



Blended Learning Toolkit:

Leveraging the Strengths of Face-to-Face
and Online Learning

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ABOUT THE RTI CENTER FOR EDUCATION SERVICES

The RTI Center for Education Services partners with educators to promote thriving learning environments that facilitate success for all students. From the classroom to the boardroom, our work focuses on four areas that we believe are levers for change in education: strengthening instruction, developing leaders, improving organizational operations, and facilitating collaborative networks.

Education has a monumental and compounding impact throughout a person's life by opening doors and broadening opportunities. At the societal level, education affects the economic vitality of communities, states, and nations. We partner with educators who understand and act on the trends and practices that create possibilities for learners at all levels.

We're partnering with K-12 educators to challenge the status quo by providing job-embedded support tailored to meet the needs of these educators. We apply a passionate, professional, and no-nonsense approach to drive meaningful solutions that are both actionable and sustainable. Technical assistance is always customized to best meet the unique needs of each context.

Our staff members endeavor to turn knowledge into practice through rigorous research and hands-on implementation support. Every education project benefits from an integrated approach that offers access to the breadth of content expertise, staff experience, and research insight that differentiates us from our competitors.



Willow Alston-Socha
Research Education Analyst
RTI, Education Services



Marquis Mason
Research Education Analyst
RTI, Education Services



Kristen McInerney, Ed.D.
Research Education Analyst
RTI, Education Services



Nicole Mills
Research Education Analyst
RTI, Education Services



SECTION 1

What is Blended Learning?

Blended Learning is an approach to education that leverages the strengths of face-to-face teaching and online learning (see Figure 1; National Education Association, 2021). Blended learning has taken on many forms and continues to evolve as technology access increases, teacher knowledge expands, and education systems strive to support the development of future-ready student skills. All approaches share the common foundational understanding that blended learning requires the engagement of both teacher and student, with technology integrated to enhance student control over time, place, path, and pace.

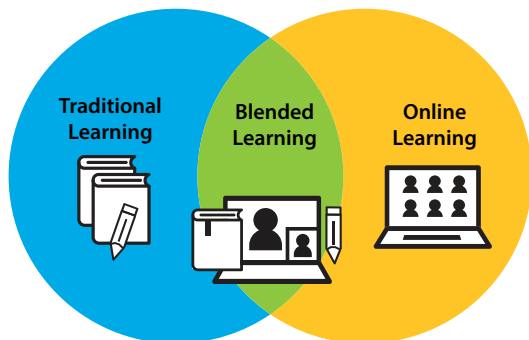


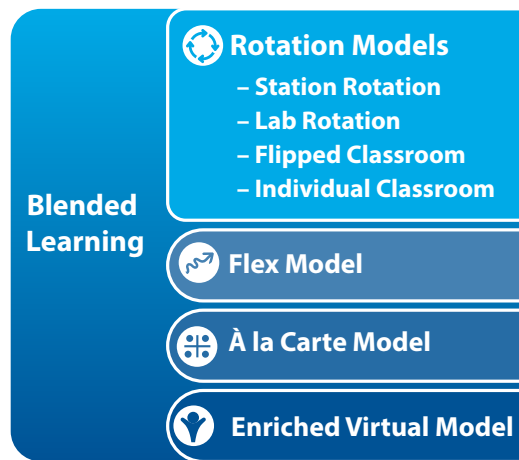
Figure 1. Blended learning

| Glossary | |
|---------------------------------|--|
| Virtual Learning | Instruction that takes place entirely online and the learner and teacher have chosen to learn in different locations |
| Blended learning | Instruction that combines traditional classroom learning with online learning |
| Asynchronous instruction | Instruction that is completed by the student independently |
| Synchronous instruction | Instruction that students take part in together, can be virtual or in person/face to face |
| Hybrid instruction | Instruction that includes in-person/face-to-face and online learners simultaneously |
| Remote learning | Instruction that takes place entirely online because the student and teacher are <i>unable</i> to be together in the classroom |

One approach to blended learning was coauthored by Michael Horn and Heather Staker (2014). According to this model, blended learning classrooms can be structured into four different models: Rotation, Flex, À La Carte, and Enriched Virtual (see Figure 2).

In the **Rotation Model**, students move between different learning modalities, one of which is an online setting. Four different methods can be used for the Rotation Model (see Figure 2).

- **Station Rotation** is a method for blended learning where students rotate between different set stations on a structured schedule. One of the stations must take place online. Station Rotation can also take place in one or more classrooms.
- **Lab Rotation** is similar to Station Rotation except the online learning component takes place in a computer lab.
- The **Flipped Classroom** method for instruction is structured so students engage in learning the content away from the classroom and use class time for guided practice, collaborative work, or projects.
- In the **Individual Rotation** method for blended learning, students rotate to stations depending on their own unique needs. Using this model, the teacher may direct students' placement at stations or the student may use a playlist to inform their station selection.



Horn, M. & Staker, H., 2014

Figure 2.
Blended Learning Models

The **Flex Model** for blended learning (see Figure 2) takes place on a brick-and-mortar campus but uses online learning as the foundation for instruction. Using this model, instruction occurs on an online platform, but students have the option to engage in in-person learning as needed.

The **À La Carte Model** for blended learning (see Figure 2) is a structure where students have the option to enroll in an online course while attending a brick-and-mortar school. Students complete this coursework while in a study hall or free period, or even after school, in addition to their other face-to-face classes.

The **Enriched Virtual Model** for blended learning (see Figure 2) is also structured around online instruction but requires that students meet in person for additional learning opportunities.

The Christensen Institute has also curated online resources for the seven models identified by the Horn and Staker blended learning approach (Christensen Institute, 2022). There are minor differences in how each model is defined.

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SECTION 2

Why Blended Learning?

Blended learning allows teachers to combine traditional teaching methods with digital components that make learning more flexible and personalized for students. Blended learning can be the best of traditional and online learning (Christensen et al., 2013). While the concept of blended learning existed before the onset of the COVID-19 pandemic, the sudden emphasis on technology use for instruction provided an opportunity to reflect on the effectiveness of blended learning. For example, the Rotation Model of blended learning allows schools to maintain traditional schedules, staffing, and curriculum while increasing individualization, access and equity, and overall productivity (Christensen et al., 2013). High-performing blended learning classrooms are driven by an increased focus on differentiation and formative assessment data analysis (Anthony, 2019). Effective teachers will find that blended learning applies many of the same best practices of teaching in a more student-centered setting (Anthony, 2019).

Blended learning can also increase student learning. In one study, middle school students improved their performance on standardized math tests, with notable increases in the proficiency of male students, African American students, and students who had 504 plans (Fazal et al., 2020). The qualitative data from this study indicated that blended learning was most effective when teachers provided students with differentiation (Fazal et al., 2020). Another study examined the use of blended learning for literacy instruction and found that students in the blended learning study group increased proficiency much faster than the control group (Macaruso et al., 2020).

Blended learning can also promote personalized learning for students. The Learning Innovation Catalyst describes personalized learning as a way teachers and students cocreate unique learning pathways and experiences for individualized learners through agency, authenticity, connectivity, and creativity (2020). Although all blended

learning isn't necessarily structured for student personalization, technology integration can increase the opportunities students have to make individual choices about their learning. With the combination of online and in-person instruction, students have increased interaction with content and skills mastery. Blended learning also affords teachers the flexibility to maximize planning and instructional time.

Blended learning also supports students' 21st-century skill development. The Partnership for 21st Century Skills identifies information literacy; media literacy; and information, communications, and technology literacy as some of the learning and innovation skills that students need to thrive in the 21st century (2009). Blended learning supports students' preparation to thrive in a constantly evolving technological landscape (International Society for Technology in Education, 2016). RTI International and the U.S. Department of Education have also identified technology skills as one of the components of the [Employability Skills Framework](#), a guide to skills students need to be successful in college or careers (see Figure 3; Perkins Collaborative Resource Network, n.d.). McKinsey Global Institute also conducted a skill analysis of our increasingly automated society through a survey of 18,000 participants across 15 countries and identified talents that will become essential for "future-proof" citizens to thrive (Dondi et al., 2021). The research determined that the need for technological, social and emotional, and higher cognitive skills will increase, and of the 56 foundational skills identified, 11 skills specifically pertain to technology (Dondi et al., 2021).

