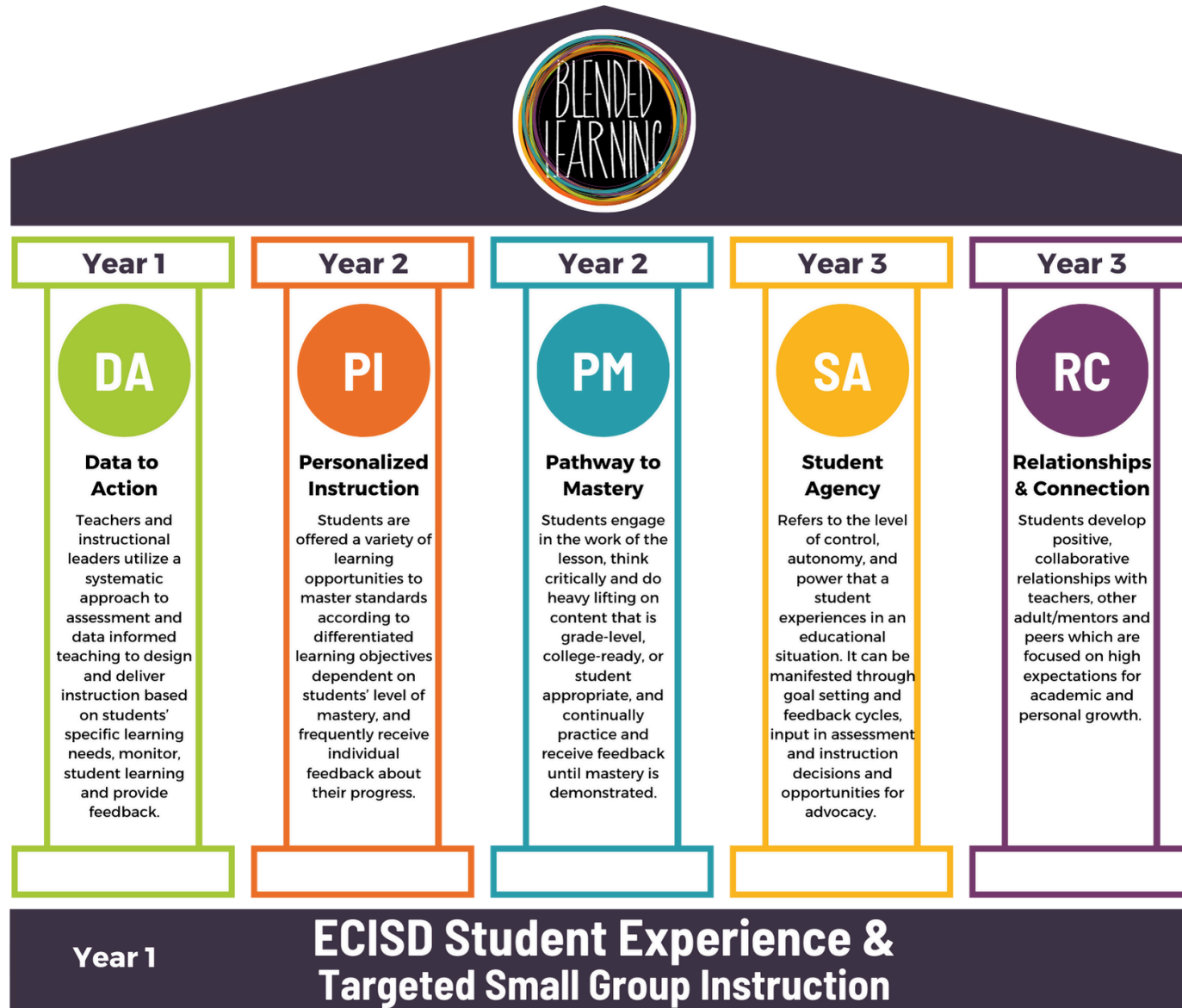


Blended Learning Implementation Pillars & Look-Fors



This document combines the ECISD Student Experience & the RBL Implementation Continuum and has incorporated different look-fors based on the indicators: Beginning, Developing, Practicing, & Achieving.

