DESIGN FRAMEWORK FOR INNOVATIVE TEACHING AND LEARNER SUCCESS

Concept and Content Area(s): _______________________________________________________

DESIGN THINKING

What curriculum will be addressed in this learning?

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<th>Core Competencies</th>
<th>Big Ideas</th>
<th>Learning Standards</th>
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How will you find out what students already know about this topic?

Brainstorm possible ways to engage students in this learning. Consider questions such as:
- Where does this topic live in the world? Who are the current experts/people working in this field?
- Why would someone care about this topic? What do you find interesting about his topic?
- What might students find interesting, controversial or shocking about this topic?
- How might the curriculum/topic be turned into a problem, a puzzle, or a decision to be made?
- How might this topic allow students to design, build, test and improve their own ideas, theories or creations?

What will students produce, create, or do to demonstrate their learning?
Make sure that the learning task you select for students aligns with the curricular goals set selected.

AUTHENTICITY

What Essential Question(s) will frame the learning/inquiry?

How will you provide opportunities for student voice and choice in shaping the direction of the project?

Besides the teacher, who will students share their learning with?
e.g. peers, parents, organizations, other schools, post secondary institutions, local government, etc.

Are there community resources and experts that can contribute to the learning?

How will you introduce the topic and “hook” the students?
SCAFFOLDING

Are there any “phantom skills” students need to be successful with this learning task? Remember to consider both content and process.

e.g., research skills, time management skills, communication skills, collaboration skills, questioning techniques, critical thinking skills, technology, etc.

How will you structure the learning environment?

i.e. student learning groups, learning stations, cross-classroom collaboration, learning beyond the walls of the classroom, etc.

How will the learning be made accessible to all students?

Consider alternate means for students to access content, process information, and demonstrate learning. e.g. accessing learning support teachers, pre-teaching key vocabulary, varying text levels, word walls, graphic organizers, Kurzweil, audio, video, conferencing with the teacher, using graphic organizers, chunking the learning, alternating ways of demonstrating learning, etc.

What opportunities are there for students to develop literacy and/or numeracy skills within this task?

i.e. where appropriate, teachers look for meaningful ways to integrate cross-curricular understandings.

How might you weave in/address the Aboriginal Perspective in this topic?

i.e. wherever possible, including Aboriginal examples and resources within the lesson/unit

Which Formative Assessment strategies will you use to adjust your teaching in order to support and extend student learning?

e.g. pre-assessments, opportunities for practice, use of teacher and peer descriptive feedback, self-assessment, classroom discussions (A-B partner talks, small-group, whole class), questioning techniques (“no-hands”), co-construction of criteria, etc.

MAKING LEARNING VISIBLE – Honoring evidence of student learning through the process, as much the final product.

How will the process of student learning be documented?

e.g. photos, video, audio, portfolios, e-portfolios, reflection prompts, exit slips, etc.

How will you summatively assess student learning?

e.g. exhibition, performance assessment/performance standards, rubrics, observations, conversations/interviews, product, portfolios, etc.

How will you design opportunities for students to reflect metacognitively on their learning?

e.g. blogs, self-assessment tools, DeltaLearns, the three questions: What are you learning?, How is it going? Where do you need to go next and how will you get there? etc.

The next step is for the teacher to reflect on what still needs to be learned and where the learning needs to go next.