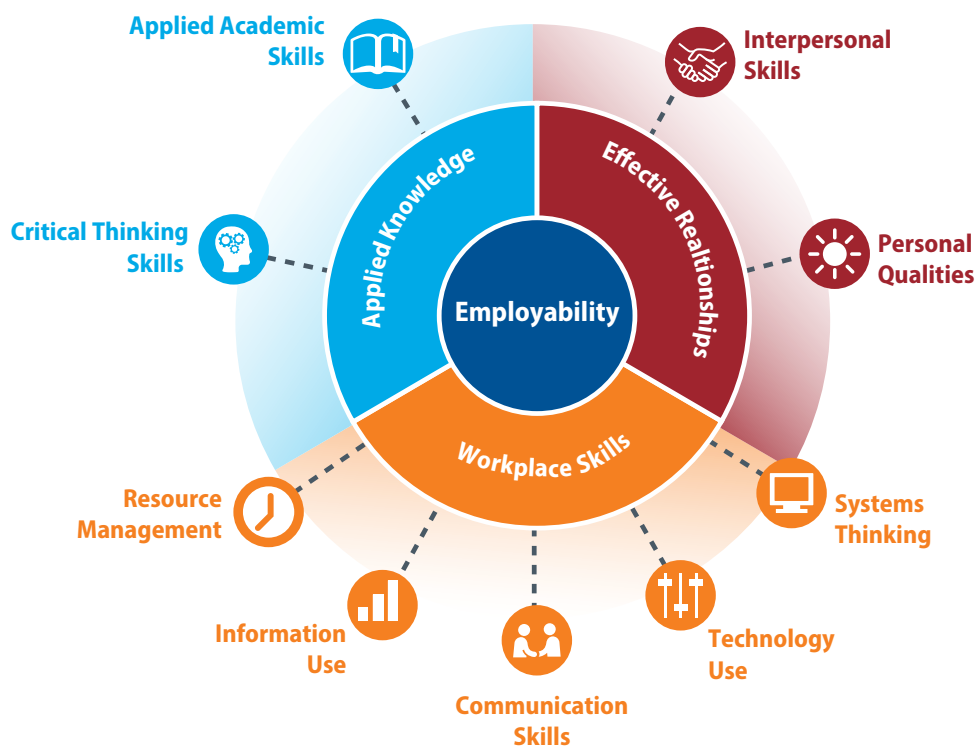


Figure 3. Employability Skills Framework

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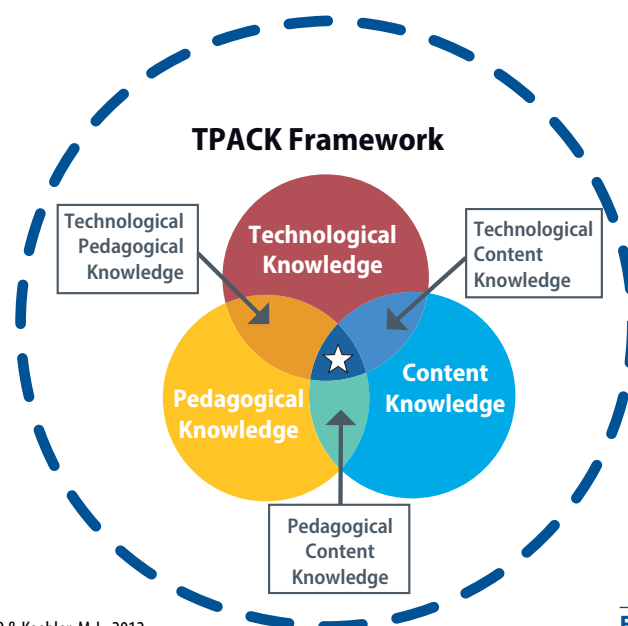




SECTION 3

How to Approach Blended Learning

Blended learning requires that teachers adopt a different pedagogical approach to teaching. Consequently, teachers must also approach planning in a slightly different manner. The approach may be unfamiliar, but it is anchored in a thorough analysis of the content standards, which is then appropriately paired with pedagogy and continues to serve as the foundation of the fundamental components of effective teaching. Blended learning is a sustainable educational practice that results in student proficiency only when technology tool choices are determined by the student learning target. The Technological Pedagogical Content Knowledge (TPACK) framework (see Figure 4; Mishra & Koehler, 2006) serves as the foundational conceptual framework of blended learning.



Mishra, P & Koehler, M.J., 2012

Figure 4. TPACK Framework

The TPACK Framework

The TPACK framework, introduced by Punya Mishra and Matthew J. Koehler in 2006, recognizes the connection between teaching, technology integration, and student learning. The framework acknowledges that, for effective student learning to take place, the content (what you teach) and the pedagogy (how you teach) must match the technological task selection. The framework identifies seven areas of knowledge, with the goal of achieving the perfect utilization of content knowledge, pedagogical knowledge, and technological knowledge to create effective student lessons. The point where the seven areas of knowledge overlap provides optimal student learning while engaging students of diverse needs and preferences (Koehler & Mishra, 2016). Blended learning has the goal of engaging students and meeting diverse student needs, and includes the application of the TPACK framework (Oliver & Stallings, 2014). The TPACK framework should be regarded as an essential component of any blended learning classroom, as effective learning requires the integrated application of teacher knowledge.

The Foundational Knowledge Components of the TPACK Framework

Content Knowledge (CK)

Content knowledge is the knowledge that a teacher has about the subject matter (Koehler & Mishra, 2009). The subject matter is often specified in a content standard that the teacher will unpack through the process of analyzing the standard to determine exactly what students will need to know to achieve mastery. Unpacking the process may include determining other concepts and skills that precede mastery of this content and any vocabulary terms that students will need to know. Students' mastery depends on the depth of the teacher's knowledge about the content, as it enables the teacher to prepare for and address any misconceptions that students may have.

Pedagogical Knowledge (PK)

Pedagogical knowledge is the teachers' knowledge about the processes of teaching (Koehler & Mishra, 2009). Deep pedagogical knowledge allows the teacher to understand the cognitive requirements that will enable students to master learning. Pedagogy also includes knowledge of the incremental learning targets required for students to build understanding, as well as the social and developmental considerations for each population of students.

Technological Knowledge (TK)

Technological knowledge can be difficult to define, as technology is constantly changing (Koehler & Mishra, 2009). To display technological knowledge, teachers must apply technology productively at work and in their everyday lives. Deep technological knowledge requires that teachers are comfortable learning how to use new tools regularly. Technological knowledge includes teacher use of technology for teaching as well as a knowledge of how to plan lessons in which students use technology.

TPACK Framework Combined Knowledges

Pedagogical Content Knowledge (PCK)

Pedagogical content knowledge includes a knowledge of how to teach a particular subject or topic (Koehler & Mishra, 2009). A teacher with pedagogical content knowledge is proficient in predicting student misconceptions and preparing to teach in a way that addresses them throughout the learning progression. The teacher is also knowledgeable in lesson planning methods that best support students' mastery of content standards.

Technological Content Knowledge (TCK)

Technological content knowledge includes an understanding of how technology and content interact, including influences and constraints (Koehler & Mishra, 2009). Teachers with understanding of technical content knowledge know how to use technology to enhance understanding of the content.

Technological Pedagogical Knowledge (TPK)

Technological pedagogical knowledge includes an understanding of how technology can be used to enhance learning throughout the learning progression. Teachers with technological pedagogical knowledge understand how to match technology with the desired method for teaching (Koehler & Mishra, 2009).

Technological Pedagogical Content Knowledge (TPACK)

TPACK combined provides a basis of effective teaching with technology and requires that teachers have a thorough understanding of the standard and the content, know how to best represent concepts using technologies, and understand how to match the appropriate pedagogical techniques with constructive technology use that supports students' understanding of the content (Koehler & Mishra, 2009). In other words, TPACK represents the most effective approach to teaching in a technology-integrated classroom in a way that leads to student learning (Koehler & Mishra, 2009; Mishra & Koehler, 2006). This simultaneous intersection of technological, pedagogical, and content knowledge, often referred to as the "sweet spot," serves as the ideal application of effective blended learning instruction.

Supporting TPACK Framework Development in Blended Learning

Conceptual understanding of blended learning and the practice of educational technology as a whole are built on an understanding of the TPACK framework. Development of TPACK skills should function as the foundational component of blended learning professional development and coaching. Technology changes quickly, and this alone can be overwhelming to teachers. Often, veteran teachers, who are comfortable with traditional teaching methods, struggle the most with technology integration. Some of the most common barriers to blended learning are cost, mindset, lack of infrastructure, lack of time for planning, lack of confidence, and lack of professional development (Dietrich, 2018).

Use of the TPACK framework is grounded in the blended learning lesson planning process, and the effectiveness of TPACK knowledge application varies with each teacher, and even each educational situation, as teachers navigate the knowledge required for each different context (Koehler & Mishra, 2009). Teacher fluency requires support for the development of each area of knowledge (CK, PK, TK, TCK, TPK, PCK, and TPACK) to enable teachers to develop solutions that lead to effective teaching in any situation. The development of teachers' understanding of the TPACK framework begins in the preservice teacher preparation program, but teachers can develop this understanding through an integrated approach to professional development as well (Herring et al., 2016).

Teachers' implementation of the core elements of the TPACK framework can be developed and reinforced during the lesson planning process with the inclusion of four guiding questions. Teachers should use these questions to structure the lesson planning process.

TPACK Four Guiding Questions

1. What is the cognitive requirement of the standard?
2. What is the complexity of the task that is required for students to demonstrate mastery of that standard?
3. What is your pedagogical approach to teaching the standard?
4. Does the digital task and tool match the cognitive requirements for students?

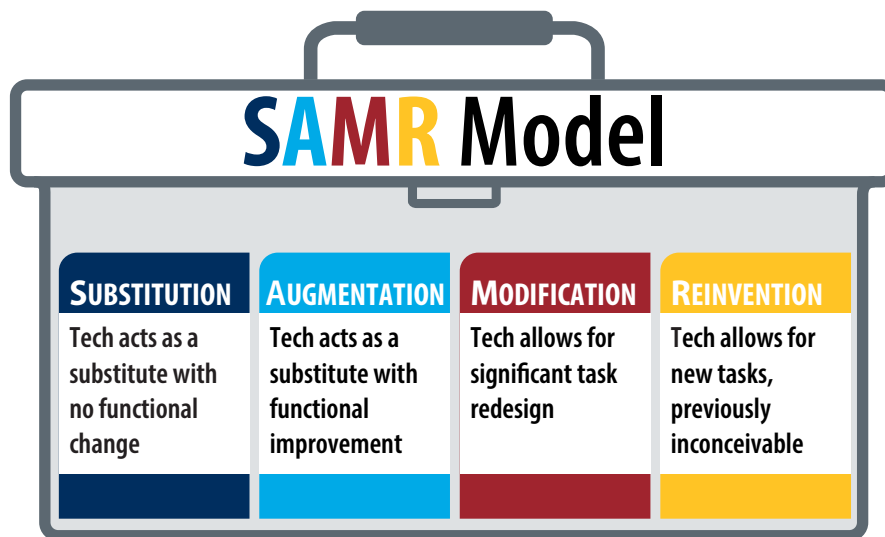
(Perez, H., et al., 2021)

Additional Resources

- **Appendix A:** [TPACK Self-Assessment](#) – Use this tool for individual teacher reflection around blended learning or educational technology integration, or to determine program, school, and district professional learning needs.
- **Appendix B:** [TPACK Lesson Planning Companion](#) – Use this tool to support lesson planning. The second page includes a graphic that can be included in lesson plans as a support for the foundational components of the TPACK framework

The SAMR Model

The Substitution, Augmentation, Modification, Reinvention (SAMR) Model is another important consideration for the implementation of blended learning. Many educators have heard of Dr. Reuben Puentedura's SAMR Model (see Figure 5; 2013).



Puentedura, R., 2013

Figure 5. SAMR Model

The model conceptualizes the way education uses technology for learning. The model is sometimes represented in a way that implies a hierarchical challenge, but SAMR should instead be regarded as a toolkit for educators to consider when planning for blended learning. When planning lessons, teachers should always consider the following:

1. How can technology engage students and help them meet the learning target?
2. How can technology be used to model real-world applications of learning?

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SECTION 4

Blended Learning Implementation Tools

The Blended Learning Rubric found in this section provides leaders, teachers, and coaches with a developmental rubric to gauge instructor implementation of blended learning. This tool is not designed to inform the structure and design of Tier 1 instruction. A school/district's instructional guidance will inform teachers on how to structure Tier 1 instruction.

