




**Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning**

This guide describes a variety of Blended Learning “Look Fors” (evidence) that would be appropriate for each BLAST Signature Practice. Each of the Signature Practices has been aligned to ALLI Framework for Effective Teaching indicators. This document is meant to serve as a reference tool, rather than be read start to finish. It is not “the definitive guide”. You might find evidence not described here that would fit with one of our BLAST Signature Practices/ALLI Indicators.

It might be used:

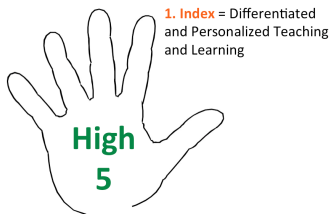
- Before observation, to deepen observers’ understanding of a signature practice/ALLI indicator and guide them during collection if their evidence for a particular indicator is often sparse
- While aligning evidence, to help observers identify passages of their collected evidence that would be appropriate for a particular indicator
- When seeking to improve rating accuracy, to deepen understanding of an indicator and the full scope of evidence that pertains to it
- In conversation with teachers, to deepen their understanding of how they might show increased proficiency/competency on an indicator or to help answer why an observer included/omitted certain evidence when sorting for a signature practice/indicator
- For planning teacher and administrator support, to identify specific look-fors to focus on for site-based and Alliance-wide professional development, ongoing coaching, and mentorship

Organization of Tool:

Section/Icon	Description
Signature Practice and Definition	Each signature practice is represented by one of the fingers from our hand. Each signature practice has an image and defining connection
ALLI Standards	ALLI Standards/indicators that are most closely aligned to our blended learning signature practices
Observation Questions	Guiding questions derived from our ALLI Framework for Effective Teaching to frame our classroom observation walk-throughs
	Specific look-fors that are aligned with ALLI level 3 and 4 practice based on the ALLI Framework for Effective Teaching. Observers can use these as a checklist of observable behaviors in a blended learning classroom
	Examples of blended learning teaching practices and student actions that are aligned with the ALLI indicators ( items)

**Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning**

Signature Practice 1 (Pointer): Differentiated and Personalized Teaching and Learning



Signature Practice 1 (ALLI 3.1A, 3.2A, 3.3C) refers to using blended learning to differentiate and personalize teaching and learning. It refers to the idea of personalizing instruction to meet the needs of our subgroup of 1. When we think about personalizing instruction, let's think about it as supporting each *one* of our students to meet their individual needs. Just as is represented when we use our pointer finger to point out different directions, when we're personalizing instruction for students, this means giving them opportunities to choose how they spend their time, their pace of learning, what tasks they work on, what learning pathways they take, and the level of depth of knowledge.

ALLI Standards and Observation Questions

ALLI Standard:
3.1 Communicate learning objectives to students
A. Communication of the learning objective(s) of the lesson

Observation Questions:

- What is/are the learning objective(s) for the day?
- Are the students able to articulate the learning objective(s)?
- Can students make connections between the learning objective(s) within or outside of the discipline?

Look-Fors

- ☐ The objective(s) is/are visibly posted somewhere in the classroom
 - Teacher posts the objective(s) on the whiteboard or a bulletin board in class
 - Objectives are posted on the teacher's website, learning management system, or digital agenda.
- ☐ Teacher references the learning objective(s) at the beginning, middle, and end of the lesson.
- ☐ When asked, students can articulate the learning objective(s) and can articulate the relevance of the learning within or outside of the classroom
 - Students are able to explain how the learning objectives prepare them to be more college and career ready
 - Students present the agenda, standard, and objective of the day to start the class to ensure students know how they can be successful in the day's lesson.
- ☐ Students are able to access the objective(s) in a digital format
 - Teacher prepares a digital agenda, learning management system, blog, or website to allow for easy access to all important course material, objectives, and activities.
 - Students present the agenda, standard, and objective of the day to start the class to ensure students know how they can be successful in the day's lesson.

ALLI Standard:
3.2 Facilitates Instructional Cycle
A. Lesson Structure

Observation Questions:

- How has the teacher sequenced out his/her lesson to facilitate gradual release of responsibility to students?
- Does the teacher provide adequate timing and pacing for each component of the lesson cycle?

