The Bold School Framework
for Strategic Blended Learning™

Step 1	**Identify Desired Academic Outcome(s)** 1. What skill or skills do I want to cultivate in students? 2. What priority standards will be addressed in this lesson? **W.7.1a:** Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. **W.7.1e:** Provide a concluding statement or section that follows from and supports the argument presented. SWBAT an introductory paragraph by incorporating a hook, background, and thesis statement
Step 2:	**Select a Goal-Aligned Instructional Strategy That Works** 1. What high effect size instructional strategy or strategies will I leverage to meet the academic outcomes above? 2. What will my students be doing in this lesson? (e.g., Concept Mapping .64) 3. What will I be doing in this lesson? (e.g., Direct Instruction .60)
Step 3:	**Choose Digital Tool** 1. What digital tool or tools can I use to elevate the chosen high effect size strategy? 2. How will these tools make me more efficient and effective? 3. How will the tools elevate or increase the rigor or relevance of student learning? 4. Will these tools allow me to double down on instructional strategies where I am my most skillful, or will they be a distraction to me, or my students?
Step 4:	**Plan Blended Instruction** 1. How will I plan this lesson strategically with rigorous and relevant academic outcomes in mind? 2. What will I be doing and what will the students be doing throughout the class?

Step 5:	**Self-Assess Your Plans and Progress with a Framework**
	Rigor/Relevance Framework:
	1. Are learning tasks moving students out of Quad A (low rigor/low relevance) and toward Quad D (high rigor/high relevance)?
	2. Rigor: Do questions or learning tasks require that students use the higher levels of cognition in Bloom's Knowledge Taxonomy? Are students evaluating, synthesizing, analyzing, and/or creating content?
	3. Relevance: Will students be able to apply newly acquired knowledge across disciplines and/or to real-world predictable or unpredictable situations? Will students grasp that their learning is relevant to circumstances beyond the class content at hand?