This tool provides leaders, teachers, and coaches with a developmental rubric to gauge instructor implementation of blended learning. RTI's High-Quality Teaching and Learning Framework is one example of an effective instructional framework for core, Tier 1 instruction.

Each section of the rubric is labeled with a category descriptor and three levels of development to assess progress and identify growth areas. Ideally, this rubric considers more than one class/instructional block. A "skilled" classroom is one that fully implements blended learning. The Blended Learning Rubric includes a section that identifies characteristics of all blended learning classrooms. This tool can be modified to suit another blended learning model by adapting the model-specific section.

This tool can be used as a

- Teacher Self-Assessment Tool to *guide reflection on current teaching practices and set blended learning goals based on their personal self-assessment, to measure growth on blended learning implementation over time, or to use as guidance when planning for instruction*
- Administrator Rubric to *measure progress toward implementation and assess professional learning needs for the building or to support lesson plan analysis*
- Coach Rubric to *use as a guide for supporting teachers in self-reflection or to serve as a foundation for teacher goal-setting as part of the instructional coaching cycle*

This full rubric is not advised for classroom walk-throughs. Rather, there is a Blended Learning Classroom Walk-Through tool in Section 6 to assist with walk-throughs and walk-through feedback.

The components below represent general criteria for blended learning. This rubric can be used on its own or combined with the rubric specific to the blended learning model.

| BLENDED LEARNING | | | |
|-----------------------|--|---|--|
| | Emerging | Approaching | Skilled |
| Personalized Learning | Students in a classroom experience learning in the same way. | Students occasionally have opportunities to make choices about their learning experiences. Some instruction is differentiated according to student learning needs. | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. |
| | Playlists are not used OR resemble a uniform list of activities, tasks, and assignments. | Students use playlists for classroom activities, tasks and assignments. Playlists lack student choice/personalization that ensures each learner's individual needs are met. | Students use playlists in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. |
| | Students receive feedback about their progress towards content mastery from summative assessments and grades. | Students occasionally receive feedback from formative assessments about their progress towards content mastery. Most feedback received is from summative assessments and grades. | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. |
| Technology Use | Students use technology only for accessing content, engaging with supplemental programs, and completing assessments. | Students mostly use technology for accessing content, engaging with supplemental programs, and completing assessments. Students occasionally use technology to organize information, demonstrate knowledge, and create content. | Students use technology to access content, organize information, demonstrate knowledge, and create content. |

| BLENDED LEARNING | | | |
|-----------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Technology Use | Students have few or no opportunities to use technology to explore additional content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive all relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students occasionally have opportunities to use technology to explore content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive most relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students consistently use technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. |
| 21st Century Skills | Students rarely have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students frequently have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration |
| | Students have few opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. | Students occasionally have opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is not supported by specific strategies, structures, and protocols. | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. |
| Classroom Arrangement | Students are seated in rows OR the classroom arrangement is not flexible. | Students are seated in rows OR seated in groups that are not used for collaborative learning. The classroom arrangement is not flexible. | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. |

Additional Resources

- [Blended Learning Rubric](#) – This document is formatted for printing/sharing.
- **Appendix C:** [Station Rotation Rubric](#) – This tool includes the components of the Blended Learning Rubric combined with criteria specific to the implementation of the Station Rotation Model.
- **Appendix D:** [Lab Rotation Rubric](#) – This tool includes the components of the Blended Learning Rubric combined with criteria specific to the implementation of the Lab Rotation Model.
- **Appendix E:** [Flipped Classroom Rubric](#) – This tool includes the components of the Blended Learning Rubric combined with criteria specific to the implementation of the Flipped Classroom Model.
- **Appendix F:** [Individual Rotation Rubric](#) – This tool includes the components of the Blended Learning Rubric combined with criteria specific to the implementation of the Individual Rotation Model.

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SECTION 5



Guide to Technology-Integrated Content Development

Technology-integrated content creation allows teachers to combine their efforts to develop a repository of resources for technology-integrated instruction. Planning instruction using the TPACK framework ensures that digitally integrated instruction leads to learning. Effective planning includes

- analyzing the standard,
- *then* determining the appropriate pedagogical approach,
- before choosing the digital tool that best suits the cognitive task.

Guidelines for digital content creation promote long-term and broad-use sustainability, especially when teachers are creating content for mass use across a school or district. The following checklist provides guidance for digital content creation.

| When developing resources for technology-integrated teaching, consider Technology, Learning, and Content Checklist | |
|---|--|
|  Technology | |
| ✓ | Criteria |
| | The technology task is purposeful for learning. |
| | The technology task was selected based on the content standard and appropriate pedagogy. |
| | The resource is appropriate for the designated grade level. |
| | The resource includes clear student directions. |

| | |
|--|---|
| | <p>The resource is accessible to all students:</p> <ul style="list-style-type: none"> • hearing-impaired students • vision-impaired students • multilingual learners |
| | <p>All users can easily access and utilize the resource:</p> <ul style="list-style-type: none"> • Hyperlinks are set to share with “anyone with the link.” • Hyperlinks are set to copy editable materials if users will need an editable copy. • Directions are included on how teachers may need to personalize hyperlinks for their own classroom use. • Students can access all content in three or fewer clicks. |
|  Learning and Pedagogy | |
| | <p>The resource engages students in learning in one or more of the following ways:</p> <ul style="list-style-type: none"> • critical thinking • creativity • collaboration • communication |
| | <p>The resource is designed in a way that promotes personalization and student choice.</p> |
| | <p>The resource includes opportunities for students to make relevant or real-world connections.</p> |
| | <p>The resource is designed to allow differentiation for all student needs</p> <ul style="list-style-type: none"> • IEPs • 504 plans • ESL/language supports • AIG student needs • Other potential learning needs |
|  Content, Assessment, and Feedback | |
| | <p>The resource is aligned to the appropriate content standard.</p> |
| | <p>The resource content is appropriately aligned with the purpose (instruction, practice, assessment).</p> |
| | <p>The resource explicitly identifies the appropriate content standard and includes a student-friendly “I Can . . .” statement.</p> |
| | <p>The content included in the resource is free of copyright restrictions. Copyright is appropriately acknowledged where appropriate.</p> |
| | <p>The resource includes opportunities for students to receive timely feedback from the teacher.</p> |

Additional Tools:

- [Technology, Learning, and Content Checklist](#) – formatted for printing/sharing.

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SECTION 6

Blended Learning Support for Educational Leaders and Administrators

This section provides leaders with a Blended Learning Classroom Walk-Through tool and team calibration protocols for blended learning components. This walk-through tool is not designed to support all components of Tier 1 instruction. Rather, it focuses on blended learning components to support blended learning implementation. Each section of the Blended Learning Walk-Through Tool is labeled with a category descriptor and a description of what a “Skilled” classroom, one that is fully implementing blended learning, looks like. The full rubric can be found in Section 4.

This walk-through tool can be used to:

- give teachers specific feedback on a few blended learning components,
- give teachers specific growth feedback on professional learning goals,
- collect building or district wide data on a few blended learning components, and
- obtain a snapshot of blended learning instruction between formal observation rounds.

Leaders could also request that the teacher choose which blended learning components will be the focus based on either individual or schoolwide goals. The chosen components should be made clear to both the teacher and leader.

Walk-Through Tool Resources

- **Appendix G:** [Blended Learning Walk-Through Tool](#) – This tool is designed to analyze only the general attributes of blended learning.
- **Appendix H:** [Calibration Protocol With Teams](#) – This tool is designed to ensure all team members are in alignment on what each component of the rubric looks like and sounds like in classrooms.

Model-Specific Tools

These walk-through tools are designed to analyze the attributes of blended learning combined with the attributes of the specific blended learning model:

- **Appendix I:** [Station Rotation Walk-Through Tool](#)
- **Appendix J:** [Flipped Classroom Walk-Through Tool](#)
- **Appendix K:** [Individual Rotation Walk-Through Tool](#)

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SECTION 7

Blended Learning Support for Coaches

This section provides instructional coaches with tools to support teachers in implementing blended learning in their classrooms. Instructional coaches often support teachers with blended learning, as this educational approach is directly tied to student learning. At times, blended learning is also supported by a specialized role, such as a digital teaching and learning coach or a digital instructional facilitator. Instructional coaching has been shown to have a larger effect on student achievement than almost all other school-based interventions (Kraft et al., 2018). While professional learning workshops introduce educators to new approaches and strategies, job-embedded instructional coaching stimulates the self-reflection and self-analysis needed to improve or refine instructional effectiveness (Veenman & Denessen, 2001). When teachers are engaged in coaching, practices shift, which improves student learning and achievement.

Additionally, this coaching section could be referenced by administrators and school leaders to guide non-evaluative conversations to empower teachers and promote reflective practice. This section is not designed to be used for evaluative purposes.

Coaching Readiness

Coaching teachers begins with identifying whether they are ready for change (Hart & Nash, 2021). When teachers are ready for change, they can be coached through action. They are ready, willing, and engaged in coaching. Coaching teachers who are not ready for change, however, takes a different approach. Coaching teachers who are not ready for change requires a shift in focus from action to conversations that support a teacher in identifying a need for change and increasing internal motivation, confidence, and readiness for change (Hart & Nash, 2021).

Coaching teachers in technology integration or blended learning includes inquiring about perceptions of technology integration and blended learning as well as considering perceived or actual technology skill deficits. When implementing a blended learning approach, teachers must consider how they are providing opportunities for personalized learning, how students are using technology to transform their learning, and how students are communicating and engaging in collaboration and problem-solving.

Instructional coaching supports teachers in overcoming barriers to effective blended learning instruction within their locus of control by helping teachers develop a conceptual understanding of blended learning and deepen their understanding of how to implement the various components of technology integration in their planning and lesson delivery. For example, a coach might work with a teacher to improve their understanding of TPACK or support a teacher in increasing student voice and collaboration through the use of technology.

Tools for Support

The goal of instructional coaching is to empower teachers to become more innovative and to guide them in developing and attaining their own goals. During coaching cycles, coaches support teachers in developing a vision for their teaching practice (Hart & Nash, 2022). Coaches facilitate teacher reflection, which leads to setting a goal for their work together. An example of a goal a teacher might identify is “I will increase student choice during station rotation lessons.” The coach would then support the teacher in planning and implementing strategies that lead to achievement of the goal.