- ☐ Teacher facilitates differentiated learning experiences for individual students or subgroups of students
 - Teacher provides opportunities for differentiated learning through classroom stations, Forum stations, and/or strategic grouping of students
- ☐ Teacher offers choice of learning experiences for individual students or subgroups of students
 - Students have opportunities to engage in learning experiences that differentiate the content, process, product, and/or pace of instruction

ALLI Standard:
3.3 Implementation of instructional strategies
C. Grouping Structures

Observation Questions:

- How are the students grouped to move towards mastery of learning objective(s)?
- How does the teacher actively monitor active

- All Models:
- ☐ Teacher has established accountability measures/activities for each grouping structure.
 - ☐ Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective(s).
- Station-Rotation:
- ☐ Teacher facilitates one of the "Pick 6" station rotation instructional models. Choose one below:
 - ☐ 2-Station (Direct/Individualized)
 - ☐ 2-Station (Individualized, Conferencing or Mini-Lessons)
 - ☐ 2-Station (Collaborative/Individualized)
 - ☐ 2-Station (Collaborative, Conferencing or Mini-Lessons)
 - ☐ 3-Station (Direct, Collaborative, Individualized)
 - ☐ Multi-Station (Differentiated Mastery-Based Stations)

**Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning**

<p>student participation in all grouping structures?</p>	<p><input type="checkbox"/> Teacher varies the grouping of stations through the use of student achievement data and daily performance.</p> <ul style="list-style-type: none"> ● Students are assigned (or self-assign) to stations based on the results of a benchmark exam, digital content assessment, or exit ticket. ● Students make station-rotation choices based on academic progress/activity completion. ● Stations are color-coded and students move to various stations based on their progress and color-coded availability. <p><u>PACE Forum:</u></p> <p><input type="checkbox"/> Students use a sign up tracking tool to self-select into stations of Forum.</p> <p><input type="checkbox"/> Students must justify their reasoning for station selections with data and desired outcomes for use of time.</p> <p><input type="checkbox"/> Students engage in “office hours” support with their teachers based on self-identified learning needs and/or achievement data</p> <p><input type="checkbox"/> Teacher is strategically pulling small groups of students based on data to provide targeted intervention/acceleration.</p> <p><u>Technology Enhanced:</u></p> <p><input type="checkbox"/> Teacher uses strategic grouping to address the learning needs of small groups and individuals.</p>
--	---

Blended Learning for Alliance School Transformation Framework for Effective Blended Teaching and Learning

Signature Practice 2 (Middle): Data-Driven Decisions Support Mastery-Based Learning

2. **Middle** = Data Driven
Decisions Support Mastery-
Based Learning

1. **Index** = Differentiated
and Personalized Teaching
and Learning



Signature Practice 2 (ALLI 3.4A, 3.4B) refers to the idea that in the middle of all of our blended learning work, it really comes down to using data to drive our instructional decisions and support mastery-based learning. We use technology to get and make decisions about student performance data in a much more efficient manner than would normally be possible without technology. Finally, just as the middle finger is the longest finger on our hand and in the middle of all of our other fingers, data is the biggest driver of blended learning and is at the center of this work.

ALLI Standards and Observation Questions

ALLI Standard:

3.4 Monitoring student learning during instruction

A. Checking for understanding and adjusting instruction

Observation Questions:

- How does the teacher check for understanding of the learning objective(s) during the lesson?
- How does the teacher adjust instruction based on actionable data from the lesson?

3.4 Monitoring student learning during instruction

B. Feedback to students

Observation Questions

- What feedback is provided to students throughout the lesson?
- How does the feedback advance student mastery of learning objective(s)?

Look-Fors

All Models:

- ☐ Teacher utilizes multiple checks for understanding during the lesson
 - Some examples include “Do Now” activities, exit tickets, quizzes, projects, essays, labs, etc.
- ☐ Teacher effectively adjusts instruction and/or grouping structures based on the data gleaned from checks for understanding
 - Teacher regroups students based on results of a quiz/check for understanding
 - Teacher uses programs like Socrative, Kahoot, Quizlet, Google Forms with Flubaroo, etc. for quick data collection

Station-Rotation:

- ☐ Students are assigned to stations based on performance on current or previous assessment.

PACE Forum:

- ☐ Teacher uses data from in-class assignments to inform targeted intervention and/or acceleration instruction for Forum time.

Technology Enhanced:

- ☐ Teacher uses data from in-class assignments to differentiate instruction for small groups or individual students.

- ☐ Teacher provides oral and/or written feedback to students on their progress.

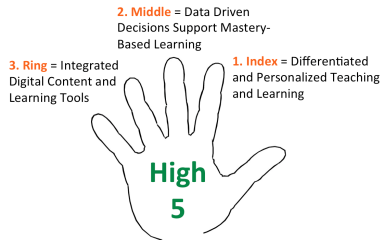
- Teacher conferences with students about their data, readers/writers’ workshop task, etc.
- Teacher provides written feedback on a student’s assignment.