Which pillar to focus on depends on the implementation year of the teacher you are observing. Please reach out with any questions or concerns. - BL Team

Year 1: [ECISD Student Experience](#) & [Pillar 1 Data to Action](#)

Year 2: [Pillar 2 Personalized Instruction](#) & [Pillar 3 Pathway to Mastery](#)

Year 3: [Pillar 4 Student Agency](#) & [Pillar 5 Relationships & Connection](#)

Ector County ISD Blended Learning Implementation Pillars

The Blended Learning Student Experience Design Pillars and Strategies referenced below are implemented to mitigate the root causes of the problem teams set out to solve. The continuum shows how strategy implementation can progress over time as pilot teachers are provided with opportunities to learn, reflect, and refine their strategy implementation.

ECISD Student Experience

The ECISD student experience aims to provide targeted instruction through small groups, data-driven activities at learning stations, and personalized learning with adaptive software. Effective implementation across these strategies leads to a highly differentiated and engaging learning environment for all students.

Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Teacher Led Targeted Small Group Instruction	<i>Teachers lead targeted small group instruction.</i>	Teacher rarely provides small group instruction, or it is not targeted to specific student needs. OR Not evident at time of visit	Teacher provides some small group instruction, but it may not always be targeted or differentiated.	Teacher regularly provides small group instruction, targeting specific student needs and differentiating instruction.	Teacher consistently provides high-quality, targeted small group instruction, differentiating instruction effectively to meet the needs of all learners.
Stations with Data Driven Activities	<i>Teachers have stations with data driven activities.</i>	Stations are rarely used, or activities are not aligned with student data. OR Not evident at time of visit	Stations are sometimes used, but activities may not always be aligned with student data or differentiated.	Stations are used regularly, with activities aligned with student data and differentiated for various learning levels.	Stations are used effectively and consistently, with activities aligned with student data, differentiated for various learning levels, and providing opportunities for collaboration and problem-solving.

Adaptive Software Station	<i>Teachers are utilizing district provided adaptive software programs.</i>	Adaptive software is rarely or never used. OR Not evident at time of visit	Adaptive software is used occasionally, but not consistently or effectively.	Adaptive software is used regularly, but implementation may not be fully optimized for student learning.	Adaptive software is used effectively and consistently, with data from the software used to inform instruction and differentiate learning.
Look-fors:		Beginning	Developing	Practicing	Achieving
		• Infrequent or inconsistent use of small group instruction. Small groups not strategically formed (e.g., not based on student data). Instruction during small groups is not differentiated or targeted to student needs. • Infrequent use of stations. Activities at stations are not aligned with student data or learning needs. Stations are not well-organized or managed, leading to confusion and off-task behavior. Limited differentiation within stations to address different learning levels. • Infrequent or inconsistent use of adaptive software. Lack of clear procedures for using the software. Students not engaged or motivated when using the software. Limited use of data from the software to inform instruction.		• Consistent and strategic use of small group instruction. Small groups are formed based on student needs and learning goals. Instruction during small groups is differentiated and targeted to student needs. Clear learning objectives and engaging activities are provided for each small group. • Regular and effective use of stations. Activities at stations are aligned with student data and learning needs. Stations are well-organized and managed, with clear instructions and expectations. Activities at stations are differentiated to address different learning levels. • Consistent and effective use of adaptive software. Clear procedures and expectations for using the software. Students are engaged and motivated when using the software. Data from the software is used to inform instruction and differentiate learning.	
Pillar 1: Data to Action Teachers and instructional leaders utilize a systematic approach to assessment and data informed teaching to design and deliver instruction based on students' specific learning needs, monitor student learning and provide feedback to students.					
Strategy	What is it?	Beginning	Developing	Practicing	Achieving

[BACK TO TOP](#) 