The rubrics and tools included in this toolkit can be used to support teachers in identifying goals for blended learning instructional coaching.

- **Appendix A:** [TPACK Self-Assessment](#)
- [Blended Learning Rubric](#)
- **Appendix C:** [Station Rotation Rubric](#)
- **Appendix D:** [Lab Rotation Rubric](#)
- **Appendix E:** [Flipped Classroom Rubric](#)
- **Appendix F:** [Individual Rotation Rubric](#)

Blended Learning Suggested Coaching Question Prompts

See Appendix L for additional coaching question prompts

General Questions

- What would you like to change about your technology-integrated/blended learning lessons?
- What is going well? What is your biggest challenge in planning technology-integrated/blended learning lessons?
- What evidence do you have that students are engaged during technology-integrated/blended learning lessons?
- Think about a recent lesson you taught using technology. What evidence did you have that all students were engaged in thinking and learning?
- Where might the standards and skills we’re working toward appear in the “real world”? How can we design a learning experience to show this connection?

Blended Learning Suggested Coaching Question Prompts

See Appendix L for additional coaching question prompts

Planning/TPACK

- What is the cognitive requirement of the standard?
- What is your pedagogical approach to teaching the standard?
- What is the complexity of the task that is required for students to demonstrate mastery of that standard?
- Do the digital task and tool match the cognitive requirements for students?
- View the TPACK Lesson Planning Companion (Appendix B) for more question prompts.

Personalized Learning

- How do you use technology to increase student agency?
- What opportunities do students have to get feedback on their progress toward mastery of the standard(s)?
- In what ways do students take responsibility for their own learning?
- How do you use technology to give students choice in learning path, learning place, and the pace at which they learn?

Technology Use

- In what ways are students using technology in your classroom?
- How do students use technology to explore relevant content (OR consider multiple perspectives OR apply their knowledge to real-world issues)?
- How are students using technology to access content (OR organize information OR demonstrate knowledge)?
- How are students using technology to create new content as a way to demonstrate their learning?

21st-Century Skills

- What opportunities do students have to develop communication skills (OR creativity OR critical thinking OR collaboration)?
- What strategies do you use to develop communication skills (OR creativity OR critical thinking OR collaboration)?
- How do protocols (OR strategies OR structures) help develop students' interpersonal skills

Classroom Arrangement

- How does the arrangement of the classroom support students' instructional needs?
- How does the arrangement of the classroom support changes in student grouping (OR instructional needs)?

Review the [Coaching to Empower Teachers](#) resource to learn more about instructional coaching best practices.

Additional Resources

- **Appendix L:** [Model Specific Coaching Question Prompts](#) – This table includes model-specific coaching Question Prompts

NOTES





SECTION 8

Blended Learning Support for Families

Families are integral to the success of blended learning. Educators should strive to share information and engage families in conversations that increase understanding of blended learning as an instructional approach, as well as provide guidance on how to best support students' learning both at home and at school. These strategies are collaborative, culturally competent, and focused on improving children's learning.

The National Association for Family, School, and Community Engagement has identified some examples of high-impact strategies (2010). These include:

- Building personal relationships, respect, and mutual understanding with families through home visits, community walks, and class meetings.
- Sharing data with families about student skill levels.
- Modeling effective teaching practices so families can use them at home.
- Listening to families about their children's interests and challenges, then using this information to differentiate instruction.
- Incorporating content from families' home cultures into classroom lessons.
- Aligning family engagement activities with school improvement goals.

Though not intended specifically for blended learning, these strategies can be effective in improving students' experience in any classroom setting. Ideally the strategies are practiced in combination with one another and, as a result, will be more effective than traditional family engagement strategies that often take a great deal of time and energy without many returns.

The resources below are designed to support your work with families.

Blended Learning Handouts for Families – Appendix M

- Blended Learning Guide for Families
[English](#)
[Spanish](#)
- Blended Learning Models for Families
[English](#)
[Spanish](#)

Additional Resources

- U.S. Department of Education: [Parent and Family Digital Learning Guide](#)
English and Spanish
- Common Sense Media: [Guide to Learning with Technology](#)
- ECPAT-USA: [Guides to Online Safety](#)

Learning Management System-Specific Resources

- [Canvas Observer/Parent Guides](#)
- Common Sense Media: [Parents' Ultimate Guide to Google Classroom](#)

NOTES



SECTION 9

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SECTION 10

Appendices

Appendix A

TPACK Self Assessment

| Identify your confidence level with the following statements 3 = High Confidence • 2 = Some Confidence • 1 = Low Confidence | | 3-2-1 |
|--|---|-------|
| Content Knowledge (CK) | I can identify the content standard for a lesson. | |
| | I can identify the other concepts/skills students need to understand before learning a standard. | |
| | I know what my students will need to know and do to demonstrate mastery of a standard. | |
| | I can identify the cognitive requirement of a standard. | |
| | I know the content outlined in the standards. | |
| Pedagogical Knowledge (PK) | I can identify the learning target progression that will lead to mastery of a standard. | |
| | I can identify the best teaching strategies to teach a standard. | |
| | I know what social considerations I need to make to teach a standard. | |
| | I know what developmental considerations I need to make to teach a standard. | |
| Technological Knowledge (TK) | I know how to use technology effectively. | |
| | I know how to troubleshoot technology issues effectively. | |
| Pedagogical Content Knowledge (PCK) | I can identify the best teaching strategies for teaching a particular content standard. | |
| | I can identify the pedagogical approach to teaching a standard. | |
| | I can identify the complexity of the task that is required for students to demonstrate mastery of a standard. | |
| Technological Content Knowledge (TPACK) | I can identify the best technology tools for teaching this content. | |
| | I can identify the best technology tools for students to learn about this content. | |

| Identify your confidence level with the following statements 3 = High Confidence • 2 = Some Confidence • 1 = Low Confidence | | 3-2-1 |
|--|---|-------|
| Technological Pedagogical Knowledge (TPK) | I know what tools I can use to teach this content. | |
| | I can identify tools students can use to learn. | |
| | I know how to choose the appropriate technology tool for my lesson. | |
| | I can identify what I need to know about technology to teach a standard | |
| | I can identify what I need to know to support my students' use of technology. | |
| Technological Pedagogical Content Knowledge (TPACK) | I know what I need to determine about the content and pedagogy before selecting technology tools. | |
| | I am able to identify if the technology task matches the cognitive level of the content standard. | |




Appendix B

TPACK Lesson Planning Companion

| TPACK Four Guiding Questions | |
|---|--|
| <ol style="list-style-type: none"> 1. What is the cognitive requirement of the standard? 2. What is the complexity of the task that is required for students to demonstrate mastery of that standard? 3. What is your pedagogical approach to teaching the standard? 4. Does the digital task and tool match the cognitive requirements for students? | |
| Content Knowledge (CK) | <p>What is the content standard for this lesson?</p> <p>What other concepts/skills do students need to understand before learning this standard?</p> <p>What will students need to know and do to demonstrate mastery of this standard?</p> <p>What is the cognitive requirement of the standard?</p> <p>What do I know about the content outlined in this standard?</p> |
| Pedagogical Knowledge (PK) | <p>What is the learning target progression that will lead to mastery of this standard?</p> <p>What are the best teaching strategies to teach this standard?</p> <p>What social considerations do I need to make to teach this standard?</p> <p>What developmental considerations do I need to make to teach this standard?</p> |
| Technological Knowledge (TK) | <p>Do I know how to use technology effectively?</p> <p>Do I know how to troubleshoot technology issues effectively?</p> |
| Pedagogical Content Knowledge (PCK) | <p>What are the best teaching strategies for teaching this content? What is your pedagogical approach to teaching the standard?</p> <p>What is the complexity of the task that is required for students to demonstrate mastery of that standard?</p> |
| Technological Content Knowledge (TPACK) | <p>What are the best technology tools for teaching this content?</p> <p>What are the best technology tools for learning about this content?</p> |
| Technological Pedagogical Knowledge (TPK) | <p>What tools can I use to teach?</p> <p>What tools can students use to learn?</p> <p>Do I know how to choose the appropriate technology tool for my lesson? What do I need to know about technology to teach this standard?</p> <p>What do I need to know to support my students' use of technology?</p> |
| Technological Pedagogical Content Knowledge (TPACK) | <p>What do I need to determine about the content and pedagogy before selecting technology tools?</p> <p>Does the digital task and tool match the cognitive requirements for students?</p> |

TPACK Lesson Planning Companion Guide

A high-quality lesson planning template has the components to support teachers in using the TPACK Framework for planning. Use the guide below to see examples of the components of a high-quality lesson plan that match the TPACK Framework.

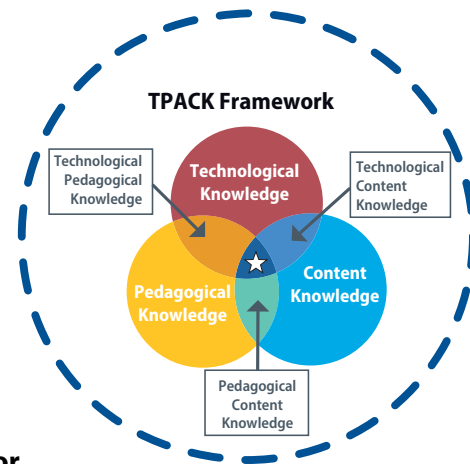
| | | |
|---|---|--|
| <p>Content Knowledge</p>  | <p>What is the cognitive requirement of the standard?</p> | |
| <p>Pedagogical knowledge</p>  | <ul style="list-style-type: none"> Standards Knowledge Skills “I can” statements | <ul style="list-style-type: none"> Learning targets Lesson essential questions Objectives Outcomes |
| <p>Technological Knowledge</p>  | <p>Does the digital task and tool match the cognitive requirements for students?</p> | |
| | <ul style="list-style-type: none"> Tech tools used Interactive learning activities Explicit teaching for use of tech tools | <ul style="list-style-type: none"> Links LMS pages Videos |

TPACK Lesson Planning Template Addendum

Copy and paste the box below to the top of any lesson plan template to support teachers in applying the TPACK Framework..