- ☐ Students provide specific academic feedback to one another

- Students engage in the writing process with one another using Google Applications
- Students rate one another’s oral presentations using a rubric
- Student work is randomly chosen from Google classroom or another learning management system at the end of the activity to address any misconception, content, and/ or literacy skills

**Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning**

Signature Practice 3 (Ring): Integrated Digital Content and Learning Tools



Signature Practice 3 (ALLI 3.3D) represents our commitment to using digital content and learning tools to support student achievement in a blended learning environment. It represents our commitment to vetting our technology tools and digital content to make sure that they're the best for our students. However, we must understand that just like in any marriage or relationship, it takes love, commitment, hard work, and dedication to make them successful. This is not easy and takes hard work and dedication. For our teachers and school leaders, it means being committed to learning about the latest tools, applications, and digital content, and engaging in the professional development needed to maximize all of their effectiveness. For our students, though they may be "digital natives," it means working hard and pushing through challenges that may come up with their digital learning tasks. Just as the ring finger is the most difficult to hold up on its own, for all of us, it means being able to persevere through technical glitches, learning obstacles, and other challenges in order to be successful.

ALLI Standards and Observation Questions

ALLI Standard:
3.3 Implementation of instructional strategies
D. Resources and instructional materials

Observation Question:

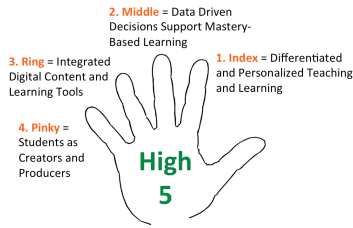
- How do the resources and instructional materials being used in the class support attainment of the learning objective and engage cognitive thinking?

Look-Fors

- ☐ Students engage with laptops, tablets, and/or non-digital tools that support mastery of objective(s).
 - Students use either their iPads or the computers to access class notes and/or documents.
 - Students have the option of writing on the digital document or writing their responses in their paper-based interactive notebook
- ☐ Students engage with teacher-assigned digital content that is targeted to their individual needs.
- ☐ Students have choice within the assigned digital content and/or have opportunities to find additional resources/materials needed to demonstrate standards mastery.
 - Students are provided a playlist of resources and instructional materials (videos, texts, worksheets, learning interactives, assessments, etc.) and have choices for how they learn and how they demonstrate their learning
 - Students work on leveled activities, on- or offline, that allow student choice.
- ☐ Students choose, adapt, and create materials to extend their learning.
 - Students discuss how they choose and use resources and technology and provide their rationale for these choices.

**Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning**

Signature Practice 4 (Pinky): Students as Creators and Producers



Signature Practice 4 (ALLI 3.2B, 3.3B) represents these little things called Common Core, Next Generation Science Standards, etc. that are now part of education today (Read sarcasm). These more rigorous standards call for students to move beyond the consumption of information to being creators and producers. We believe that providing opportunities to use their creativity, be innovative, and try to solve difficult problems, no matter how little, can go a long way in our students' academic and professional careers. Especially given the nature of the 21st century job marketplace and economy, blended learning really needs to call for students to have opportunities to think outside the box and do things differently. This is our "Pinky Promise" to the Common Core, NGSS, and 21st century education.

ALLI Standards and Observation Questions

Look-Fors

ALLI Standard:

**3.2 Facilitates Instructional Cycle
B. Cognitive Level of Student Learning Experiences**

Observation Questions:

- What is the level of cognitive engagement for all learning experiences?
- Does the level of cognition match the level required by the content area learning objectives?
How does the teacher differentiate and/or provide choice for individual students to enhance cognitive engagement?

All Models:

- ☐ Students are engaged with higher DOK level work throughout the lesson cycle, including having opportunities to create and produce knowledge and information.
 - Students are asked to develop digital and non-digital artifacts to demonstrate their mastery of the content.
 - Students engage in project/problem-based learning tasks that are relevant and responsive to their interests, passions, and goals
- ☐ When asked, students are able to articulate why they are at a specific station/group and how the activity that they are engaged with is helping them with their individual student mastery.
- ☐ Students are provided with differentiated learning experiences and/or tasks based on their individual needs
 - Teacher creates and/or utilizes various multimedia to differentiate learning for students and posts these in the digital agenda, website, or learning management system.
 - Teacher provides a playlist of learning opportunities, readings, videos, assignments, etc. so students of varying mastery levels and/or learning styles can have equitable access to the content.
 - Teacher uses a tool like Mail Merge to create custom assignments, study guides, and/or documents for individual students based on data and instructional need.

