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SETON BLENDED LEARNING MODEL: KEY INDICATORS

Blended learning can look a lot of different ways throughout a school building, but there are key elements that should be present regardless of how a teacher uses it in their individual classroom. This document outlines the ideal ways in which the elements of the blended learning model can look and sound in a classroom and school. It can be used as a tool for teachers and leaders throughout the year to evaluate how blended learning is going in their classroom and school and make adjustments where needed. The descriptions are not exhaustive or in chronological order, but rather various ways in which the elements could be implemented. These elements are organized into four categories that should be present in a blended learning school or classroom. Within each of the four categories, there are elements that have been organized into topics.

   a.   Systems and culture
   b.   Investment and accountability
   c.   Instructional elements
   d.   Data-driven instruction

Systems and culture

Topic	Element	What could this look and sound like in an ideal blended learning classroom?
Teachers mindsets and actions	Teacher as the leader within their classroom	– Teachers take ownership of running the blended learning model – Teachers articulate that all students, regardless of their data, can achieve – Teachers communicate their understanding that they are an important part of student achievement, not just computers
	Investment in blended learning	– Teacher actions, shared reflections, and communication indicate that the teacher believes that blended learning will likely increase student success – Teacher independently seeks opportunities to contribute to the broader success of blended learning at their school-site, e.g. shares resources, best practices, and strategies.
	Effective use of positive behavior systems	– Teacher consistently uses a positive behavior system (i.e. ClassDoJo or Liveschool) to recognize students meeting specific expectations (i.e. "Table 3 is working quietly on the word problem") – Teacher focuses on proactively incentivizing replacement behaviors rather than merely responding to disruptive behaviors when they arise

	Proactive expectation communication	– Teacher clearly and proactively states expectations that are specific, sequential and observable, and include explicit expectations for movement, voice-level and participation – Teacher holds students accountable to expectations – Teacher has students restate expectations once they have been introduced in order to check for comprehension and to reiterate expectations effectively.
	Voice and presence	– Teacher uses a warm yet firm tone with students – Teacher effectively uses non-verbal practices (e.g.proximity, circulation, cues) to increase student engagement and/or redirect student behavior – Teacher does not talk over students, but instead ensures that he/she has the full attention of the class before giving instructions
	Growth mindset identities	– Teacher consistently works to develop a growth mindset in students by promoting specific behaviors. (i.e taking risks, admitting confusion, making mistakes) – Teacher celebrates/rewards/incentivizes growth mindset behavior – Teacher models their own growth mindset to students whenever possible (i.e. calling out a moment when the teacher is learning from a mistake) – Students can recall non-academic and academic examples of when they worked hard and improved
Procedures and systems	Classroom arrangement	– Classroom is arranged in a manner that allows the teacher to easily see student computers while allowing for multiple modalities of learning (whole group, small group, etc.) – Assigned seating system allows for students to always know their work space – Physical arrangement is adapted throughout the year to meet the learning and social-emotional needs of students
	Consistency of blended learning time	– Blended learning (computer learning and teacher-led small group instruction) occurs most days – Teacher makes adjustments to computer learning time based on learning objectives and the academic needs of students (supported by data)
	Enforced computer learning expectations	– Blended learning expectations are posted – Teacher restates blended expectations before rotations – Relevant blended learning expectations (e.g. time on task or time to complete rotation procedure) are tracked and updated.

	Efficient rotation procedures	– Teacher starts rotations with a nonverbal signal – Rotations are silent and completed within 30–45 seconds and once seated students log into Clever and begin working within 30 seconds – Teacher has ability to address other classroom matters in lieu of monitoring student actions during rotation
	Appropriate computer usage	– Students put on headphones and meet volume expectations without redirection – Students keep body & materials within designated personal space – Students are actively engaging with only relevant content – When appropriate, students help their peers meet computer usage expectations
	Independent troubleshooting	– Students are independent in their ability to troubleshooting the most common device issues – Teacher assistance is only needed in "worst case" situations

Investment and accountability

Topic	Element	What could this look and sound like in an ideal blended learning classroom?
Teacher content provider usage	Content provider access	– Teacher knows how to login to content providers – Teacher can utilize a core set of provider-specific features (i.e. previewing a lesson, tools available during a lesson, location of extra resources) – Teacher articulates how features are used to support student learning (i.e. the replay button allows students to hear the question again if they are confused
	Navigate content provider data	– Teacher can independently locate multiple data points within content providers (i.e. how many students have passed lessons in a week) – Teacher checks content provider data as part of an independently scheduled routine
	Interpret data	– Teacher can articulate how relevant data points correspond to their students behavior / achievement during computer learning – Teacher can describe which data points they feel are the best representation of a student's usage or understanding

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Tracking	Teacher based tracking	– Teacher publicly tracks at least one content provider metric that is updated consistently – Teacher adjusts the goal that is being tracked throughout the year to increase rigor and student usage trends
	Student based tracking	– Students track their blended learning progress on a regular basis, and compare their progress to both student-established and teacher-set goals – Students help develop the metrics or methods they will use to track their computer learning progress
	Reflection and goal setting	– Students regularly articulate and reflect on their progress towards goals – Students can state how actions or behaviors contribute to progress – Students create specific, personal action plans that follow "SMART goal" formatting best practices
	Support of school tracking	– Teacher consistently communicates their classes standing with regards to school-wide data tracking – Teacher aligns classroom tracking to school-wide tracking when meaningful – Teacher is responsible for updating their classes data as needed in school-wide trackers
Accountability	Grading (if blended learning work is used)	– Students can explain how their work on blended learning affects their grade – Teachers have visibly posted expectations for content completion within the classroom – Grading criteria is meaningfully adjusted at appropriate times during course of the school year when needed
	Parent communication	– Teacher communicates purpose and goals of blended learning at beginning of year – Teacher executes a regular system/schedule of communicating student performance, accomplishments, goals or needs – Teacher provides support to parents that then empowers parents to support their student's academic growth
Investment	Incentives	– Teacher supports and contributes to school-wide monthly celebrations of growth by actively participating in selection and recognition – Teacher provides ongoing communication, celebration and encouragement of student achievement through classroom incentives – Teacher adjusts metrics used to celebrate based on student needs