TPACK Framework Guiding Questions

1. What is the cognitive requirement of the standard?



2. What is the complexity of the task that is required for students to demonstrate mastery of that standard?

3. What is your pedagogical approach to teaching the standard?

4. Does the digital task and tool match the cognitive requirements for students?

Appendix C

Station Rotation Rubric

The Station Rotation rubric includes the four foundational components of the Blended Learning Rubric, with the addition of the station rotation model specific characteristics.

| | | | |
|--|---|--|--|
| <p>Personalized Learning – Students are able to make choices about their own learning</p> <p>Technology Use – Students are not only consumers of content, but are using technology tools to create content</p> <p>21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success</p> <p>Classroom Arrangement – The classroom is designed to support student learning needs</p> | | | |
| BLENDED LEARNING | | | |
| | Emerging | Approaching | Skilled |
| Personalized Learning | Students in a classroom experience learning in the same way. | Students occasionally have opportunities to make choices about their learning experiences. Some instruction is differentiated according to student learning needs. | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. |
| | Playlists are not used OR resemble a uniform list of activities, tasks, and assignments. | Students use playlists for classroom activities, tasks and assignments. Playlists lack student choice/personalization that ensures each learner’s individual needs are met. | Students use playlists in a way that ensures each learner’s individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. |
| | Students receive feedback about their progress towards content mastery from summative assessments and grades. | Students occasionally receive feedback from formative assessments about their progress towards content mastery. Most feedback received is from summative assessments and grades. | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. |

| BLENDED LEARNING | | | |
|---------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Technology Use | Students use technology only for accessing content, engaging with supplemental programs, and completing assessments. | Students mostly use technology for accessing content, engaging with supplemental programs, and completing assessments. Students occasionally use technology to organize information, demonstrate knowledge, and create content. | Students use technology to access content, organize information, demonstrate knowledge, and create content. |
| | Students have few or no opportunities to use technology to explore additional content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive all relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students occasionally have opportunities to use technology to explore content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive most relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students consistently use technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. |
| 21st Century Skills | Students rarely have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students frequently have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration |
| | Students have few opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. | Students occasionally have opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is not supported by specific strategies, structures, and protocols. | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. |

| BLENDED LEARNING | | | |
|-----------------------|---|---|--|
| | Emerging | Approaching | Skilled |
| Classroom Arrangement | Students are seated in rows OR the classroom arrangement is not flexible. | Students are seated in rows OR seated in groups that are not used for collaborative learning. The classroom arrangement is not flexible. | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. |
| General Criteria | Students do not rotate through stations. Students are seated separately or in groups that do not rotate. | Students complete activities in the classroom and in a computer lab but the activities are unrelated. Students do not rotate between stations on a set schedule. | Students rotate through stations within a classroom or a set of classrooms on a set schedule. Students are made aware of the schedule ahead of time. |
| Station Rotation | Students are completing station tasks that are not aligned to the daily learning objectives. Students were not given clear directions for each station. | Some of the station tasks are aligned to the daily learning objectives OR includes content that is spiraling back to previous objectives. Some stations have clear directions for students. | Learning at each station is aligned to daily learning objectives OR includes content that is spiraling back to previous objectives. Students can articulate the directions for each station and/or have task directions that they can refer to. |
| Teacher-led Station* | All students receive the same teacher-led content. | All students receive the same teacher-led content, but the pace is modified to adjust for learner needs. | Students receive one of multiple differentiated lessons that were prepared according to student needs. |
| Tech Station | Students engage in online learning from a supplemental learning program. | Students engage in online learning from a supplemental learning program and occasionally complete other technology-integrated tasks. | Students experience a balance of learning from a supplemental learning programs, other technology integrated tasks geared to encourage the summarization of learning and organization of information, and tasks where students are creating content to demonstrate their mastery of the content. |
| Collaboration Station | Students are working independently. There is no structure for students to engage collaboratively. | Students are working together. A strategy/protocol was not used to provide structure for the collaborative activity. Participation among all group members is not equal. | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. |

* There is no requirement that all three station types are simultaneously occurring.

Appendix D

Lab Rotation Rubric

The Lab Rotation rubric includes the four foundational components of the Blended Learning Rubric, with the addition of the Lab Rotation Model specific characteristics.

| | | | |
|--|---|--|--|
| <p>Personalized Learning – Students are able to make choices about their own learning</p> <p>Technology Use – Students are not only consumers of content, but are using technology tools to create content</p> <p>21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success</p> <p>Classroom Arrangement – The classroom is designed to support student learning needs</p> | | | |
| BLENDED LEARNING | | | |
| | Emerging | Approaching | Skilled |
| Personalized Learning | Students in a classroom experience learning in the same way. | Students occasionally have opportunities to make choices about their learning experiences. Some instruction is differentiated according to student learning needs. | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. |
| | Playlists are not used OR resemble a uniform list of activities, tasks, and assignments. | Students use playlists for classroom activities, tasks and assignments. Playlists lack student choice/ personalization that ensures each learner’s individual needs are met. | Students use playlists in a way that ensures each learner’s individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. |
| | Students receive feedback about their progress towards content mastery from summative assessments and grades. | Students occasionally receive feedback from formative assessments about their progress towards content mastery. Most feedback received is from summative assessments and grades. | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. |

| BLENDED LEARNING | | | |
|---------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Technology Use | Students use technology only for accessing content, engaging with supplemental programs, and completing assessments. | Students mostly use technology for accessing content, engaging with supplemental programs, and completing assessments. Students occasionally use technology to organize information, demonstrate knowledge, and create content. | Students use technology to access content, organize information, demonstrate knowledge, and create content. |
| | Students have few or no opportunities to use technology to explore additional content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive all relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students occasionally have opportunities to use technology to explore content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive most relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students consistently use technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. |
| 21st Century Skills | Students rarely have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students frequently have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration |
| | Students have few opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. | Students occasionally have opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is not supported by specific strategies, structures, and protocols. | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. |

| BLENDED LEARNING | | | |
|-----------------------|---|---|--|
| | Emerging | Approaching | Skilled |
| Classroom Arrangement | Students are seated in rows OR the classroom arrangement is not flexible. | Students are seated in rows OR seated in groups that are not used for collaborative learning. The classroom arrangement is not flexible. | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. |
| LAB ROTATION | | | |
| General Criteria | Students do not rotate through stations. Students are seated separately or in groups that do not rotate. | Students rotate between two stations OR students do rotate between stations but not on a set schedule. | Students rotate through stations within a classroom or a set of classrooms on a set schedule. Students are made aware of the schedule ahead of time. |
| Station Rotation | Students are completing station tasks that are not aligned to the daily learning objectives. Students were not given clear directions for each station. | Some of the station tasks are aligned to the daily learning objectives OR includes content that is spiraling back to previous objectives. Some stations have clear directions for students. | Learning at each station is aligned to daily learning objectives OR includes content that is spiraling back to previous objectives. Students can articulate the directions for each station and/or have task directions that they can refer to. |
| Teacher-led Station* | All students receive the same teacher-led content. | All students receive the same teacher-led content, but the pace is modified to adjust for learner needs. | Students receive one of multiple differentiated lessons that were prepared according to student needs. |
| Lab Station | Students engage in online learning from a supplemental learning program. | Students engage in online learning from a supplemental learning program and occasionally complete other technology-integrated tasks. | Students experience a balance of learning from a supplemental learning programs, other technology integrated tasks geared to encourage the summarization of learning and organization of information, and tasks where students are creating content to demonstrate their mastery of the content. |
| Collaboration Station | Students are working independently. There is no structure for students to engage collaboratively. | Students are working together. A strategy/protocol was not used to provide structure for the collaborative activity. Participation among all group members is not equal. | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. |

* There is no requirement that all three station types are simultaneously occurring.

Appendix E

Flipped Classroom Rubric

The Flipped Classroom rubric includes the four foundational components of the Blended Learning Rubric, with the addition of the Flipped Classroom Model specific characteristics.

| | | | |
|--|---|--|--|
| <p>Personalized Learning – Students are able to make choices about their own learning</p> <p>Technology Use – Students are not only consumers of content, but are using technology tools to create content</p> <p>21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success</p> <p>Classroom Arrangement – The classroom is designed to support student learning needs</p> | | | |
| BLENDED LEARNING | | | |
| | Emerging | Approaching | Skilled |
| Personalized Learning | Students in a classroom experience learning in the same way. | Students occasionally have opportunities to make choices about their learning experiences. Some instruction is differentiated according to student learning needs. | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. |
| | Playlists are not used OR resemble a uniform list of activities, tasks, and assignments. | Students use playlists for classroom activities, tasks and assignments. Playlists lack student choice/ personalization that ensures each learner’s individual needs are met. | Students use playlists in a way that ensures each learner’s individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. |
| | Students receive feedback about their progress towards content mastery from summative assessments and grades. | Students occasionally receive feedback from formative assessments about their progress towards content mastery. Most feedback received is from summative assessments and grades. | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. |

| BLENDED LEARNING | | | |
|---------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Technology Use | Students use technology only for accessing content, engaging with supplemental programs, and completing assessments. | Students mostly use technology for accessing content, engaging with supplemental programs, and completing assessments. Students occasionally use technology to organize information, demonstrate knowledge, and create content. | Students use technology to access content, organize information, demonstrate knowledge, and create content. |
| | Students have few or no opportunities to use technology to explore additional content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive all relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students occasionally have opportunities to use technology to explore content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive most relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students consistently use technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. |
| 21st Century Skills | Students rarely have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students frequently have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration |
| | Students have few opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. | Students occasionally have opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is not supported by specific strategies, structures, and protocols. | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. |

| BLENDED LEARNING | | | |
|-----------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Classroom Arrangement | Students are seated in rows OR the classroom arrangement is not flexible. | Students are seated in rows OR seated in groups that are not used for collaborative learning. The classroom arrangement is not flexible. | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. |
| FLIPPED CLASSROOM | | | |
| General Criteria | Asynchronous learning and synchronous learning activities are not aligned to the daily learning objectives. Students were not given clear directions. | Some of the asynchronous learning and synchronous activities are aligned to the daily learning objectives OR include content that is spiraling back to previous objectives. Students are somewhat aware of what is expected of them. | Asynchronous learning and synchronous learning activities are aligned to daily learning objectives OR include content that is spiraling back to previous objectives. Students can articulate what is expected of them during both asynchronous and synchronous learning times and/or have task directions that they can refer to. |
| Asynchronous Learning | All students engage with the same content. There are no structures for student support for asynchronous learning. | All students engage with the same content OR students can choose the content they engage with but the content is not differentiated for student needs. There are some structures for student support for asynchronous learning. | Students can choose how they engage with content during asynchronous learning. Content is often differentiated according to student needs. All students are aware of how they can get support for asynchronous learning. |
| | The asynchronous learning and synchronous learning experiences are not connected. | Some of the asynchronous learning experience is designed to prepare students for success during synchronous learning. | The asynchronous learning experience prepares students for success during synchronous learning. |

| FLIPPED CLASSROOM | | | |
|----------------------|--|---|--|
| | Emerging | Approaching | Skilled |
| Synchronous Learning | The teacher leads the classroom activities. Students depend on the teacher for all activities during synchronous learning. | Sometimes students apply the content learned during the asynchronous learning experience. The teacher leads most classroom activities. Instruction is structured through the Gradual Release of Responsibility model but the majority of the time is spent on the “I Do” components of instruction. | Students apply the content learned during asynchronous learning through projects, investigations, and problem/project based learning. The teacher is a facilitator of learning. Instruction is structured through inquiry-based learning or the Gradual Release of Responsibility model with an emphasis on the “We Do” and “You Do” components of instruction. The teacher monitors learning and provides support where needed. |
| | Students are working independently. There is no structure for students to engage collaboratively. | Students are working together. A strategy/protocol was not used to provide structure for the collaborative activity. Participation among all group members is not equal. | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. |

