

Design Plan Template

Student's Name:

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Training Title:

Writing Curriculum with Backward Design

Training Overview

Write a brief, yet concise, description of the online training course you will design to address the needs of learners. What content will the training course cover? How many modules will be included in the course (at least 3 modules are required)? What will the target audience learn during this training course? In this course, the target audience will learn...

This online training course is designed to support K–12 teachers in developing curriculum using the backward design model. The training will guide educators through the three stages of backward design: identifying desired results, determining acceptable evidence, and planning learning experiences and instruction. The course will now consist of four modules:

1. Introduction to Backward Design
2. Writing Learning Outcomes, Objectives, and Targets
3. Designing Aligned Assessments
4. Curriculum Mapping and Collaborative Planning

In this course, the target audience will learn how to write effective curriculum grounded in backward design principles, align instruction with standards, and create authentic assessments. Teachers will engage in collaborative curriculum development while receiving ongoing feedback and support.

Industry Standards or Educational Standards

If you are creating training for learners that will fulfill industry or educational standards, then go to the standards website and copy and paste here. Cite the website.

Participants will be expected to align their curriculum with Connecticut Core Standards (or their relevant subject-area/state standards). To support professional expectations, the training also references Danielson Framework for Teaching, particularly Domain 1: Planning and Preparation. This framework emphasizes the importance of setting instructional outcomes and designing coherent instruction—skills that directly align with backward design and will be reinforced throughout the training.

Standards referenced:

- Connecticut State Department of Education. (n.d.). *Connecticut Core Standards*. <https://portal.ct.gov/SDE/CT-Core-Standards>
- The Danielson Group. (n.d.). *The Framework for Teaching Evaluation Instrument*. <https://danielsongroup.org>

Target Audience

Write a thorough description of your target audience (age, degree level, cultural factors, socioeconomic factors, gender, ethnicity, knowledge, skills, attitudes, learning styles, motivation to learn, and cognitive and physical characteristics).

The target audience includes K–12 teachers in a suburban school district with varying levels of teaching experience. Most participants are highly motivated to enhance their curriculum development skills. Teachers represent diverse cultural and socioeconomic backgrounds and may include educators from general education, special education, and subject-specific areas. They are adult learners who prefer practical, job-embedded professional development and often exhibit a mix of visual, auditory, and kinesthetic learning preferences. Most are comfortable with digital tools used in virtual PD settings.

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| Context Analysis | <i>Write a <u>concise</u> description of where and when the training will take place. Discuss how you will promote transfer of learning. Think about if the learning context is compatible with the learners' needs and characteristics.</i> |
| The training will be delivered via Google Meet during a district professional development day. To support learning transfer, the training will include time for teachers to begin applying backward design steps to their own curriculum documents. Materials will be housed in a shared Google Drive folder, so teachers can access and apply concepts in real time and collaborate with peers. | |
| Needs Analysis | <i>Write a <u>concise</u> description of the needs of your learners and the way in which you identified those needs (surveys, interviews, focus groups, institutional or organizational data etc.).</i> |
| This training was developed based on a district requirement for all teachers to be trained to write curriculum. Teachers have the option to select this session from a menu of PD offerings. The need was identified through district-wide initiatives and teacher feedback requesting more structured support for curriculum development. | |
| Instructional Design Model | <i>Identify the instructional design model you used to guide your design plan. Provide a rationale why you chose this instructional design model to guide your design.</i> |
| This training uses the Backward Design model developed by Wiggins & McTighe. Since this is the model being adopted by the district for curriculum development, it provides the most relevant structure for the training and aligns directly with teachers' expected tasks post-training. | |
| Prior Knowledge | <i>What prior knowledge will the target audience require to be able to accomplish the training outcomes?</i> |
| No prior experience with curriculum writing is required. However, basic familiarity with standards-based instruction and lesson planning will be beneficial. | |

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| Learning Outcomes | <i>Overall goal of each training module. At the end of this module the learner will be able to...</i> |
| By the end of this training, participants will be able to: <ol style="list-style-type: none"> 1. Describe the stages of the backward design model and their purpose. 2. Identify and apply relevant academic and professional standards in curriculum planning. 3. Write clear and measurable learning outcomes, objectives, and daily targets. 4. Design formative and summative assessments aligned with learning objectives. 5. Collaboratively develop a standards-based curriculum unit using backward design principles. | |
| Learning Objectives | <i>The learning objectives for the online training modules should identify the condition, behavior, and degree of measurement and should align with the learning outcomes from each training module. At least 3 clear, specific, measurable, and observable objectives are required. Learning objectives allow the outcomes to be broken down into smaller, more manageable outcomes.</i> |
| <ol style="list-style-type: none"> 1. Given a curriculum topic, participants will identify desired results using standards and essential questions (Stage 1) with 100% completion in breakout discussions. 2. Using a provided unit plan template, participants will design assessments aligned with identified goals (Stage 2) with 90% accuracy as judged by a rubric. 3. In a collaborative group activity, participants will create a draft curriculum map that aligns goals, assessments, and learning activities (Stage 3) with completeness evaluated via checklist. | |

