# Backward Design and UDL Worksheet for Training Interpreters

This worksheet is designed to help you use backward design and Universal Design for Learning (UDL) to develop your training in a transparent and aligned manner that meets the learning needs of most or all participants. Download a copy of this worksheet, then revise the layout as you see fit. Remember: the key is to ensure that what you teach helps participants achieve the goals.

## Backward Design

### Goals

List what you want participants to be able to know or do at the end of your training. Be sure that you structure the goal in a way that success achievement of the goal is observable.

#### Example of a ineffective goal

* Understand backward design.

#### Example of an effective goal

* Apply backward design to a training.

### Evidence

List how you and the participants will practice or perform the knowledge or skills described in the related goal. Practical considerations include whether the practice truly demonstrates goal achievement in ways that are personalized to the participant, whether the practice is practical for the time and scope of your training, and what tools are available and easy for participants to use.

#### Example of ineffective evidence

* If the goal is “Apply backward design to a training,” you choose a multiple choice quiz on common terms used in backward design.

#### Example of effective evidence

* If the goal is “Apply backward design to a training,” you choose a worksheet where participants can apply a backward design approach to a training scenario.

### Learning Activities

List what topics, resources, and activities will help participants successfully perform the goals. Think about how to ensure participants can access the learning in multiple ways, how much time is available to learn (and how that determines the depth/breadth of materials), and whether the activities align to the goals (and by extension to the evidence you’ve chosen to show goal achievement).

#### Example of ineffective activities

* If the goal is “Apply backward design to a training” and the evidence will be “Use a worksheet to list a goal, evidence, and materials,” you choose a video that describes research around the effectiveness of backward design in learning environments.

#### Example of effective activities

* If the goal is “Apply backward design to a training” and the evidence will be “Use a worksheet to list a goal, evidence, and materials,” you choose a slide deck providing an overview of backward design principles, model an example of backward design, and provide a link to a website with additional information and examples that can be accessed from a computer, mobile device, or during the live training.

| **Goals** | **Evidence** | **Materials** | **Comments/Considerations** |
| --- | --- | --- | --- |
| Ex: Apply backward design to a training. | Fill in a worksheet showing alignment from an observable goal, a practice demonstrating achievement of the goal, and materials that help participants learn how to complete backward design. | * Slide deck * Worksheet * Chat feature in Zoom * Link to CAST website | * Can everyone switch back and forth across screens/tools? * Do participants have time to use worksheet? |
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## Applying Universal Design for Learning (UDL) to your plan

Using the backward design work you completed above, explore ways that you can apply the UDL principles of Engagement, Representation, and Expression in your plan, using the “plus-one” approach.

| **Material/Assessment** | **Current Interaction** | **Plus-One Interaction** | **Comments/Considerations** |
| --- | --- | --- | --- |
| Ex: worksheet | Post ahead of webinar | QR code for quick mobile access | What if participants don’t have Google docs app on their phones? Need other ways to engage. |
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