

Raising Blended Learners Student Experience Implementation Continuum

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.

Pillar 1: Assessment & DDI

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
Growth Based Assessment	<i>Instructional team uses 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>Instructional team uses 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., homogenous, 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.

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.

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	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.
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			increments and similar learning activities).		
Differentiated Learning Objectives	<i>Teachers use differentiated learning objectives based on students' level of mastery.</i>	I use the same learning objectives for all students at all times.	I sometimes design learning objectives that are differentiated to facilitate progress for different groups of students.	I frequently design learning objectives that are differentiated to facilitate progress for different groups of students based on students' levels of content mastery.	I almost always design learning objectives that are 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 I 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 I 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 are engaged in learning.	I use an educational technology program 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 monitor students' learning behaviors during the online work time to ensure students 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.
Pillar 3: 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.					
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.
Pillar 4: Relationships					
Students develop positive, collaborative relationships with teachers, other adults/mentors and peers which are focused on high expectations for academic and personal growth					

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 objectives.	I frequently provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that support students' learning objectives. Peer learning and collaboration are present.	I almost always provide opportunities for students to collaborate on learning activities (e.g., group station activity, group project) that support students' learning 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.

Pillar 5: Rigor

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.

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	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.
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				(e.g., Lexile level and complexity of text).	
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 students complete most of the cognitive work.	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 the focus of the lesson. The teacher completes some of the cognitive work (i.e., expands on student responses) that students could own.	All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own.	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 lesson. - Students independently show enthusiasm and interest in taking on advanced or more challenging content.

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](#).



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