Station-Rotation:

- ☐ Teacher implements stations where the timing of stations and grouping of students varies based on learning needs and instructional objectives for the day.
 - Teacher has posted objectives and standards listed at each station for student mastery review.

PACE Forum:

- ☐ Students have the freedom and autonomy to work at their own pace and demonstrate their understanding through a variety of means.
- ☐ Teacher provides targeted intervention and/or acceleration activities and guided instruction to meet small group and individual needs.

Technology Enhanced:

- ☐ Teacher provides opportunities for groups and individuals to work on their specific learning needs.

ALLI Standard:

**3.3 Implementation of instructional strategies
B. Academic Discourse**

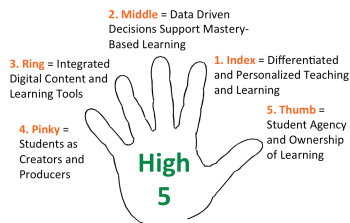
Observation Questions:

- To what extent does the teacher require students to use academic vocabulary, discuss academic ideas, and justify their reasoning?
- At what points during the class period are students engaged in discussion with the teacher and one another?

- ☐ Teacher requires students to defend their thinking and justify their reasoning when discussion prompts and questions are posed.
 - Students use strategies like RADD (Restate-Answer-Defend/Details) or "Say-Mean-Matter" to justify their reasoning in their responses.
 - Students justify their thinking in online communications with one another.
 - Students engage in collaborative tasks such as Google presentation creation where each student is responsible for creating slides with academic vocabulary and review their peers' work.
- ☐ Students facilitate discussions in whole class setting, stations, and/or small groups.
 - Students facilitate discussions through helping trios, reciprocal teaching, jigsaw activities, Socratic Seminars, fish bowls, etc.
- ☐ The percentage (or ratio) of student talk exceeds that of teacher talk.
 - When observed, student voices are constantly heard discussing academic content
 - In Project/Problem Based Learning, students are required to publicly present their body of work and defend their work to experts, school community, and others.

Blended Learning for Alliance School Transformation Framework for Effective Blended Teaching and Learning

Signature Practice 5 (Thumb): Student Agency and Ownership of Learning



Signature Practice 5 (ALLI 2.1A, 2.2A, 2.4A, 3.4C) is represented by the thumb. What do we think about when we see someone give a thumbs up to someone? A lot of positive thoughts come up when you think about a thumbs up. When we think about Signature Practice #5, let's look at this as representing the positive thing of having students take more agency and ownership of their learning and being more self-directed. These are good things that will undoubtedly support them through college and career. There are too many stories of low-income students going to college from low-performing schools or communities and not being successful and/or dropping out. Blended learning supports students being more self-directed and taking more ownership of their learning so they're able to be more successful in college and career. This starts with the classroom culture and environment we create and grows as students demonstrate increased agency in their learning.

ALLI Standards and Observation Questions

ALLI Standard:
2.1 Creates a classroom/
community culture of learning
A. Value of effort and
challenge

Observation Questions:

- How does the teacher create high expectations in the classroom?
- How does the teacher emphasize the production of high quality work as opposed to simple completion of work?
- How do the students hold themselves accountable to high performance?

ALLI Standard:
2.2 Manage student behavior
through clear expectations and a
balance of positive
reinforcement, feedback, and
redirection
A. Behavioral expectations

Observation Questions:

- How has the teacher established clear and consistent rules and expectations?
- How does the teacher communicate clear, high standards for student behavior?

Look-Fors

- ☐ Teacher celebrates effort, grit, perseverance, and challenge through verbal and non-verbal communication
 - Teacher makes connections to college
 - Bulletin boards, data walls, and/or website communicate high expectations and celebrate accomplishments
 - Teacher provides on-the-spot recognition of mastery through sticker charts and verbal praise, etc.
- ☐ Students work hard and persist through challenges with the digital content assignments and class activities
 - When seen struggling, students don't automatically ask teacher for help. Students access online, digital, and non-digital resources for help.
 - Teacher uses strategies such as "Ask 3 Before Me" to promote more student self-directedness
- ☐ Students hold themselves and their peers accountable in stations and/or group work
 - Teacher uses group roles
 - Peer-to-peer evaluations
 - Students track their progress in Google Docs on another online platform
- ☐ Students can show evidence of high quality work
 - Teacher posts work on bulletin boards reflecting high scores and/or comments
 - Teacher has bulletin boards specifically focused on digital content results show great results
 - Teacher or students are able to share examples of artifacts/assessments to re-assess/student use of results to create action plans for learning.
 - Students engage in project-based learning that aligned to content standards, addresses real world issues, and demonstrates their knowledge of specific content and concepts.
- ☐ Students share and take pride of their work completed in digital and non-digital content
 - Students show enthusiasm for getting a high score or answering a question correctly
- ☐ There are clear procedures for entering and exiting class, passing out materials, using technology, station work, etc.
 - Teacher verbally explains rules and expectations
 - Procedures are posted in various places in the classroom
 - Upon entering the classroom, students copy their learning objectives posted on the whiteboard and/or class website/digital agenda in their notebook.
 - There are clear procedures and expectations (posted or verbal) about conduct that support development of student social skills, self-regulation, and student engagement with academic tasks.
 - Academic and behavioral expectations such as the Framework for Effective Learners (FEL) posters in every classroom and teacher has specific FEL focus indicators each week.
 - Students know the expectations and follow them for each of the designated stations/centers of the classroom
- ☐ Teacher and students make proactive statements to promote academic norms for one another
 - Student in a group directs/redirects a peer in his/her group
- ☐ Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment

Blended Learning for Alliance School Transformation
Framework for Effective Blended Teaching and Learning

<ul style="list-style-type: none"> Are the students holding one another accountable to high expectations for behavior? 	<ul style="list-style-type: none"> Students follow rules without prompts <input type="checkbox"/> Teacher utilizes student mentors, student ambassadors, greeters, and/or other classroom leaders to support more student-directed learning <ul style="list-style-type: none"> Students communicate the behavioral and academic expectations for each station Students facilitate station work with their peers
<p><u>ALLI Standard:</u> 2.4 Use smooth and efficient transitions, routines, and procedures</p> <p>A. Routines, procedures, and transitions</p> <p><u>Observation Question:</u></p> <ul style="list-style-type: none"> What are the established routines and procedures for transitioning between activities, groups, and/or stations? 	<input type="checkbox"/> Teacher incorporates routines and procedures for transitions and productive collaborative and individualized work <ul style="list-style-type: none"> Teacher uses a timer, music, countdown, or another strategy to transition students between activities and/or stations There are clear expectations for levels of noise, talk, or silence for the various activities and/or stations in the classroom Teacher uses a checklist to monitor class work time <input type="checkbox"/> Teacher utilizes student mentors, student ambassadors, greeters, and/or other classroom leaders to assist with transitions <ul style="list-style-type: none"> Students monitor traffic patterns in the class Students keep track of time Students lead and/or explain expectations in groups/stations <input type="checkbox"/> Students facilitate the procedures and develop action plans for ensuring smooth transitions and effective use of time <ul style="list-style-type: none"> Teacher makes connections to college Bulletin boards, data walls, and/or website communicate high expectations and celebrate accomplishments Students distribute materials Students raising their hands to speak, assist, and/or participate in the lesson There are clear “Do Now” and/or “Do Next” activities built in to the whole group and/or small group/station work times. Students have checklists on a paper-based or digital format that direct those that need help to videos posted online while allowing quicker workers to go ahead without a major change of activities for the class.
<p><u>ALLI Standard:</u> 3.4 Monitoring student learning during instruction</p> <p>C. Self- Monitoring</p> <p><u>Observation Questions:</u></p> <ul style="list-style-type: none"> How does the teacher engage students in self-monitoring of academic skills or knowledge related to the learning objective(s)? How does the teacher promote student agency and ownership of learning through the use of data? 	<input type="checkbox"/> Students are able to communicate their level of performance in the class <ul style="list-style-type: none"> When asked, students can tell you their Lexile level, benchmark results, content-specific grades, and/or digital content progress. <input type="checkbox"/> Students can articulate the specific standard, misconception, or area of needed improvement that they’re working on during the lesson. <input type="checkbox"/> Teacher provides students with a rubric, checklist, set of instructions, etc. to help students be more successful in monitoring their own work. <ul style="list-style-type: none"> Teacher provides opportunities for students to reflect on their behavior, time management, digital content progress, and academic performance through consistent progress monitoring checks. <input type="checkbox"/> Students specifically identify further steps in learning and explain how these steps develop the academic skills or knowledge related to the learning objective(s). <i>If using a digital agenda embedded in a teacher’s website or learning management system, students can...</i> <ul style="list-style-type: none"> Find and access the digital agenda using a digital device Complete their required assignments for each phase of the lesson cycle through embedded/linked resources, materials, and tasks. Monitor their learning throughout the lesson cycle <input type="checkbox"/> Communicate that they use teacher-provided tools for reflection, goal-setting, consistent reevaluation of progress towards goals.