

LEARNING DESIGN PLANNING TEMPLATE

Assess	Assess: What do you already know about your students? (strengths, needs, interests)	
	What are the students' knowledge, skills, interests, and needs? How might you capture this?	
	Learning Outcomes: What do we want students to learn?	
	Curriculum Standards	Deep Learning Competencies
	Review your local curriculum standards. List those you will focus on in this learning opportunity.	Which of the Global Competencies (6Cs) might you focus on?
Success Criteria Evidence of Outcomes: How will we know they have learned it?		
List your success criteria in simple, explicit language. Will the learners have the opportunity to co-construct the success criteria?		
Design	Learning Design Overview	
	Provide an overview of the learning design.	
	<ul style="list-style-type: none"> • What activities will learners engage in? • What are some critical points, both instructionally and for the learners? • What products will come out of the learning? • What processes will support the outcomes? 	
	Four Elements of Learning Design	
	Pedagogical Practices	List some of the pedagogical strategies you will use in this task. Consider how to meet the needs of all learners in your class.
	Learning Partnerships	How might partnerships strengthen the task and deepen the learning? Consider partnership possibilities that involve other learners, adults in the school environment, and those outside the school and in the community.
Learning Environments	Where will the learning physically occur? How will you support learners to take risks and try new ways of thinking, learning, presenting, and reflecting.	
Leveraging Digital	How might technology amplify, accelerate, and connect learners and learning?	
Implement	Implement the Learning Design: Note any adaptations, observations, and insights as you go.	
Measure, Reflect, and Change	Measure: What assessments will you use?	
	How will you and others assess learning? How will you use a variety of assessment modes, both formative and summative?	
	Reflect and Change: Assessing learning	
	How well did the learning design meet the intended learning outcomes?	
	After: Consider how the evidence collected met your learning goals and design expectations.	
	Reflect and Change: Assessing learning design	
	What parts of the learning design worked well, and what can be improved?	
After: Talk with colleagues. What worked well, What might you improve? How might you do that?		

LEARNING DESIGN PLANNING TEMPLATE: WORKING COPY

Assess	Assess: What do you already know about your students? (strengths, needs, interests)	
	Learning Outcomes: What do we want students to learn?	
	Curriculum Standards	Deep Learning Competencies
	•	•
	Success Criteria Evidence of Outcomes: How will we know they have learned it?	
Design	Learning Design Overview	
	Four Elements of Learning Design	
	Pedagogical Practices	
	Learning Partnerships	
	Learning Environments	
	Leveraging Digital	
Implement	Implement the Learning Design: Note any adaptations, observations, and insights as you go.	
Measure, Reflect, and Change	Measure: What assessments will you use?	
	•	
	Reflect and Change: Assessing learning How well did the learning design meet the intended learning outcomes?	
	•	
	Reflect and Change: Assessing learning design What parts of the learning design worked well, and what can be improved?	

Source: Copyright © 2019 by Education in Motion (New Pedagogies for Deep Learning™). All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