Growth Based Assessment	<i>Teachers use growth-based assessments to plan instruction and monitor progress.</i>	I support multiple administrations of growth-based assessment several times a year.	I review growth- based assessment results to understand student progress as benchmarks are completed.	I use growth based assessment results to plan instructional units throughout the year.	I use growth based assessment results to plan instructional units and monitor ongoing progress throughout the year
Data Driven Instruction	<i>Teachers use multiple sources of data to plan instruction and monitor progress.</i>	I tend to use a single source of data to understand student progress.	I use multiple sources of data to understand student progress.	I use multiple sources of data to understand student progress and inform my planning for instructional units throughout the year.	I use multiple sources of data to understand student progress, inform my planning for instructional units, and monitor student progress throughout the year.
Flexible Instructional Grouping	<i>Teachers utilize various grouping strategies (e.g., homogeneous, heterogeneous) depending on learning objectives and students' proficiency levels.</i>	When students work in groups, I typically group them by convenience not informed by data.	When students work in groups, I sometimes use data to form homogeneous or heterogeneous groups depending on the learning objectives.	When students work in groups, I frequently use data to form homogeneous or heterogeneous groups depending on the learning objectives.	When students work in groups, I almost always use data to form homogeneous or heterogeneous groups depending on the learning objectives.
Look-fors:		Beginning	Developing	Practicing	Achieving
		- Teachers may not consistently share formative and summative assessment data with individual students. - Little to no evidence of data to inform instructional decision-making (in lesson plans, conversations, on the wall) - Students are not able to articulate a rationale for their current task that is grounded in data. Ex. "I'm working on this because my teacher told me,"		- Student data trackers include multiple sources of data - diagnostic assessments, Checkpoints, MAP, STAAR, iReady, learner profiles, parent surveys, learning styles inventory, etc. - Data trackers are regularly updated to reflect most current student info - Students have access to data trackers - Teachers tag instructional decisions with the sources of data that informed that decision (small group, iStation, Checkpoints, etc) - When giving instructions, introducing activities, facilitating small groups, etc The teacher provides a rationale for her decision using evidence from data. E.g. (to a small group): "Based on yesterday's successful exit ticket on the circulatory system in your independent station and your group's interest in reptiles, we're going to compare what you know about the	

		human circulatory system to the circulatory system of snakes.” • Students can articulate a rationale grounded in data for why they are working on their current task. • In PLCs, teachers regularly analyze academic and non-academic data together to make decisions on how to best support all individual students (individual students). • Teachers analyze data at the standard (TEK) and/or skill levels, beyond the tier or strand.
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Questions to Consider during PLCs or teacher conferences:	• What systems are in place to share data with students? • How do students track their own progress towards mastery or goals? • What type(s) of data are included on data walls? ...in data binders? Is the data current? Who keeps the data current (students or teachers)? • Can students articulate goals related to the content area and learning standard(s)? (time in class, what personalized playlist they complete, assignments, etc.) • Are teachers setting high expectations and goals for each individual student? • How do you respond to data at the individual student level, small group level and whole group level?
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[BACK TO TOP](#) 

Pillar 2: Personalized Instruction

Students are offered a variety of learning opportunities to master standards according to differentiated learning objectives dependent on students' level of mastery, and frequently receive individual feedback about their progress.

Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Varied Learning Experiences	<i>Students access content from a variety of learning experiences which vary according to students needs and preferences.</i>	Students access the same content through the same learning experiences (e.g., whole group instruction).	Students access content through a variety of learning experiences and all students access the same modalities equally (e.g. students rotate to the same stations as their peers for similar time increments and similar learning activities).	Students access content through a variety of learning experiences which vary according to each student's need.	Students access content through a variety of learning experiences which vary according to each student's need and students have some choice in selecting learning experiences.
Differentiated Learning Objectives	<i>Teachers use differentiated learning</i>	I use the same learning objectives for all students	I sometimes design learning objectives that	I frequently design learning objectives that	I almost always design learning objectives that are