		– Teacher creates specific class incentives, rewards, etc. as needed
	Student teacher conferences	– Teacher leads one-on-one conferences with students to discuss their blended learning progress and support them in setting their individual blended learning goals – Students can describe 2-3 actions they need to take in order to reach their goals – Goal setting process is driven by student reflection (i.e. completing a guided or individual conference reflection) – Teacher establishes a structure and schedule for regular conferences that allow for goal setting between academic markers (assessments, projects, etc.)
	Student buy-in	– Students can articulate multiple examples of where their success on content providers has lead to increased understanding of classroom content – Students articulate how they can use elements of the blended learning classroom in their future learning (i.e. use Khan Academy for math support in high school, or join a study group for support similar to small group instruction they are receiving currently)

Instructional elements

Topic	Element	What could this look and sound like in an ideal blended learning classroom?
Student content provider usage	Formal modeling of content providers	– Teacher formally models key content provider features – Teacher recognizes students successfully using key features using in-class positive behavior system – Teacher models or reinforces the use of key features as necessary
	Mastery of content provider features	– Students are regularly and properly using key content provider features properly – Students know why these features help their learning
	Content provider notetakers	– Teacher has a process in place for students to use some form of graphic organizer or note taker to transfer what they are learning onto paper – Teacher provides timely feedback during roll out to ensure student mastery of graphic organizer – Teacher assesses student success with content providers and modifies student notetakers in order to support need skills or habits

Dynamic student grouping	Groupings adjusted based on mastery	– Teacher determines student groupings by standard, topic, or unit proficiency i.e. considering high and low performance in phonics or numbers and operations – Teacher determines and updates some student groupings by objective, or sub–skill proficiency; e.g. "considering high and low performance in decoding or place value"
	Systems that support small group learning	– Robust procedures and systems exist, and are followed with fidelity, that limit interruptions of small group instruction to student emergencies – Students drive the enforcement of systems and procedures
	In the moment small group remediation	– Teacher is consistently providing small group remediation with students who struggled during the current lesson – Teacher maximizes student independent practice to meet with as many students as possible
Teacher content usage	Assigning lessons	– Teacher assigns at least one piece of blended content per week (if content provider has the ability) based on data from current classroom objectives, previously unmastered objectives, or other skill gaps – Teacher is reviewing student's progress weekly – Teacher has a procedure to ensure balance of time spent between adaptive and teacher assigned learning – Teacher evaluates and adjusts students' online content to ensure appropriate level of rigor
	Online learning and classroom connections	– Teacher provides students with opportunities to make and utilize connections between strategies learned on the computer and strategies learned in class when prompted – Teacher creates space for students to make and share connections without teacher prompting

Data–driven instruction

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Topic	Element	What could this look and sound like in an ideal blended learning classroom?
Data analysis	Identifying student instructional needs	– Instructional choices (both the identified skill and the students selected for additional support) are based on student achievement data – Analysis occurs within a reasonable time after students have completed assessments – When possible, data analysis includes cross-referencing different data points to ensure an accurate reflection of student needs
	Identifying type of instruction	– Teacher relies on data analysis to select different methods of targeted instruction as needed to meet student needs – Teacher uses multiple styles of targeted instruction in concert (i.e. uses multiple types of interventions to support gap closing of specific skills)
Instructional design and execution	Backwards instructional planning	– Lesson plan includes a manageable and measurable objective designed considering common assessment items – Teacher creates an assessment during lesson planning, including an answer key that identified what mastery looks like – Planned materials are designed considering the objective and key points first before student work – Planned assessment provides multiple ways to demonstrate mastery – Multiple/variety of materials or instructional resources are available to address misconceptions.
	Teacher modeling	– Lesson plan contains sequential, student-friendly key points – Teacher explicitly models conceptual knowledge and provides think-alouds to illustrate key points
	Student practice	– Lesson plan contains multiple checkpoint questions ask to students after all elements of instruction – Teacher consistently executes planned checkpoints – Teacher provides feedback in real time in an effort to address student misconceptions – Checkpoint questions are specifically designed to assess students understanding of objectives underlying subskills
	Checks for understanding	– Lesson plan contains multiple checkpoint questions ask to students after all elements of instruction – Teacher consistently executes planned checkpoints – Teacher provides feedback in real time in an effort to address student misconceptions

		– Checkpoint questions are specifically designed to assess students understanding of objectives underlying subskills
Ongoing instruction	Mastery assessed	– Teacher utilizes informal and formal student assessment to evaluate mastery – Teacher uses mastery data as sole criteria for targeted instruction success – Targeted instruction objective is assessed at a later date, using a different method of assessment
	Instructional cycle	– Teacher analyzes student needs from assessments and checks for understanding to determine instructional next steps – Plans additional targeted instruction to address needs, until students achieve mastery – Adjustments are made to curriculum, pacing, design and content providers based on assessment data