

Learning Experience Plan

Note: This is meant to represent an opportunity for multi-day experiences or a unit plan rather than detailed individual daily plans. Can be used for live or remote planning.

Subject and Grade Level:

Instructional Design

Challenge / Assessment / Product / Presentation / Performance (What will students DO with their learning?):

Standards:

Excerpted from state, provincial, or national framework to demonstrate alignment. (Less is more here, look for standards with overarching skills.)

Transfer Goal(s) (What are the big ideas and concepts that students will understand as a result of this learning?):

Content Piece(s) and Essential Question(s) (What do students have to know in order to get to the Challenge / Assessment / Product):

Skills (What will students need to be able to do in order to get to the Challenge / Assessment / Product):

Instructional Practice Plan

Right-Sized Instructional Actions & Resources Needed (Detail specific important individual actions that promote content and skill development.):

Timelines and Checkpoints (In online environments, create opportunities for timelines, checkpoints, and check-ins with students.)

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Feedback (Create opportunities for feedback that improve the quality of the students' work rather than quantifying it. How can their work be better? How can you leverage the audience to improve the quality?) & **Reflection:** (What had the most impact on student learning? What did students value the most about their learning? What comments do students have about learning in this way for new audiences and across different modes of instruction?)

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Barriers and Enhancements (What are some potential barriers or roadblocks to learning in this way. How will the technology and learning management system enhance the learning?):

Additional Contemporary Instructional Planning Actions:

Learning Platform (Commit to a singular platform if possible):

Additional Web Tools (include links to tutorials if necessary):

What will students contribute to this plan?

Where is the equity in the plan? (For multiple levels of learners, multiple levels of access, etc.)

Pedagogical Considerations?

Connection (SEL)?

Foundation (Prerequisite Skills or Concept Basics)?

Exploration / Discovery (How will students approach learning)?

Documentation (How will students document their learning process)?

Creation (What will students create as a result of learning)?