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| Multimedia Selection and Copyright | <i>Describe how multimedia will be incorporated into the training to ensure (a) relevancy, (b) real-world connections, (c) interactivity, (d) collaboration, (e) motivation, and (f) engagement. What steps will you take to ensure you are following legal and ethical requirements related to the selection of multimedia and copyright?</i> |
| <p>The training will incorporate multimedia including:</p> <ul style="list-style-type: none"> • Slide presentations with visuals and short video clips to introduce backward design concepts (relevancy, real-world connection) • Interactive Google Docs for curriculum drafting (collaboration, interactivity) • Breakout room discussions and Jamboard brainstorming sessions (motivation, engagement) <p>Multimedia used will be licensed under Creative Commons or district-approved resources. Proper attribution will be provided on all materials, and Canva’s license terms will be followed when applicable.</p> | |
| Instructional Strategies | <i>What learning activities will help learners transfer, develop, and reinforce skills or knowledge required by the learning objectives such as discussion, group work, research, etc.) Explain what the target audience will do in this course that puts them in an active learning situation. Remember these should align with your objectives.</i> |
| <p>The training incorporates a variety of strategies to meet the needs of adult learners and encourage engagement and application:</p> <ul style="list-style-type: none"> • Interactive presentations to introduce key concepts and models. • Modeling and guided practice to demonstrate how to craft objectives and assessments. • Collaborative breakout sessions for curriculum mapping and peer feedback. • Real-world examples and case studies from different grade levels and subject areas. • Reflective prompts and exit tickets to reinforce understanding and encourage metacognition. • Ongoing instructor feedback and post-training support through a shared resource folder and optional office hours. <p>The training is delivered through four sequential modules:</p> <ol style="list-style-type: none"> 1. Introduction to Backward Design – an overview of the model and its purpose 2. Writing Learning Outcomes, Objectives, and Targets – focused on clarifying intended results 3. Designing Aligned Assessments – centered on formative and summative alignment 4. Curriculum Mapping and Collaborative Planning – hands-on application with peer and facilitator feedback <p>Each module includes direct instruction, guided practice, and collaborative tasks aligned with backward design principles.</p> | |
| Formative Assessment Strategies | <i>The criteria should directly align with the instructional objectives and industry standards. How will you monitor learner progress? Also describe your plan for providing feedback to your target audience during the training. Think about “knowledge checks” to avoid cognitive overload and reinforce the concepts.</i> |
| <p>To monitor learner progress and reduce cognitive load, the course integrates several formative assessment strategies:</p> <ul style="list-style-type: none"> • Google Form quizzes at the end of each module to assess understanding of key concepts • Live polls during sessions to check for real-time comprehension • Exit tickets using Padlet or Jamboard (e.g., “What’s one idea you’ll apply today?”) • Peer review tasks using structured rubrics to evaluate each other’s objectives and assessments • Small group knowledge checks during collaborative planning sessions <p>These ongoing strategies provide instructors with insight into learner progress while also encouraging participants to reflect and self-assess.</p> | |
| Summative Assessment Strategies | <i>Describe the assessment process that you will use to measure whether the learner achieved the instructional objectives. How will you assess the learner’s performance/mastery of skill? What are the criteria for achievement, and performance level? How will you assess what the learners have learned? The criteria should directly</i> |

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| | <i>align to the instructional objectives and industry standards (if there are any). Also describe your plan for providing feedback to your learners.</i> |
| <p>The summative assessment will consist of a completed curriculum unit developed by each participant using the backward design framework. Units will be evaluated using a district-aligned rubric that assesses:</p> <ul style="list-style-type: none"> • Clarity and relevance of identified learning goals • Alignment between objectives and assessments • Use of instructional strategies that support the goals • Integration of standards and evidence of learner-centered planning <p>Participants will receive individualized written feedback on their submissions. Continued support will be available after the session through shared Google Drive resources and optional virtual office hours.</p> | |

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| Accommodations Modifications | <i>How will you provide accommodated or modified instruction for learners? How will you adapt the learning for learners with disabilities? How will you present information clearly and so it is easily understood by those with disabilities? How will you incorporate assistive devices used to enhance learning experiences and capabilities?</i> |
| <ul style="list-style-type: none"> • All materials will be screen-reader compatible • Captions will be enabled during live sessions • Printed and digital versions of materials will be provided • Extended time will be offered for assignments if requested • Participants can use voice-to-text or alternative input methods <p>Assistive tools such as screen magnifiers and closed-captioning apps will be supported during live sessions.</p> | |

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| Evaluation | <i>Describe how you will gather feedback on the training. You may collect feedback face-to-face or via online survey, email, or other media. Then describe how you will adjust the instructional strategies included in this training according to learner interaction and response to you, the content, and instructional delivery.</i> |
| <p>After the training, participants will complete a Google Forms survey featuring Likert-scale and open-ended questions about pacing, clarity, relevance, and instructional delivery. In addition to analyzing this feedback for overall satisfaction, we will review item-level data (e.g., which modules received the most "unclear" responses) to identify specific content or delivery adjustments.</p> <p>Participants' final curriculum submissions will also be reviewed to identify patterns in misunderstandings, gaps in alignment, or common challenges in applying the backward design framework. This performance data will help refine the learning objectives, examples, and rubrics used in the training.</p> <p>Survey findings and curriculum review insights will be shared with PD coordinators and used to enhance future sessions. The shared Google Drive will remain open after the training for ongoing participant support and informal feedback collection, supporting continuous improvement and real-world application.</p> | |