taking into consideration processes, time, and resources (inputs)?

List action steps here.

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**Outputs**

Outputs are the specific products the organization develops in pursuit of targeted impacts (curriculum revisions and changes to report cards).

**Consider:**

- What are the major structural pieces best suited to achieving this impact?
- What programs need to be in place?
- What support is necessary for these programs, such as professional development, communication, physical space, and so on?

List outputs here.

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**Inputs**

Inputs are the various organizational actions that it will undertake and the resources it needs to support them.

**Consider:**

- What are the steps or processes required to achieve the outputs we identified?
- What actions will we need to take and whom will take them?
- What resources might we need to achieve these identified outputs?

List inputs here.

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**Implications for Systems**

Identify the ways in which various systems across the organization must work together to attain the desired impacts. It is important to consider these implications in the beginning so that the organization can integrate and align each system to achieve targeted impacts.

**Consider:**

- Are all systems properly aligned?
- Are any current systems out of sync or unsupportive of needed actions?
- What realignment might we need to achieve targeted impacts and support needed inputs and outputs?

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Fill in the following rows with plans to keep all systems aligned.

Curriculum:

Assessment:

Instruction:

Grading:

Reporting:

Communication:

Professional learning:

Personnel (such as hiring, roles, and appraisal):

Schedules:

Resources:

Other:

Source: Adapted from Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.