

Instructional Design Transcript

0:00 Hello, I am Payal Shah. I am a first-grade teacher, and this design emphasizes reading comprehension and understanding of the author's purpose through text evidence.

0:16 To support diverse learners with varying literacy levels, this design aligns with Texas essential knowledge and skills, district curriculum resources, campus goals, and student needs.

0:32 I am using outcome-based education, which emphasizes student understanding and engagement at the end of learning. For example, clear learning outcomes help students understand what they are expected to achieve, making instruction more focused and effective.

0:57 In a first-grade classroom, this clarity is essential because it helps students understand. expectation and supports differentiation. The instructional design model is grounded in the work of Fink, who explains that learning should go beyond basic skills.

1:19 Fink emphasizes that students learn best when they not only understand content, but also apply, connect, and reflect on their learning.

1:30 This helps create a deeper. and a more meaningful learning experience. This model promotes deeper learning by encouraging students to connect concepts, reflect on their understanding, and take ownership of their learning, resulting in more engaged and autonomous learners.

1:51 This design incorporates assessment of learning, for learning, and as learning to show how students demonstrate their learning clearly. monitor and reflect on their understanding.

2:06 Assessment of learning includes a final performance task where students identify the author's purpose and support it with evidence. Assessment for learning is embedded through teacher observations, guided practice, and small group instruction.

2:28 As assessment, assessment as learning occurs when students use kid-friendly rubrics to reflect on their own learning and monitor their progress.

2:40 Together, these approaches create a continuous feed-forward cycle that supports both instruction and student growth—helping educators increase their impact on student progress and success.

2:57 Who owns the learning? In this learning environment, both the teacher and the student have equal control. The teacher's role shifts from teaching to guiding, then to coaching and mentoring, while the student takes an active role in their learning through discussion, collaboration, and reflection.

3:19 This shift supports deeper engagement and promotes ownership of learning. I have chosen a blended learning model that combines face-to-face instruction with digital learning opportunities, supporting differentiated instruction and personalized learning experiences.

3:45 Face-to-face instruction helps model and guide small-group instruction, while digital tools offer opportunities for practice and reflection.

3:59 Research shows blended learning enhances engagement and flexibility, and supports differentiated instruction. Blended learning works well in a first-grade classroom because it allows for immediate feedback and individualized support while maintaining hands-on experiences.

4:20 Access and collaboration. Students have frequent access to learning through classroom technology and digital platforms.

4:38 This approach allows students to engage with content anytime and support collaboration through discussion and shared learning experiences. These opportunities help develop communication skills and reinforce the course.

4:51 In a first-rate classroom, the students use a Chromebook to access Seesaw or Google Classroom.

5:04 This design is aligned using a three-column structure that connects learning goals, activities, and assessments. Alignment: This alignment ensures that all components of instruction work together.

5:22 Together to support meaningful learning outcomes. Students engage in activities such as read-alouds, discussions, and assessments that require them to demonstrate understanding through evidence-based responses.

5:38 Academic quality is maintained through alignment with TEKS standards and the use of evidence-based instructional practices.

5:51 Rigor is supported through structured, discussion-scaffolded instruction and opportunities for students to justify their thinking through text evidence.

6:03 This design is supported through collaboration within professional learning communities and access to instructional resources. Scaffolds such as anchor charts, sentence stems, and visual supports ensure accessibility for all learners.

6:20 Technology tools provide additional personal engagement and reflection. This three-column table is aligned with Fink's taxonomy.

6:36 Students progress from foundational learning to application learning, and integration, while also developing self-awareness, reflective learning skills, and reflective learning.

6:49 This structure supports both academic growth and learners' independence. This design is implemented over five weeks.

7:02 Students move from introduction to application, integration, reflection, and independent performance. This gradual release supports both skill development and ensures that students can successfully demonstrate the intended learning outcome.

7:24 In conclusion, this design creates a significant learning environment by aligning outcomes, activities, and assessments within a student-centric blended learning framework.

7:39 By focusing on what students can demonstrate, end. And supporting them through meaningful instruction and reflection, this approach promotes deeper learning and long-term success.

7:52 Thank you.