	<i>objectives based on students' level of mastery.</i>	at all times.	are differentiated to facilitate progress for different groups of students.	are differentiated to facilitate progress for different groups of students based on students' levels of content mastery.	differentiated to facilitate progress for different groups of students based on students' levels of content mastery. I make sure the lessons are engaging and challenging for all students.
Individual Feedback from Teacher	<i>Teachers provide timely and frequent feedback to help students improve and set time aside to help students set goals and reflect on progress throughout the school year.</i>	I provide student grades and their growth based assessment results periodically throughout the year to help them improve.	I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve.	I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve <u>and</u> I <u>sometimes</u> use class time to help students set goals and reflect on their progress.	I provide specific feedback to each individual student based on student grades and other academic progress information (e.g., mastery level, TEK standards, growth based assessments) in a timely manner to help them improve <u>and</u> I <u>frequently</u> use class time to help students set goals and reflect on their progress. I do so multiple times a year depending on the needs of my students.
Leverage Technology	<i>Teachers utilize educational technology programs to enhance students' learning experience.</i>	I use educational technology program(s) to substitute for other learning activities in a way that enhances students' learning experience	I use educational technology program(s) in my class that allow students to progress upon mastery of skills and content and/or allow me to assign learning materials to students that support specific learning objectives.	I use educational technology program(s) in my class that allow students to progress upon mastery of the skills and content and/or allow me to assign learning materials to students that support specific learning objectives. I monitor students' learning behaviors during the online work time to ensure students	I use an educational technology program in my class that allows students to progress upon mastery of skills and content and/or allow me to assign learning materials to students that support specific learning objectives. I monitor students' learning behaviors during the online work time to ensure students are engaged in learning.

				are engaged in learning.	For students who do not make progress with the online instruction, I work with them directly until they are ready to rejoin the online instruction.
Look-fors:	Beginning	Developing	Practicing	Achieving	
	• The use of online software is often done for compliance and is time bound (ie. a certain amount of time using the software). • Students complete the same content/software at the same time. There is little to no flexibility for individual students. • Online assessments/tools are completed by students, however the data is not used to individualize content.		• Schools and educators use competency based adaptive software to respond rapidly to the needs of students and engage in continuous improvement. • Teachers take advantage of the technological advances in online learning for personalization. • Students learn at their own pace, anytime, anywhere. • Students increase their proficiency and advance upon demonstrated mastery. • Competencies include explicit, measurable, transferable learning objectives that empower students. • Assessment is meaningful and a positive learning experience for students. • Students receive timely, differentiated support based on their individual learning needs. • Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.		
	• A classroom is not competency-based or personalized simply because students are learning with digital content, are using adaptive software, or have flexible pacing. • How clearly does the teacher understand proficiency/mastery of content for individual students? • Does the teacher tailor to each student's strengths, needs and interests? • Is the classroom organized appropriately to provide timely and differentiated support for individual students? • What does the teacher (and student) do when a student is successful and when a student is not successful?				
Questions to Consider during PLCs or teacher conferences:					
Pillar 3: Pathway to Mastery					

BACK TO TOP

Students engage in the work of the lesson, think critically and do heavy lifting on content that is grade-level, college-ready or student appropriate, and continually practice and receive feedback until mastery is demonstrated.

Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Essential Content: Instructional Materials	<i>Students work with high quality instructional materials aligned to the appropriate grade level standards.</i>	Some instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are not appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/ or students' IEP goals (e.g., Lexile level and complexity of text).	Most instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/or students' IEP goals (e.g., Lexile level and complexity of text).	All instructional materials students use (e.g., texts, questions, problems, exercises and assessments) are high-quality and appropriately demanding for the grade/ course/ competency and time in the school-year based on guidance in the standards and/ or students' IEP goals (e.g., Lexile level and complexity of text).	All descriptors for "practicing" are met, and the following evidence is demonstrated: - Students make connections between what they are learning and other content across disciplines. - Students independently connect lesson content to real-world situations.
Essential Content: Lessons	<i>Students complete lessons aligned to the appropriate grade level standards.</i>	The lesson does not focus on content that advances students toward grade-level or aligned competency standards or expectations, and/or IEP goals.	The lesson partially focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or IEP goals.	The lesson focuses on content that advances students toward grade-level or aligned competency standards or expectations and/or IEP goals.	All descriptors for "practicing" are met, and the following evidence is demonstrated: - Students make connections between what they are learning and other content across disciplines. - Students independently connect lesson content to real-world situations.
Academic Ownership (Cognitive Workload)	<i>Students are responsible for doing the thinking in the classroom.</i>	Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of	Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis,	All descriptors for "practicing" are met, and at least one of the following types of evidence is demonstrated: - Students synthesize diverse perspectives or points of view during the