Learning Design Rubric

	Limited Evidence	Emerging	Accelerating	Advanced
Learning Partnerships	The learning design does not yet actively promote students and teachers working in a learning partnership. The teacher may assume a directing role. Student voice, choice, and agency are limited and this may impact students' sense of belonging. There is limited demonstration of equity between students, teachers, and others; there is no clear shared goal(s) across the learning partners and the learning outcomes are not transparent to all; the measures for success are not explicit to students.	The learning design includes elements of students, teachers, and others working in a learning partnership to ensure Deep Learning outcomes. Teachers are starting to facilitate student voice, choice, and agency. There are shared goal(s) for the learning that students support; there is growing equity in the learning partnership relationships; learning outcomes are transparent to students with an increasing understanding of how it will be measured.	The learning design has a clear strategy for students, teachers, and other partners to achieve Deep Learning outcomes for all students. Students have a sense of belonging. Student voice, choice, and agency and contribution to learning design has been integral; there is equity in the relationships between students and teachers, learning outcomes, processes, and expectations are transparent; and there is consensus about what success looks like and how it will be measured.	The learning design is a collaborative partnership among students and teachers and others, with a clear focus on achieving Deep Learning outcomes for all students. Student voice, choice, agency, and contribution have been critical to improving the learning design. All students have a genuine sense of belonging. The learning partnership is driven by high levels of partner equity, transparency, and mutual benefit/accountability. There are clear collaborative processes and measures to enable students to persevere and encounter success.
Learning Environments	The learning design does not yet take advantage of interaction or student voice. It is unclear how students can contribute to the learning. Opportunities to optimize the physical or virtual environment have not yet been employed.	The learning design states how an interactive learning environment establishes a climate and culture for learning. In doing so, the learning design includes strategies to engage <i>most</i> students but does not yet have clear approaches to ensure equity or to generate student influence. The physical and virtual environments provide new contexts for learning.	The learning design includes an interactive and equitable learning environment to enable Deep Learning for all students. It includes strategies to develop collaborative processes with and between students and incorporates student voice to influence the ways we work together. Physical and virtual environments provide diverse contexts for learning.	An equitable and interactive learning environment permeates the learning design; all students are deeply engaged and committed to collaborative processes. Their voice drives learning and improvement. The physical and virtual environments within and beyond the classroom provide rich, authentic contexts for learning.

Source: Quinn, J., & McEachen, J. Copyright © 2019 by Education in Motion (New Pedagogies for Deep Learning™). All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

	Limited Evidence	Emerging	Accelerating	Advanced
Pedagogical Practices: Learning and Teaching Strategies	The learning design includes a traditional range of pedagogical practices that may be more teacher directed without taking into account the needs, interests, or voices of students in the learning process.	The learning design includes research-proven pedagogical practices to advance Deep Learning goals. The design includes opportunities for active engagement but may not be based on the needs, interests, and abilities of all students or informed by research-proven models. Assessment practices are more teacher directed with limited opportunities for peer/self-assessment. They may not represent a broad range of assessment approaches.	The learning design addresses students' strengths, interests, and needs and invites student voice and agency. It includes pedagogical practices that best match the learning goals and needs of the students. The learning design uses research-proven models, scaffolds thinking and levels of complexity, and personalizes learning. The learning design engages students through choice and authentic tasks to ensure appropriate challenge and maximization of learning potential. Students see themselves as emerging partners in the learning design process. The design engages students in a range of assessment approaches with rapid cycles of self and peer feedback to promote metacognition and self regulation.	The learning design reaches each student's strengths, interests, and needs and ensures that each student's voice and agency is activated. Through its design, students fulfil a purpose beyond the learning. The most appropriate research-proven pedagogy is facilitated at the right time to respond to learners' needs. It scaffolds thinking and levels of complexity to enable the Deep Learning outcomes to be realized by all students. A broad repertoire of strategies generates authentic experiences, personalized learning, and increased engagement. Continuous rapid cycles of self and peer feedback as well as a variety of learning and assessment strategies accelerate metacognition and self-direction.
Leveraging Digital	Learning design includes limited student access and use of digital and is focused on low-level or shallow use. Digital is often a substitution for traditional learning approaches. Use of digital does not yet enable students to interact with each other and does not advance Deep Learning outcomes. Digital citizenship and personal safety have not been addressed in the learning design.	The learning design provides access to digital to encourage student motivation, engagement, and connection to local and global sources. Digital provides new opportunities for students to reflect, share, communicate, and further develop Deep Learning outcomes. The learning design addresses digital citizenship and personal safety	The learning design includes digital to encourage student motivation, engagement, and connection to local and global sources at any time. Digital provides explicit and flexible opportunities for students to reflect, share, communicate, and further develop Deep Learning outcomes. The learning design is clear about digital citizenship and personal safety and monitors this effectively.	The learning design includes digital seamlessly and authentically to encourage student motivation, engagement, and connection locally and globally. Digital amplifies innovation, enabling students to achieve something that was otherwise not possible. Digital normalizes channels for reflection, sharing, communication, and knowledge building in the learning design. The learning design incorporates processes to ensure that students exercise a high degree of digital citizenship and personal safety for themselves and others

Source: Quinn, J., & McEachen, J. Copyright © 2019 by Education in Motion (New Pedagogies for Deep Learning™). All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.