The Structures and Strategies of the Learner-Active, Technology-Infused Classroom™

The *Learner-Active, Technology-Infused Classroom*™ is a system of structures and strategies that support student responsibility for learning and foster executive function. As you review the structures and strategies below, reflect on how you can begin or continue to incorporate them into your classroom.

Structure	Strategies	Reflections
Home Groups	• Students are placed into small heterogeneous groups for the period of a unit of instruction. • *Home groups* work together to schedule activities and offer peer support. • The group may work together on some aspects of their task and support individual or paired components as a team.	
Two-Pocket Folders	• Students organize their work by placing it in designated pockets or digital folders ("work completed" and "work in progress") for teacher review and feedback.	
Resource Area	• Students have independent access to materials and resources. • Students obtain materials as needed.	
Student Responsibility Boards	• Students identify instructional needs and access help without interrupting class flow. • Teachers and students use the *peer expert board* to identify and access peer experts. • Students use the *help board* to indicate a need to for teacher assistance. • Students use the *parking lot* to capture off-task topics for later discussion. • Students sign up for *small-group mini-lessons* for teacher-directed lessons as needed. • Students use the *task management grid* to track the various subtasks necessary to complete the problem. • Students use a *limited resource sign-up sheet* to make use of and manage their time with limited resources.	
Scaffold for Learning	• Teachers use this tool to plan for differentiated learning experiences around curricular goals at the unit level. • Teachers create lesson plans, grouping options, and *activity lists* based on the *scaffold for learning*.	
Task Statement	• Instructional units begin with authentic, open-ended, content-rich problem-based, project-based, profession-based, pursuit-based, or place-based tasks in which students engage. • State standards and district curriculum guides are used when designing unit tasks.	

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Analytic Rubric	• Students use the rubric, comprised of *Novice*, *Apprentice*, *Practitioner*, and *Expert* columns, throughout the unit to self-assess and set goals. • Teachers uses rubric progression to drive instructional planning. • Students keep the rubric readily available as they are working, for ongoing reference and self-assessment.	
Benchmark Lessons	• Prerecorded lessons are designed to trigger awareness of and build excitement about content to be learned, not to teach that content. • *Benchmark lessons* are limited to concepts rather than used for skill instruction. • Teachers present interesting facts, questions, and possibilities; use images, quotes, etc. • Teachers strive to connect to students' frame of reference and interests. • *Benchmark lessons* are short, between two and four minutes.	
Small-Group Mini-Lessons	• *Small-group mini-lessons* focus on leveled instruction, not only for remediation but also to target specific needs and extensions. • *Small-group mini-lessons* are attended by either invitation and/or student request (via a sign-up board/page). • *Small-group mini-lessons* do not exceed 15 minutes.	
How-To Sheets	• Teachers create *how-to sheets* to provide just-in-time learning of procedures related to skill attainment and resource use. • Students can access *how-to sheets* as needed from a designated location.	

Student Activity List	• Each *activity list* includes:
	  ○ expected time frame for each activity
	  ○ intermediate deadlines/due dates
	  ○ individual, paired, and group activities
	  ○ required, choice, and optional activities
	• Students select from required and choice activities to plan their learning path.
	• Optional activities allow for further individualization based upon students' readiness.
	• *Activity lists* take into consideration individual and collaborative activities, as well as time frames and group goals.	

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Structure	Strategies	Reflections
Student Schedules	• Students schedule their own time, including when they will start and end each task and activity. • Scheduling allows students to transition independently between learning opportunities and to manage limited resources. • *Benchmark lessons* are scheduled partway into the class period to foster a climate of student ownership of learning as soon as they enter the room.	
Facilitation Grids and Questions	• Teachers use content *facilitation grids* to track skill and content knowledge mastery. • Teachers collect formative assessment data throughout the day, across all student interactions and review of work to modify planning and provide student support. • Teachers facilitate the environment, spending five to seven minutes with individuals, pairs, or groups of students, engaging with them eye-to-eye. • Teachers ask probing questions to promote higher-order thinking. • Teacher assists students in making appropriate decisions about individual learning plans.	
Functional Physical Layout	• The physical classroom includes areas for individual, partner, and group work. • Students can move to a space that is most conducive to accomplishing their goals during work time.	
Learning Centers	• The teacher creates hands-on, independent activities that guide students to grapple with core concepts and skills. • A center may house one activity, or several tiered activities related to a concept, set of skills, or theme. • Activities may be designed for individual, paired, or small-group work.	
Formative and Summative Assessment Tools	• Teachers incorporate ongoing formative assessment into daily and weekly student work. • Teachers collect and analyze data from formative assessments to inform instructional decisions. • Teachers create authentic testing experiences (including transfer tasks) for summative assessment.	
Table Journals (and other reflective tools)	• Teachers provide students with multiple independent and group opportunities to reflect on the problem-solving process. • Table journals build collaborative abilities and foster metacognitive growth in students.	

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