		students complete most of the cognitive work.	the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	lesson. - Students independently show enthusiasm and interest in taking on advanced or more challenging content.
Look-fors:	Beginning	Developing		Practicing	Achieving
	• The teacher almost always or always has one objective posted for the whole class. • The learning objectives (LO) may be undifferentiated to address different student needs. • If the LO is indeed differentiated, differentiation may not align with student needs or goals, as demonstrated by data. i.e. differentiation is not purposeful. • Students can sometimes articulate the LO and why it's important.		• The teacher may have several different learning objectives posted to meet various student needs and goals. E.g. Each station/group of students may be assigned a different learning objective. At the highest level of each implementation, a student is assigned a different learning objective (LO). • Alternatively, the whole class may be addressing the same learning objective, but groups of students may be engaging with the learning objective (LO) at different levels of rigor. E.g. groups of students may be assigned a different text aligned to their Lexile level to master a common LO about theme. • Differentiation of LOs is purposeful and reflects student data. Depending on the needs of the class, multiple LOs may not always be appropriate. • Students can usually/always articulate the LO, why it's important, and how it's aligned to their individual needs and goals.		
Questions to Consider during PLCs or teacher conferences:	• Are one or more learning objectives (LO) evident in the classroom (either on the wall, at a station, or in a Data Tracker)? If so, is the LO differentiated to address various student needs and goals? • Can students define the LO in their own words, describe why it's important, and identify how it's aligned to their individual needs and goals?				
BACK TO TOP Pillar 4: Student Agency Refers to the level of control, autonomy, and power that a student experiences in an educational situation. It can be manifested through goal setting and feedback cycles, input in assessment and instruction decisions and opportunities for advocacy.					

Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Self Direction (Progress Ownership)	<i>Students set academic and non-academic goals, and track and reflect on their progress.</i>	I set students' academic and nonacademic goals, and help students track progress against those goals.	I work with students to co-set personal academic and nonacademic goals, and track progress against those goals. I help students to reflect on their strengths and identify areas for growth.	I give students the autonomy to set their own academic and nonacademic goals. Students understand how to track their own progress against those goals. I review results with students and ask them to reflect on their own strengths and identify areas for growth.	Students become leaders because they set personal academic and nonacademic goals, track progress against those goals, and reflect on strengths and identify areas for growth with minimal amount of support needed from me.
Opportunities for Input (Process Ownership)	<i>Students make informed and important decisions about their learning process, including the selection of learning activities, and how and when they demonstrate mastery.</i>	I make decisions about students' instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	I sometimes provide opportunities for students to make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	I frequently provide opportunities for students to make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.	I almost always provide opportunities for students to make informed and important decisions about their instructional experiences, such as how they'll demonstrate mastery, when they'll demonstrate mastery, and what activities they will pursue along the way.
Self Advocacy	<i>Students advocate for themselves within the classroom community and beyond.</i>	Students rely on me to advocate for their needs, interests, and aspirations.	I encourage students to advocate for their own needs, interests, and aspirations when prompted by me.	Students often advocate for their own needs, interests, aspirations, and overall classroom community without prompting from me.	Students almost always advocate for their own needs, interests, aspirations, and overall classroom community; and, extend their advocacy beyond the classroom.
		Beginning	Developing	Practicing	Achieving

Look-fors:

