Field Experience

Instructional Task Design Blueprint

Task Design Checklist:

Instruction

- ❏ Length of instructional period is identified and segmented appropriately
- ❏ Sequence of learning tasks are identified and make sense for learning
- ❏ Initial engagement activity/hook connects to learning target
- ❏ Learning target is clearly identified
- ❏ Multiple Means of Presentation are identified and align with learning target
- ❏ Multiple points of entry are identified and support the acquisition of the learning target
- ❏ Authentic connections with prior/current experiences or knowledge are included
- ❏ Technology is used to support learning in an authentic way, if applicable.

Learning

- ❏ Potential Misconceptions are identified/considered
- ❏ Students are invited to engage in the learning
- ❏ Students are provided opportunity to practice the learning target
- ❏ Students have opportunities to receive feedback
- ❏ Multiple Means of Action and Expression are identified and align with the learning target
- ❏ Multiple Means of Engagement are identified and align with the learning target
- ❏ Literacy is present in the task
- ❏ Inquiry is authentically fostered in students
- ❏ Opportunities for extension have been included, if necessary

Assessment

- ❏ Are students encouraged to reflect on their learning, either with a peer or independently?
- ❏ Are accommodations, interventions or modifications in place for students who require them?
- ❏ Have students been adequately prepared for the assessment?
- ❏ Does the assessment authentically assess the learning target without literacy barriers?
- ❏ The purpose of the assessment has been identified (data analysis, feedback, summative, etc.)
- ❏ Evidence of success has been identified and described, and aligns with the learning target

The components of the blueprint are the key pieces you are asked to include in your lesson plan/ task design. The components are the same as the plans you have designed on campus. You are encouraged to develop/use a template of your own that includes these variables or you

can use this template. However, evidence of outcomes/skills/attributes connecting to the P of S and Division Competencies, UDL, assessment of outcomes/skills/attributes, differentiation and consideration of prior learning must all be included in your lesson plans/task design.

Task Design Blueprint components

What do I want my students accomplish?	Academic Outcomes Will be able to question about rocks using appropriate terminology		Program of Studies Outcome that will be addressed explicitly:
	Skills focus: Attitudes focus:		
Evidence of successful lesson (teacher)			
Key Words and Terms			
New Skills or Info to acquire			
How will I know they understand?	Assessment:		Evidence of Success:
Prior understanding and likely misconceptions	Previous Program of Studies connections:		
	Likely misconceptions: *Ex. All students know how to ask inquiry questions*		
Universal Design (multiple means of…)	representation	expression	engagement

(incl. AT)			
Learning Design	Explicit Instruction: Practice: Lesson Closure/review:		
Logistics			
Learner Needs			
Extension opportunities			
Barriers that require Assisted opportunities			
Exceptionalities opportunities			
other			

Examples of ULE (circle or include directly in plan)

Assessment	Observation Journal Presentation Performance interview self-assessment peer assessment rubric Share-Pair Show Me checklist project conference oral summary picture mind map graphic organizer manipulatives photo using iPod Recording using iPod Venn Diagram I used to Think/Now I know
Multiple Means of Representation	visual auditory kinesthetic checklist voice recorded instructions pictures enlarged text enlargeable text on screen auditory reader on tablet FM system colour coding making table/chart through use of headphones exemplars Powtoonish

Multiple Means of Expression	Scribe Increase/Decrease in Time Increase/Decrease amount date extension use of Google Doc draw/sketch/paint make audio recording use manipulatives graphic organizer sing/act it out make iMovie model (ex. clay) check comprehension of terms, directions provide vocab and definitions prior
Multiple Means of Engagement	Independent work work as pair work as small group work with variety of partners Group of 1 allow standing work provide alternate locations to work sensory seats/toys provide timer provide reminders provide definitions encourage check-ins allow walk breaks provide options for prompts allow water/food breaks facilitate anger and frustration management

Research on Lesson Design- Food for Thought

One of the most important components of designing a learning task for students is considering the multitude of variables. Veteran teachers become adept at understanding the variables that influence a successful lesson and accounting for them in their planning. As a novice task designer, you will benefit from using a blueprint to help bring together the complex variables. Cunningham (2009) noted that we would not want to have surgery from a doctor who has not planned out a surgery, or rely on a lawyer who has not prepared a defense. This is true of teachers, too.

Teaching is complex and as experience in the classroom is gained, more tools become available to react to unplanned occurrences throughout the day. However, as a beginning teacher (and for some, long into their career), creating a blueprint for learning helps identify the variables that impact student learning opportunities. As you become familiar with the students in your field experience, the routine of the day and the resources you will use, your lesson blueprint can be pared down. As you gain an understanding of the developmental stage and capacity of the students, you are able to react more fluidly to unanticipated changes. This understanding develops with time, experience and relationships and is fundamental to the lesson blueprint.

The value of the lesson blueprint is especially clear when using the **Universal Design for Learning** approach to lesson planning. Spooner, Baker, Harris, Alhlgrim-Delzell and Browder (2007) conducted research on explicit planning instruction with pre-service teachers. They specifically examined how effectively pre-service teachers were able to differentiate lessons and complete a lesson from start to finish when required to use a structured template. Those who did use the structured design and UDL were more effective in completing lessons, meeting student needs and identifying areas of planning that required professional development.

A last note on your blueprint

Key components of learning are practice and review. Explicitly planning for practice allows students to explore, question or master a concept. Class time for practice is vital for teacher assessment of learning and allows teachers to modify instruction for understanding if it is needed. Review, or closure, is also an often overlooked component of the lesson design that is vital for student learning. Closure gives you the opportunity to restate, reinforce and review the learning concept and check for effectiveness. The final component of any lesson blueprint is reflection. A teacher who has left a lesson without reflection on their own design and student experiences is not assessing student learning.