Appendix F

Individual Rotation Rubric

The Individual Rotation rubric includes the four foundational components of the Blended Learning Rubric, with the addition of the Individual Rotation Model specific characteristics.

| | | | |
|--|---|--|--|
| <p>Personalized Learning – Students are able to make choices about their own learning</p> <p>Technology Use – Students are not only consumers of content, but are using technology tools to create content</p> <p>21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success</p> <p>Classroom Arrangement – The classroom is designed to support student learning needs</p> | | | |
| BLENDED LEARNING | | | |
| | Emerging | Approaching | Skilled |
| Personalized Learning | Students in a classroom experience learning in the same way. | Students occasionally have opportunities to make choices about their learning experiences. Some instruction is differentiated according to student learning needs. | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. |
| | Playlists are not used OR resemble a uniform list of activities, tasks, and assignments. | Students use playlists for classroom activities, tasks and assignments. Playlists lack student choice/ personalization that ensures each learner's individual needs are met. | Students use playlists in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. |
| | Students receive feedback about their progress towards content mastery from summative assessments and grades. | Students occasionally receive feedback from formative assessments about their progress towards content mastery. Most feedback received is from summative assessments and grades. | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. |

| BLENDED LEARNING | | | |
|---------------------|---|--|---|
| | Emerging | Approaching | Skilled |
| Technology Use | Students use technology only for accessing content, engaging with supplemental programs, and completing assessments. | Students mostly use technology for accessing content, engaging with supplemental programs, and completing assessments. Students occasionally use technology to organize information, demonstrate knowledge, and create content. | Students use technology to access content, organize information, demonstrate knowledge, and create content. |
| | Students have few or no opportunities to use technology to explore additional content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive all relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students occasionally have opportunities to use technology to explore content, consider multiple perspectives, and apply their knowledge to real-world issues. Students receive most relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | Students consistently use technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. |
| 21st Century Skills | Students rarely have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | Students frequently have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration |
| | Students have few opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. | Students occasionally have opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is not supported by specific strategies, structures, and protocols. | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. |

| BLENDED LEARNING | | | |
|------------------------|---|---|--|
| | Emerging | Approaching | Skilled |
| Classroom Arrangement | Students are seated in rows OR the classroom arrangement is not flexible. | Students are seated in rows OR seated in groups that are not used for collaborative learning. The classroom arrangement is not flexible. | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. |
| INDIVIDUAL ROTATION | | | |
| General Criteria | Students do not rotate through stations. Students are seated separately or in groups that do not rotate. | Students rotate between two stations OR students do rotate between stations but not on a set schedule. | Students rotate through stations within a classroom or a set of classrooms on a set schedule. Students are made aware of the schedule ahead of time. |
| | Students are completing station tasks that are not aligned to the daily learning objectives. Students were not given clear directions for each station. | Some of the station tasks are aligned to the daily learning objectives OR includes content that is spiraling back to previous objectives. Some stations have clear directions for students. | Learning at each station is aligned to daily learning objectives OR includes content that is spiraling back to previous objectives. Students can articulate the directions for each station and/or have task directions that they can refer to. |
| Teacher-led Station* | All students engage with the same content. | All students receive the same teacher-led content, but the pace is modified to adjust for learner needs. | Students receive one of multiple differentiated lessons, that were prepared according to student needs. |
| Tech Station* | Students engage in online learning from a supplemental learning program. | Students engage in online learning from a supplemental learning program and occasionally complete other technology-integrated tasks. | Students experience a balance of learning from a supplemental learning programs, other technology integrated tasks geared to encourage the summarization of learning and organization of information, and tasks where students are creating content to demonstrate their mastery of the content. |
| Collaboration Station* | Students are working independently. There is no structure for students to engage collaboratively. | Students are working together. A strategy/ protocol was not used to provide structure for the collaborative activity. Participation among all group members is not equal. | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. |

* There is no requirement that all three station types are simultaneously occurring.

Appendix G

Blended Learning Walk-Through Tool

The Blended Learning Walk-Through Tool includes the four foundational components of effective blended learning instruction. This tool can be used alone or combined with the additional characteristics for a specific blended learning model.

Personalized Learning – Students are able to make choices about their own learning

Technology Use – Students are not only consumers of content, but are using technology tools to create content

21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success

Classroom Arrangement – The classroom is designed to support student learning needs

| BLENDED LEARNING | | | |
|-----------------------|------------------|--|----------|
| | Areas for Growth | Components | Strength |
| Personalized Learning | | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. | |
| | | Students utilize playlists/choice boards in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. | |
| | | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. | |

| BLENDED LEARNING | | | |
|-----------------------|------------------|---|----------|
| | Areas for Growth | Components | Strength |
| Technology Use | | Students utilize technology to access content, organize information, demonstrate knowledge, and create content. | |
| | | Students consistently utilize technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. . | |
| 21st Century Skills | | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | |
| | | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. | |
| Classroom Arrangement | | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. | |

Appendix H

Calibration Protocol with Teams

When leading teams through an instructional audit/classroom Walk-Throughs, it's important to calibrate observations and define what blended learning looks like before commencing. Two different leaders should be able to give similar feedback about the same lesson (or brief Walk-Through) when looking for specific blended learning components. A calibration protocol can be used with a team before they conduct Walk-Throughs to norm their observations and feedback. The protocol here can be altered to suit the needs of your team.

Calibration Exercise → Instructional Audit/Classroom Walk-Throughs → Debrief

Calibration Exercise

1. Clarify the purpose of the Walk-Throughs

For example, "The purpose of the classroom Walk-Throughs is to gather information on the current status of the blended learning initiative across the district to inform next steps, direction, and professional learning efforts."

2. Set goals for the Walk-Throughs

For example,

- Reflect on blended learning progress during Year 1 of blended learning implementation
- Determine what is going well and what can be improved to drive next steps with professional learning
- Determine who can serve as leaders or can model blended learning

3. Review norms of the Walk-Throughs

For example,

- Record low-inference observations. Write down only what the students say and do, rather than possible reasons why. This helps remove subjectivity. Include a number of students where possible (quantitative observations).
- Actively observe and take notes. Teachers can tell how engaged you are in observation by reading your body language. You shouldn't send emails or gaze off into the distance. Phones should only be used for data collection or to keep track of the time spent in the classroom. Non-verbal communication and being unobtrusive is key to express that you are engaged and interested.

4. Review Blended Learning Walk-Through Tool and determine which components will be the focus based on the goals

5. Review a Blended Learning instructional video (does not need to be an exemplar lesson)

View video

- Each member of the team will complete a rating independently (on a Jamboard or similar manner, viewable to the group)
- The group discusses their ratings until they reach a consensus

| Calibration Exercise |
|---|
| <p>6. Identify points of confusion and review rubric again as a team</p> |
| <p>7. Determine how teachers visited will receive feedback or determine how you will communicate your findings. If you are conducting an instructional audit make sure teachers know the purpose of your visit is for data collection only, and individual feedback will not be given.</p> |
| <p>Conduct Walk-Throughs/instructional audit in teams</p> |
| Debrief Session Protocol |
| <p>1. Reflect and remind team of goals of Walk-Throughs</p> |
| <p>2. Provide time to finish notes and ratings</p> |
| <p>3. Independent reflection – I noticed/I wondered protocol For example, groups can independently reflect on a shared Google Doc with columns for:</p> <ul style="list-style-type: none"> • I noticed (Note positive things seen, speculate as to what produced the positive outcomes, what is going well) • I wondered (Questions regarding use of blended learning and/or student engagement, note what could be improved) |
| <p>4. Facilitate a group reflection For example,</p> <p><i>Individual</i></p> <ul style="list-style-type: none"> • What did you find most inspiring about our classroom visits? • What are possible next steps in supporting teachers in the successful implementation of blended learning? <p><i>Group</i></p> <ul style="list-style-type: none"> • What did we hear that was significant? • What key insights or ideas were shared? |
| <p>5. Capture notes and determine next steps based on data patterns and observations from the team</p> |

Appendix I

Station Rotation Walk-Through Tool

The Station Rotation Walk-Through Tool includes the four foundational Blended Learning components, with the addition of the Station Rotation Model specific characteristics.