• The teacher has set academic and perhaps non-academic goals (example: attendance, discipline, learning chess, etc.) for the whole class or group of students within the class. E.g., a 3rd teacher sets goals for the ELLs, Tier 3 students, and SPED students in her class; an 8th grade teacher set a class goal for 80% mastery of Math TEKS by the end of the school year. • Established goals may be long term (i.e. the school year or beyond) and/or unchanging. • Individual student goals (if they exist) are not visible in the classroom, as they are maintained in a teacher binder, in an online portal, etc. that is not accessible to students. Class-wide goals may be visible/accessible on the walls, on a class website, etc. • Teacher reflection on students' progress towards goals is maintained in his/her personal binder, online portal journal, etc. • Students may sometimes reflect on progress towards class or group goals, e.g., at the end of the 6 weeks, semester, and/or year and why they may be relevant to their academic/non-academic success. The teacher can name students' goals, how he/she set those goals, and why those goals are relevant to students' academic/non-academic success. • Students are not able to articulate a rationale for their current task that is grounded in data. E.g. "I'm working on this because my teacher told me."	• Students have individual academic and non-academic (example: attendance, discipline, learn chess, etc.) goals established for the short-term (i.e., 6 weeks or semester) and long-term (i.e., the school year and beyond). The teacher has developed and deployed common tools for students to use to establish goals, track progress against goals, and reflect. I.e teachers have an infrastructure in place to facilitate student-led goals-setting. • Students' personal academic and non-academic goals are visible in the classroom (e.g. in a student portfolio, binder, folder, wall charts) and are in active use by the students. They readily access their goals and draw on what they know about their goals to inform what, how and why they are engaged during class time). E.g., "My writing goal for the semester is to write a five-paragraph narrative by the end of the semester. I set that goal because I could write a three-paragraph narrative during our diagnostic writing sample at the beginning of the year, and I want to build up to five paragraphs. This goal is important because I know that good authors can tell their stories with lots of detail, and I want to be a children's author one day." • Students' reflection on progress towards those goals is visible in the classroom (e.g. in a student portfolio, binder, folder, journal, blog, chart) and is in active use by the students. • Students have regular time built into every school day to track and reflect on their goals (e.g. through journaling, one-to-one conferencing with the teacher, peer reflection, morning meeting with the class). • Students can name their goals, how they set those goals, why they chose those goals, and why the goals are relevant to their academic and non-academic success. Students can articulate how their goals connect to learning in class every day. E.g. "Today we're learning about the setting
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		of a story. Knowing what a setting is and how to describe a setting will help me with my goal of writing a five-paragraph narrative by the end of the semester.”
Questions to Consider during PLCs or teacher conferences:	• Are goals visible in the classroom – e.g. on the walls, on a class website, in student binders/journals, etc.? • Are students interacting with the goals in some way or are they just posted? • Is progress against the goals visible in the classroom – e.g. on a class and/or individual tracker • Is there time built in the week, day or class period for students to reflect on and discuss their goals? • Are students tracking what matters most? Is there any data that the teacher(s) know/understand/have that is not in the hands of students? • In order for students to exhibit agency, is there any other data that needs to be made student friendly and given to students? • Are students tracking what matters most? Is there any data that the teacher(s) know/understand/have that is not in the hands of students? • In order for students to exhibit agency, is there any other data that needs to be made student friendly and given to students?	
Questions for students:	• What are your goals in this class? • Did you have a role in setting your personal goals? Did you have a say in the goals? Did you help write them? • Are you making progress on those goals? How do you know? • What do you do when you have mastered the content?	

[BACK TO TOP](#) 

Pillar 5: Relationships & Connection

Students develop positive, collaborative relationships with teachers, other adults/mentors and peers which are focused on high expectations for academic and personal growth

