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TIERS OF BLENDED LEARNING

This resource outlines the typical progression of four essential elements of the blended learning model. Leaders and administrators can utilize this tool to monitor and identify the level of implementation of powerful blended learning habits in any grade or content area. Some leaders choose to use this in conjunction with a classroom observation or walkthrough tool, while other leaders use this tool to develop school wide blended learning priorities. Another use of this resource is the ability for teachers to reflect or identify new strategies or practices they want to implement on their own.

Each element in the table should be observable to some degree in any blended learning classroom. The observable behaviors or indicators of each element are then placed into **phases** where phases 3 and 4 represent the most comprehensive version of blended learning success. Note that this is not an exhaustive list of blended learning best practices, and that the exemplar of any of these elements may look different or be adjusted to fit various school communities, environments and needs.

Organized by phase

Bucket	Phase 1	Phase 2	Phase 3	Phase 4
Student investment	Goal setting & tracking student progress	Conferencing about student progress	Student owned tracking and growth mindset	Student reflections on progress
Online learning	Consistency of online learning	Quality of online learning (screen to paper + help features)	Addressing content provider struggles	Connecting to online learning (assigning lessons)
Small group learning	Consistency of small group learning	Small group learning	Differentiating small group instruction	Targeted instruction based on data (using data)
Data to inform instruction	Student groupings	Identifying needs (interpreting data)	In the moment remediation	

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Organized by phase

Phase 1		
Student investment	Goal setting & tracking student progress	– Class goals are posted – When asked, students can repeat the goal – Public trackers are displayed – Public trackers are updated weekly with current data – Teachers celebrate student growth and progress
Online learning	Consistency of online learning	– K–5 students are on content providers for a minimum of 80 minutes in both math and reading *(verified through content provider data)* – 6–8 students are on content providers at least 3 days a week in both math and reading *(verified through content provider data)*
Small group learning	Consistency of small group learning	– Students learn in small groups at least 3 days a week for at minimum 80 minutes in both math and reading classes **[Ask for: What days did you teach in small groups (or do blended learning)?]**
Data to inform instruction	Student groupings	– Student groups are posted – Students are grouped using one or more data points **[Ask for: How did you create student groups?]**

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Phase 2		
Student investment	Conferencing about student progress	– Teachers meet with students one-on-one to discuss their progress and growth monthly **[Ask for: Student reflection sheet OR Reflection questions]**
Online learning	Quality of online learning *(note-takers + online features)*	– Students utilize important features on content providers – Students utilize note takers while working on content providers – Teachers collect, review, and/or grade student note takers **[Ask for: How are you holding students accountable for their digital learning notes?]**
Small group learning	Small group learning	– Teacher has clear intro, modeling, guided practice, and independent practice in each small group lesson **[Ask for: Lesson plan]** – Teacher uses timer to ensure each group receives adequate instructional minutes
Data to inform instruction	Identifying needs *(interpreting data)*	– Teachers analyze content provider data on a weekly basis **[Ask for: What content provider data are you looking at and how often?}** – Teachers identify students struggling with online learning lessons **[Ask for: Which students are struggling on the content provider this week?]**

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	Phase 3	
Student investment	Student owned tracking and growth mindset	– Students track their own content provider progress – Teachers use growth mindset language in class
Online learning	Addressing content provider struggles	– Teacher plans interventions when content provider data indicates students are struggling **[Ask for: What did you do to help struggling students this week?]** – Teacher assesses student mastery post–intervention **[Ask for: How did you assess mastery for struggling students?]**
Small group learning	Differentiating small group instruction	– Small group learning objectives are the same in each group, with differentiated/scaffolded activities and materials based on student needs – Student groups are flexible and change based on specific skill/knowledge gaps **[Ask for: What led you to include those students in your small group this week?]**
Data to inform instruction	In the moment remediation	– Teachers use data from instruction (i.e. independent practice, exit tickets) to give students immediate help with a skill from the current lesson

Phase 4		
Student investment	Student reflections on progress	– When asked, students can give details about their progress and growth **[Ask for: How are you progressing on your goals?]** – Teachers regularly ask students to articulate what actions they take to make meaningful content provider progress
Online learning	Connecting to online learning *(assigning lessons)*	– Teachers assign lessons on the content provider that directly align to a lesson they are about to teach (or have just taught) **[Ask for: What lessons have you assigned to students? Why?]** – Teachers celebrate moments when students make verbal connections between their progress on content providers and small group work
Small group learning	Targeted instruction based on data *(using data)*	– Small group instruction learning objectives are different in each group – Small group instruction targets skills that need to be reinforced or retaught – Teachers making instructional choices based on data/student needs **[Ask for: What key data points told you to make X choice?]**
Data to inform instruction		