Personalized Learning – Students are able to make choices about their own learning

Technology Use – Students are not only consumers of content, but are using technology tools to create content

21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success

Classroom Arrangement – The classroom is designed to support student learning needs

| BLENDED LEARNING | | | |
|-----------------------|------------------|--|-----------|
| | Areas for Growth | Components | Strengths |
| Personalized Learning | | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. | |
| | | Students utilize playlists/choice boards in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. | |
| | | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. | |

| BLENDED LEARNING | | | |
|---------------------|------------------|---|-----------|
| | Areas for Growth | Components | Strengths |
| Technology Use | | Students utilize technology to access content, organize information, demonstrate knowledge, and create content. | |
| | | Students consistently utilize technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | |
| 21st Century Skills | | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | |
| | | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. | |

| BLENDED LEARNING | | | |
|-------------------------------|-------------------------|--|------------------|
| | Areas for Growth | Components | Strengths |
| Classroom Arrangement | | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. | |
| STATION ROTATION | | | |
| General Criteria | | Students rotate through stations within a classroom or a set of classrooms on a set schedule. Students are made aware of the schedule ahead of time. | |
| Station Rotation | | Learning at each station is aligned to daily learning objectives OR includes content that is spiraling back to previous objectives. Students can articulate the directions for each station and/or have task directions that they can refer to. | |
| Teacher-led Station* | | Students receive one of multiple differentiated lessons that were prepared according to student needs. | |
| Tech Station* | | Students experience a balance of learning from a supplemental learning programs, other technology integrated tasks geared to encourage the summarization of learning and organization of information, and tasks where students are creating content to demonstrate their mastery of the content. | |
| Collaboration Station* | | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. | |

*There is no requirement that all three station types are simultaneously occurring.

Appendix J

Flipped Classroom Walk-Through Tool

The Flipped Classroom Walk-Through Tool includes the four foundational Blended Learning components, with the addition of the Flipped Classroom Model specific characteristics.

Personalized Learning – Students are able to make choices about their own learning

Technology Use – Students are not only consumers of content, but are using technology tools to create content

21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success

Classroom Arrangement – The classroom is designed to support student learning needs

| BLENDED LEARNING | | | |
|-----------------------|------------------|--|-----------|
| | Areas for Growth | Component | Strengths |
| Personalized Learning | | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. | |
| | | Students utilize playlists/choice boards in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. | |
| | | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. | |

| BLENDED LEARNING | | | |
|-----------------------|------------------|---|-----------|
| | Areas for Growth | Component | Strengths |
| Technology Use | | Students utilize technology to access content, organize information, demonstrate knowledge, and create content. . | |
| | | Students consistently utilize technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | |
| 21st Century Skills | | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | |
| | | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. | |
| Classroom Arrangement | | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs | |

| FLIPPED CLASSROOM | | | |
|-----------------------|------------------|--|-----------|
| | Areas for Growth | Component | Strengths |
| General Criteria | | Asynchronous learning and synchronous learning activities are aligned to daily learning objectives OR include content that is spiraling back to previous objectives. Students can articulate what is expected of them during both asynchronous and synchronous learning times and/or have task directions that they can refer to. | |
| | | Students can choose how they engage with content during asynchronous learning. Content is often differentiated according to student needs. All students are aware of how they can get support for asynchronous learning. | |
| Asynchronous Learning | | The asynchronous learning experience prepares students for success during synchronous learning. | |
| | | Students apply the content learned during asynchronous learning through projects, investigations, and problem/project-based learning. The teacher is a facilitator of learning. Instruction is structured through inquiry-based learning or the Gradual Release of Responsibility model with an emphasis on the “We Do” and “You Do” components of instruction. The teacher monitors learning and provides support where needed. | |

| FLIPPED CLASSROOM | | | |
|----------------------|------------------|--|-----------|
| | Areas for Growth | Component | Strengths |
| Synchronous Learning | | Instruction is structured through inquiry-based learning or the Gradual Release of Responsibility model with an emphasis on the “We Do” and “You Do” components of instruction. The teacher monitors learning and provides support where needed. | |
| | | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. | |

Appendix K

Individual Rotation Walk-Through Tool

The Individual Rotation Walk-Through Tool includes the Blended Learning components, with the addition of the Individual Rotation Model specific characteristics.

Personalized Learning – Students are able to make choices about their own learning

Technology Use – Students are not only consumers of content, but are using technology tools to create content

21st Century Skills – Blended learning instruction is intentionally designed to foster skills that will prepare students for future success

Classroom Arrangement – The classroom is designed to support student learning needs

| BLENDED LEARNING | | | |
|-----------------------|------------------|--|-----------|
| | Areas for Growth | Components | Strengths |
| Personalized Learning | | Students have opportunities to participate in key decisions in their learning experience, including choices about the learning path, learning place, or the pace at which they learn. Instruction is differentiated according to student learning needs. | |
| | | Students utilize playlists/choice boards in a way that ensures each learner's individual needs are met. Playlists include the option to make choices based upon the level of support needed OR the teacher has created multiple playlists based upon student needs. | |
| | | Students have frequent opportunities to receive feedback on their progress towards content mastery. Students receive feedback from formative assessments and individualized feedback from the teacher, in addition to feedback received from summative assessments and grades. | |

| BLENDED LEARNING | | | |
|---------------------|------------------|---|-----------|
| | Areas for Growth | Components | Strengths |
| Technology Use | | Students utilize technology to access content, organize information, demonstrate knowledge, and create content. | |
| | | Students consistently utilize technology to explore relevant content, consider multiple perspectives, and apply their knowledge to real-world issues. Students may receive some relevant content information from teacher PowerPoint slide decks, workbooks, worksheets, handouts, and textbooks. | |
| 21st Century Skills | | Students occasionally have opportunities to develop skills in: <ul style="list-style-type: none"> <input type="checkbox"/> communication <input type="checkbox"/> creativity <input type="checkbox"/> critical thinking <input type="checkbox"/> collaboration | |
| | | Students have frequent opportunities to practice essential interpersonal skills which include collaborating with peers, communicating ideas, and working productively, both with others and independently. Students' interpersonal skill development is supported with the use of specific strategies, structures, and protocols. | |

| BLENDED LEARNING | | | |
|------------------------|------------------|--|-----------|
| | Areas for Growth | Components | Strengths |
| Classroom Arrangement | | Student instructional needs determine the organization of the classroom. The classroom arrangement is flexible to support changes in grouping or other instructional needs. | |
| INDIVIDUAL ROTATION | | | |
| General Criteria | | Students rotate through stations within a classroom or a set of classrooms on a set schedule. Students are made aware of the schedule ahead of time. | |
| Station Rotation | | Learning at each station is aligned to daily learning objectives OR includes content that is spiraling back to previous objectives. Students can articulate the directions for each station and/or have task directions that they can refer to. | |
| Teacher-led Station* | | Students receive one of multiple differentiated lessons that were prepared according to student needs. | |
| Tech Station* | | Students experience a balance of learning from a supplemental learning programs, other technology integrated tasks geared to encourage the summarization of learning and organization of information, and tasks where students are creating content to demonstrate their mastery of the content. | |
| Collaboration Station* | | Students are working together collaboratively. Students are following a collaborative learning strategy/protocol to ensure equal participation. | |

* There is no requirement that all three station types are simultaneously occurring.

Appendix L

Blended Learning – Model-Specific Coaching Prompts

Station Rotation

General Criteria

- What is your plan for student rotation through the stations?
- What is the schedule for student stations?
- How is the learning at each station aligned to the daily learning objectives?
- How do students know what to do at each station?
- How could you ensure students know what to do at each station?

Teacher-Led Station

- How do student needs guide the lessons used for the teacher-led station?
- How could you differentiate the lessons for the teacher-led station?

Tech Station

- How could you use technology as a way for students to summarize their learning? (OR organize information)
- What opportunities do students have to use technology to create content?
- What opportunities do students have to use technology to demonstrate their mastery of the content?

Collaboration Station

- What strategies could be used to ensure students are working together collaboratively?
- What strategies/protocols could be used to ensure equal student participation in the collaboration station?

Lab Rotation

General Criteria

- What is your plan for student rotation through the stations?
- What is the schedule for student stations?
- How is the learning at each station aligned to the daily learning objectives?
- How do students know what to do at each station?
- How could you ensure students know what to do at each station?

Teacher-Led Station

- How do student needs guide the lessons used for the teacher-led station?
- How could you differentiate the lessons for the teacher-led station?

Tech Station

- How could you use technology as a way for students to summarize their learning? (OR organize information)
- What opportunities do students have to use technology to create content?
- What opportunities do students have to use technology to demonstrate their mastery of the content?

Collaboration Station

- What strategies could be used to ensure students are working together collaboratively?
- What strategies/protocols could be used to ensure equal student participation in the collaboration station?

Individual Rotation

General Criteria

- What is your plan for student rotation through the stations?
- What is the schedule for student stations?
- How is the learning at each station aligned to the daily learning objectives?
- How do students know what to do at each station?
- How could you ensure students know what to do at each station?

Teacher-Led Station

- How do student needs guide the lessons used for the teacher-led station?
- How could you differentiate the lessons for the teacher-led station?

Tech Station

- How could you use technology as a way for students to summarize their learning? (OR organize information)
- What opportunities do students have to use technology to create content?
- What opportunities do students have to use technology to demonstrate their mastery of the content?

Collaboration Station

- What strategies could be used to ensure students are working together collaboratively?
- What strategies/protocols could be used to ensure equal student participation in the collaboration station?

Flipped Classroom

General Criteria

- How are the asynchronous and synchronous learning activities aligned to the learning objectives?
- How do students know what is expected of them during asynchronous and synchronous learning?

Asynchronous Learning

- How could you differentiate asynchronous learning to fit student needs?
- What scaffolds could you put in place to support students during asynchronous learning?
- What opportunities do students have to make choices about the content materials they engage with during asynchronous learning?
- How do asynchronous learning experiences prepare students for success during synchronous learning?

Synchronous Learning

- How can you structure the synchronous learning time to make it student led?
- How is the synchronous learning time used to give students the opportunity to apply what they learned during asynchronous learning?
- How is the synchronous learning time used to build upon what students learned during asynchronous learning?
- What strategies could be used to ensure students are working together collaboratively during synchronous learning?
- What strategies/protocols could be used to ensure equal student participation during synchronous learning?
- What authentic product(s) could learners create that would allow students to apply what they learned during asynchronous learning?
- Where might the standards and skills we're working toward appear in the real world? How can we design a learning experience to show this connection?
- What scaffolds could you put in place to support students during synchronous learning?

Appendix M

Blended Learning Handouts.

These documents are informational handouts designed to be shared with families. They are available in English and Spanish.

BLENDED LEARNING GUIDE FOR FAMILIES



Blended Learning

Instruction that combines traditional classroom learning with online learning

Why Blended Learning?



Blended learning allows teachers to combine traditional teaching methods with digital integration components that make learning more **flexible** and **personalized** for students.



Blended learning supports students' preparation to thrive in a constantly evolving technological landscape, with skills students need to be successful in college or careers

Blended Learning Tips for Families

Learners of any age perform better when families and educators partner together. Here are some ways families can support their learner.