Strategy	What is it?	Beginning	Developing	Practicing	Achieving
Relationship with Students	<i>Teachers develop supportive relationships with students which respect individual and collective identities in the community and empower learners.</i>	I develop supportive relationships with students.	I develop supportive relationships where students give and receive regular feedback.	I develop supportive relationships where students give and receive regular feedback and feel empowered to exercise their agency.	I develop supportive relationships that acknowledge and respect the individual and the collective identity(ies) in the community, and empower all learners to exercise their agency.
Peer Collaboration	<i>Teachers create a learning community through facilitating peer collaboration that maximizes student learning.</i>	Students primarily work independently or with me to receive support, feedback, and accomplish their individual learning objectives.	I sometimes provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that support students' learning	I frequently provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that support students'	I almost always provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that support students' learning

			objectives.	learning objectives. Peer learning and collaboration are present.	objectives. Peer learning and collaboration are apparent.
Sense of Purpose	<i>Students believe they belong to the learning community which allows them to define their purpose and take leadership roles.</i>	Students may have positive, respectful relationships with peers, but do not feel a sense of belonging to or ownership of the larger learning community.	Students believe they belong in the learning community.	Students believe they belong in the learning community and actively contribute to nurturing a sense of belonging among their peers.	Students' sense of belonging allows them to take leadership roles and define their purpose among the larger learning community.
Look-fors:		Beginning	Developing	Practicing	Achieving
		• Students enter the classroom to sit and wait for directions/first activity and to learn expectations for the day and what materials they will need for the lesson. • Teacher pauses the class during transitions and informs students where to go, when, and in what manner (transitions). • Routines, procedures and directions may not be posted in the classroom and only told to students at the beginning of the lesson. • Classroom set-up makes it hard for students to move around efficiently and without disruption to other students and/or the teacher. • Teacher manages most equipment, materials and supplies for students. Students do not have roles and responsibilities. • Furniture allows for students to move around efficiently and without disruption to other students or the teacher. • Technology routines are not in place to maximize instructional time, e.g., students do not know how to access various academic programs such as iStation independently; students are unclear how to pick-up and/or return their devices; students are unclear about how to troubleshoot		• Students self-monitor behavior and self-correct and/or support their peers to correct without interference from the teacher.* • When confusion arises, students seek guidance/clarification from their peers before their teacher.* • Students have a clear understanding of what's expected of them in the classroom (both academically and behaviorally) and can identify when they are not meeting expectations.* • Students hold each other accountable and provide feedback to one another with care and consideration.* • Students know why they are working on learning activities and feel personally motivated to do their best work.* • Students know their strengths and know how to get support for their challenges - they do not feel daunted by them - rather they are excited to approach them and their efforts are celebrated.* • The teacher conveys their own enjoyment of learning through language, facial expressions, actions, and tone and models their personal motivation to approach their challenges to students.*	

	independently. • When technology/wifi does not work, the teacher stops class and students lose instructional time waiting for next steps.	• Celebrations of academic and non-academic accomplishments are a regular part of the classroom culture. • Teachers and students smile, laugh, and exude an energy for learning often.* • There is a high level of trust: student to student; teacher to student; teacher to teacher and teacher to admin and vice versa. This results in honest conversations focused on excellence and personalization. • In PLCs, teachers regularly analyze academic and non-academic data together to make decisions on how to best support all students. * “Instructional Rigor.” The PL Toolbox, https://www.theplttoolbox.com/
Questions to Consider during PLCs or teacher conferences:	• What does the teacher do as students arrive in the classroom? • Are instructional materials/technology ready for use? • What are student responsibilities regarding materials? • Do students know where to find instructions/activities? Are instructions/activities posted in the room or virtually (ie. Seesaw, Schoology?) • How are students guided in the upkeep of the room and learning materials? • How are students recognized during classroom instruction and using online tools? (Seesaw, Classroom Dojo.etc) • Is there a culture of professional collaboration among colleagues - which focuses on students' individual needs? • Is the campus principal (and assistant principals) the primary blended learning leader and the change agent? • How is the culture of the classroom supported by data and rigor and helping students to develop student agency? BACK TO TOP 	

This continuum was informed by the following sources with support from [McRel International](#); [Raising Blended Learners](#)’ Demonstration Site Implementation; [“The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency”](#) Ronald F. Ferguson with Sarah F. Phillips, Jacob F. S. Rowley, and Jocelyn W. Friedlander, Harvard University, October, 2015; [TNTP Blended Core Teaching Rubric](#) ; [The Dallas ISD PL Coaching and Development Rubric](#).