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Organized by bucket

	Student investment	Online learning	Small group learning	Data to inform instruction
Phase 1	Goal setting & tracking student progress	Consistency of online learning	Consistency of small group learning	Student groupings
Phase 2	Conferencing about student progress	Quality of online learning (screen to paper + help features)	Small group learning and planning	Identifying needs (interpreting data)
Phase 3	Student owned tracking and growth mindset	Addressing content provider struggles	Differentiating small group instruction	In the moment remediation
Phase 4	Student reflections on progres	Connecting to online learning (assigning lessons)	Targeted instruction based on data (using data)	

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Organized by bucket

Student investment		
Phase 1	Goal setting & tracking student progress	– Class content provider goal is posted – When asked, students can repeat the goal – Public trackers are displayed – Public trackers are updated weekly with current data – Teachers celebrate student growth and progress
Phase 2	Conferencing about student progress	– Teachers meet with every student one-on-one to discuss their progress and growth at least once a month **[Ask for: Student reflection sheet OR Reflections questions]**
Phase 3	Student owned tracking and growth mindset	– Students track their own content provider progress – Teachers use growth mindset language in class
Phase 4	Student reflections on progress	– When asked, students can give details about their progress and growth **[Ask for: How are you progressing on your goals?]** – Teachers regularly ask students to articulate what actions they take to make meaningful content provider progress

Online learning		
Phase 1	Consistency of online learning	– K–5 students are on content providers for a minimum of 80 minutes in both math and reading *(verified through content provider data)* – 6–8 students are on content providers at least 3 days a week in both math and reading *(verified through content provider data)* – Students are meeting behavioral and focus expectations while working on Chromebooks
Phase 2	Quality of online learning (screen to paper + help features)	– Students utilize help features on content providers – Students can independently troubleshoot tech problems with little or no teacher intervention – Students utilize note takers while working on content providers – Students turn in note takers weekly **[Ask for: How are you holding students accountable for their digital learning notes?]**
Phase 3	Addressing content provider struggles	– Teacher intervenes when content provider data indicates students are struggling **[Ask for: What did you do to help struggling students this week?]** – Teacher assesses student mastery post–intervention **[Ask for: How did you assess mastery for struggling students?]**
Phase 4	Connecting to online learning (assigning lessons)	– Teachers assign lessons on the content provider that directly align to a lesson they are about to teach (or have just taught) **[Ask for: What lessons have you assigned to students? Why?]** *[*applies to Imagine Math, Achieve, iReady, Exact Path]* – Teachers celebrate moments when students make verbal connections between their progress on content providers and small group work

Small group learning		
Phase 1	Consistency of small group learning	– Students learn in small groups at least 3 days a week for at minimum 80 minutes in both math and reading classes **[Ask for: What days did you teach in small groups (or do blended learning)?]** – Students are meeting behavioral and focus expectations during small group lesson
Phase 2	Small group learning and planning	– Teacher has clear intro, modeling, guided practice, and independent practice in each small group lesson **[Ask for: Lesson plan]** – Teacher uses timer to ensure each group receives adequate instructional minutes – Small group learning objectives are clear and activities are aligned to the learning objectives – Students participate in an equitable and consistent manner
Phase 3	Differentiating small group instruction	– Small group instruction learning objectives are the same in each group, with differentiated/scaffolded activities and materials based on student needs – Student groups are flexible and change based on specific skill/knowledge gaps **[Ask for: What led you to include those students in your small group this week?]** – Instruction includes checks for understanding and moments of formal/informal mastery assessment
Phase 4	Targeted instruction based on data (using data)	– Small group instruction learning objectives are different in each group – Small group instruction targets skills that need to be reinforced or retaught – Teachers making instructional choices based on data/student needs **[Ask for: What key data points told you to make X choice?]**

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Data informed instruction		
Phase 1	Student groupings	– Student groups are posted – Students are grouped using one or more data points **[Ask for: How did you create student groups?]**
Phase 2	Identifying needs (interpreting data)	– Teachers analyze content provider data on a weekly basis **[Ask for: What content provider data are you looking at and how often?}** – Teachers identify students struggling with online learning lessons **[Ask for: Which students are struggling on the content provider this week?]**
Phase 3	In the moment remediation	– Teachers use data from instruction (i.e. independent practice, exit tickets) to give students immediate help with a skill from the current lesson
Phase 4	Targeted instruction based on data (using data)	– Small group instruction learning objectives are different in each group – Small group instruction targets skills that need to be reinforced or retaught – Teachers making instructional choices based on data/student needs **[Ask for: What key data points told you to make X choice?]**