PLi - Criteria for Success for Blended Learning

| Whole Group Opening | Targeted Small Group | Independent | Collaboration |
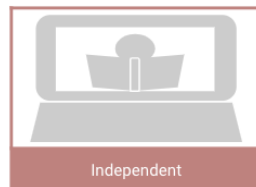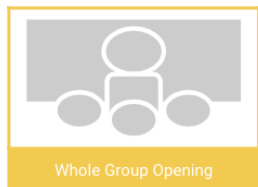
For All (Whole Group, Targeted Small Group, Collaborative Task, and Independent Practice):
- Protected CORE instruction time
  - Tasks in each component at the depth and rigor of our standards and targets
  - Intentional use and non-use of tech to support student task and high-quality instruction
- Criteria for success that emphasizes depth of learning and content
- Standards-based/learning target focused
- CHAMPS and clear expectations in both digital and face to face spaces
- Consistent collection and use of data to make real-time decisions
- Closure and reflection on learning [moved from whole group]
- Digital tools are used intentionally within each component for instruction, collaboration and/or student task
- Call out to Graduate Profile/Effective Use and non-use of Tech

Whole Group: Introducing and/or reinforcing grade-level concepts with the whole class **(include purpose)**
- Clarity of purpose for learning articulated to and by students
- Quality direct instruction (e.g. interactive think a-louds, modeling, "I do, we do, you do", etc.)
- Consistent monitoring and checking for understanding
- Partnered/group discussion opportunities (e.g. think pair share and digital tools)
- Closure and reflection on learning (e.g. Reflection app and exit ticket)

Targeted Small Group: Use of quantitative data (e.g. iReady or IAB results, fist of five) and/or qualitative data (e.g. students' writing, reflection, observing what students are doing) to scaffold learning up to the current lesson's grade level learning targets or extend learning for students
- Based on data (heterogeneous or homogeneous, depending on the purpose)
- Learning targets and goals communicated with and/or by students
- Structures and routines for moving in, through, and out of groups
- Appropriate, engaging tasks
- Purposeful groupings
- Routines for students not with the teacher to engage tasks at depth and rigor of standards and learning targets

Collaborative Task: Students discuss and/or work interdependently toward a common goal (e.g. a discussion that requires each students' thinking; a text analysis; a rich, math word problem; a shared writing; a project)

- Use of talk moves and/or structures/space that support effective academic conversation
- Class-built agreement to collaboration
- Defined, dynamic roles. Ownership and awareness of roles by students
- Clear learning targets and criteria for success
- Reflection on the effectiveness of collaboration toward learning targets

Independent Practice: With supportive instructions, students work independently to display their level of understanding toward learning targets

- Goal-setting and reflection on progress toward learning targets
- Purposeful tasks at the depth and rigor of standards and targets
- Students know how, where, and why to access resources (both digital and non) to accomplish their goals
- Student-informed choice
- Models and clear criteria for success
- When students use tech for independent practice, methods ensured for processing their thinking (e.g. document to capture thinking/reflecting while working, digital math assignment with paper/white board for working out the problems)
- Students utilize scaffolds (both digital and non) to access core instruction when needed

Goal-Setting and Reflection – Students and teachers capture, track and reflect upon learning, process, and personal goals. Goal setting and reflection builds student ownership and helps to determine next steps to achieve their goals.

Goal Setting

- Teachers and students collect and surface data
- Goals are based on data and are specific, measurable, and time-bound
- Students engage tangible action steps specific to a goal
  - **i.e.,** "I will determine evidence that most accurately supports a claim" **rather than** "I will get better grades"
- Students create goals for lesson-level targets using formative assessments
- Teacher provides ongoing one-on-one/small group check-ins with students on progress toward goals

Reflection

- Teachers and students collect and surface data
- Students reflect on learning processes and experiences
- Reflection may occur before, during and after a lesson/unit
- Students and teachers celebrate progress and successes