Stay Informed



Blended learning seems different from the way families may have experienced school. Technology devices can be intimidating and software can be confusing. Lots of information about technology devices and software is available online. Ask your child's teacher to provide information about educational software.

Be An Advocate



Transitions to blended learning may be challenging to students. Students may be used to sitting in traditional rows and find themselves in a classroom with stations students move through during class. Some students may need more support in transitioning to classroom structures where they have more choices about how they experience learning. As your student makes this transition it may be helpful to talk to the teacher about which areas need the most support, so you are able to discuss them at home.

Provide Structure



Some blended learning models may have lessons for students to complete at home. Dedicate a set time for students to engage in online lessons.

Set Limits



Set Limits- Students still need time away from the screen where they learn by playing and exploring. Make sure your student knows their screen time limitations.

APRENDIZAJE COMBINADO GUÍA PARA FAMILIAS



Aprendizaje Combinado

El aprendizaje combinado reúne instrucción tradicional en el aula con el aprendizaje en línea

¿Por qué aprendizaje combinado?



El aprendizaje combinado permite los maestros a combinar métodos de enseñanza tradicional con componentes digitales que hacen que aprender sea más **flexible** y **personalizado** para los estudiantes.



El aprendizaje combinado apoya la preparación de los estudiantes para prosperar en un constantemente evolucionando panorama tecnológico, con las habilidades que los estudiantes necesitan tener éxito en la universidad o carreras en el futuro.

Consejos de Aprendizaje Combinado para Familias

Los estudiantes de cualquier edad tienen más éxito cuando las familias y los educadores se unen. Aquí hay algunas ideas en que las familias puede apoyar a su estudiante.

Mantente Informado



El aprendizaje combinado parece diferente de la forma de instrucción familias tenían en la escuela en el pasado. Tecnología puede ser intimidante y el software puede ser confuso. Mucha información sobre los dispositivos y el software están disponibles en línea. Pregunte los maestros del niño para compartir información sobre software educativo.

Sea un Defensor



Las transiciones al aprendizaje combinado pueden ser desafiantes a los estudiantes. Los estudiantes están acostumbrados a sentarse en filas tradicionales y se encuentran en un salón de clases con estaciones por las que se mueven los estudiantes durante la clase. Algunos estudiantes necesitan más apoyo en haciendo la transición a las estructuras del salón de clases donde tienen más opciones sobre cómo se estructura el aprendizaje. A medida que su estudiante hace esta transición, puede ser útil hablar con el maestro sobre qué áreas que necesitan más apoyo, por lo que puede discutirlos en casa.

Establezca una Rutina



Algunos modelos de aprendizaje combinado tienen lecciones para que los estudiantes completen en casa. Dedicar una hora estructura para que los estudiantes participen en lecciones en línea.

Establezca Límites



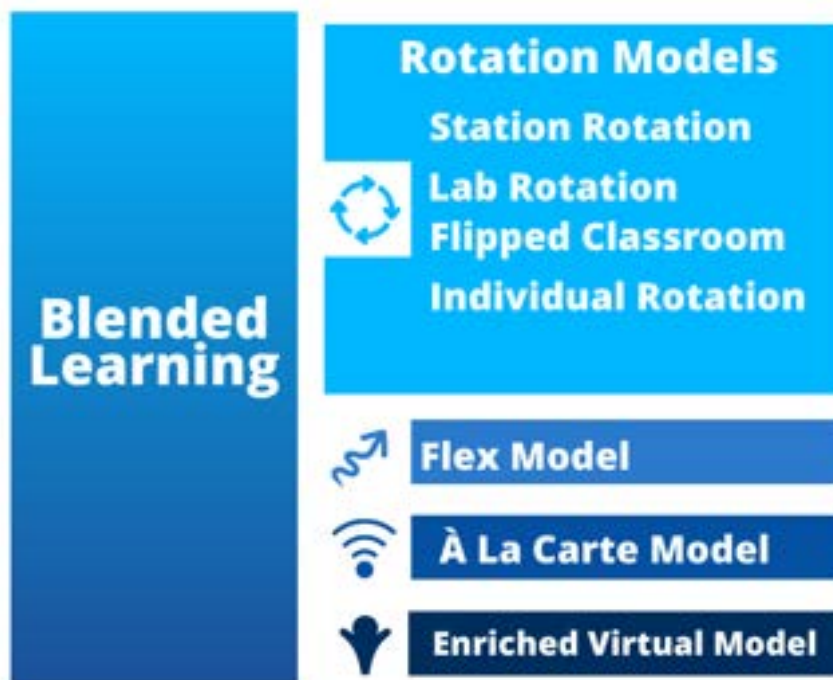
Los estudiantes todavía necesitan tiempo lejos de la pantalla donde aprenden jugando y explorando. Asegúrese de que su estudiante sepa su tiempo frente a la pantalla tiene limitaciones.

Guide to Blended Learning Models for Families



Blended Learning

Instruction that combines traditional classroom learning with online learning



Blended Learning Models

Schools may decide to implement a particular blended learning model. Teachers may also decide upon a particular blended learning model based on students' needs

Rotation Model



The Rotation Model is an approach in which students move between different learning modalities, one of which is an online setting. There are four different methods that can be utilized for the Rotation Model.

1. **Station Rotation** is a method for blended learning where students rotate between different set stations on a structured schedule. One of the stations must take place online.
2. **Lab Rotation** is a method similar to Station Rotation, except the online learning component takes place in a computer lab.
3. The **Flipped Classroom** method for instruction is structured so students engage in learning the content away from the classroom and use class time for guided practice, collaborative work, or projects.
4. The **Individual Rotation** method for blended learning where students rotate to stations is dependent on their own unique needs.

Guide to Blended Learning Models for Families (continued)

Flex Model



The Flex Model for blended learning takes place on a brick-and-mortar campus but utilizes online learning as the foundation for instruction. Using this model, instruction occurs on an online platform but students have the option to engage in in-person learning as needed.

À La Carte Model



The À La Carte Model for blended learning is a structure where students have the option to enroll in an online course while attending a brick-and-mortar school. Students complete this coursework while in a study hall or free period, or even after school, in addition to their other face-to-face classes.

Enriched Virtual Model



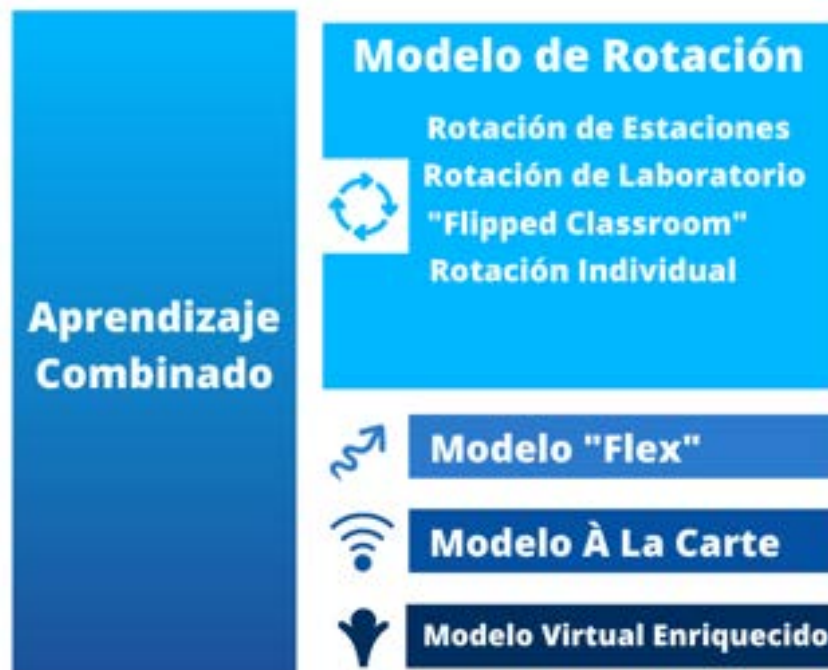
The Enriched Virtual Model for blended learning is also structured around online instruction, but requires that students meet in-person for additional learning opportunities.

Guide to Blended Learning Models for Families, Spanish



Aprendizaje Combinado

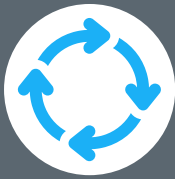
Instrucción que combina aprendizaje tradicional en una clase con aprendizaje en línea



Modelos Para Aprendizaje Combinado

Las escuelas pueden decidir implementar una combinación de modelos de aprendizaje. Los profesores también pueden decidir sobre un modelo particular de aprendizaje combinado para apoyar las necesidades de los estudiantes.

Modelo de Rotación



El "Modelo de Rotación" es un método cuando estudiantes se mueven entre modalidades diferentes de aprendizaje, una de que es en línea. Existen cuatro métodos diferentes que pueden ser utilizado para el modelo de rotación.

1. **La Rotación de Estaciones** es un método para el aprendizaje combinado dónde los estudiantes rotan entre estaciones establecidas en un horario estructurado. Una de las estaciones necesita estar en línea.
2. **Rotation de Laboratorio** es un método similar a Rotation de Estaciones, excepto que el componente de aprendizaje en línea esta en un laboratorio de computación.
3. El método "**Flipped Classroom**" está estructurado para que los estudiantes participen en el aprendizaje del contenido fuera del aula y utilicen el tiempo en clase para la práctica guiada, el trabajo colaborativo, o los proyectos.
4. El método de **Rotación Individual** es cuando los estudiantes rotan a las estaciones depende de sus propias necesidades únicas.

Guide to Blended Learning Models for Families, Spanish (continued)

Modelo "Flex"



El Modelo "Flex" tiene lugar en una escuela pero utiliza el aprendizaje en línea como la base para la instrucción. La instrucción ocurre en un plataforma en línea, pero los estudiantes tienen la opción de participar en el aprendizaje en persona según sea necesario.

À La Carte Model



El Modelo "À La Carte" es una estructura donde los estudiantes tienen la opción de inscribirse en un curso en línea mientras asisten a la escuela. Los estudiantes completan este trabajo mientras están en una sala de estudio, en un período libre, o después de clases, además de sus otras clases en persona.

Modelo Virtual Enriquecido



El modelo Virtual Enriquecido también está estructurado con instrucción en línea, pero requiere que los estudiantes se reúnan en persona para oportunidades adicionales de aprendizaje.