

BLEND Blueprint Designer Best Practices

Accessibility

- ❑ 508 Compliance
 - ❑ Static images or screenshots of long blocks of text or complicated graphic organizers should not be included in courses. If text is in an image or jpeg then proper alt text needs to be provided. This is also applicable to things within a Google Doc or Google Slide Deck.
 - ❑ Explore [THIS](#) course for more tips and tricks.
 - ❑ Always run the Canvas Accessibility checker within the Rich Content Editor.
- ❑ All instructional and tech tips created videos should be added to an AISD YouTube channel with closed captioning enabled (not stored in Google Drive due to access issues and time for loading). Closed captions on YouTube can also be translated into multiple languages.
- ❑ For assignments, discussions, quizzes, include audio clips for the directions to support students who need directions read aloud.

Clarity/Organization/Overall Structure

- ❑ Organization by day in a way that matches the schedules for each level (i.e., A/B schedule for secondary, rotation schedule for essential areas).
- ❑ Student directions are important, but can be overwhelming if too many steps or details are included. Be clear and concise.
- ❑ Use a consistent naming convention for content, including meaningful titles that include the subject. (Use of spaces, dashes, colons inconsistently can create issues when searching for pages to link). Avoid having multiple pages with identical page titles.
 - ❑ Be mindful that using emojis in titles might cause problems when exporting grades to Frontline/TEAMS (assignment titles not matching).
 - ❑ Adding if something is formative, for practice, or for a 'final' grade
- ❑ TDC Role: Consider how concurrent structures and blended learning models can be utilized with the content.

Content

- ❑ Teacher Overview Pages (to support with teachers translating into their lesson plans and recommendations for synchronous and asynchronous activities)
 - ❑ Daily Schedule recommendations (or A/B for secondary) and recommended activities/assignments for feedback and grading toward the TEKS and success criteria TEKS and objectives
 - ❑ Synchronous and Asynchronous recommendations
- ❑ Notes/Tips for Students (Using the To Do List, Accessing Feedback, Inbox, etc.)
- ❑ Ensure alignment of TEKS, essential questions, etc. with the YPGs.
- ❑ Use of assignments with automatic feedback (i.e., BLEND quizzes, PlayPosit bulb)
- ❑ Limit to ONE or TWO required/designed assignment for each class period/day within BLEND/Seesaw. Opportunities for feedback should be carefully chosen so that feedback can be authentic and relevant.
- ❑ Naming conventions: Adding 'Required' or 'Must Do' to anything that is recommended as a required or graded demonstration of learning (students and caregivers need to be able to quickly locate those assignments).
 - ❑ Consider adding 'Optional' or 'May Do' to assignments, discussions, etc. that are not required.
 - ❑ Provide a precise due date for each assignment based on recommended pacing.
 - ❑ Less is more with the amount of content and use of tools.

Validating Links and Ensuring Access to Content

- ❑ Ensure that all added files and images have been added to the Course Files for the course.
- ❑ Ensure all content is included within the module you will be adding to the Blueprinted course.
- ❑ Consider importing your modules into an empty course to check all of the links and run the link validator.