
Indicators of Digital Readiness

Indicator	Blended Learning
Theme	Education and Classroom Practice
Priority Level	P3
Organizational Level	School

Description of the Indicator

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.

The purpose of this indicator is to redesign instruction to leverage technology in the classroom through a blended learning model. Some type of framework for technology integration should be utilized to evaluate the use of blended learning in the school environment to try and achieve high impact uses of technology.

Why is this action important?

Teachers have the ability to purposefully create learning outcomes and infuse digital learning tools to redefine student goals. Students will be given opportunities to make the best use of technology by creating content to transform their learning experience. Teachers will develop tasks and outcomes that will help students achieve higher levels of learning. The impact of this action will allow schools to leverage technology in a way that will benefit our students in their future.

Indicator Rubric

<p>Insufficient Evidence of Implementation</p> <p>(0 Points)</p>	<ul style="list-style-type: none">● Few or no teachers are demonstrating blended learning in their classrooms● Few to no opportunities for professional development related to blended learning● Little or no data showing blended learning opportunities for students
<p>Foundational Stage of Implementation</p> <p>(1 Points)</p>	<ul style="list-style-type: none">● Some teachers are demonstrating blended learning in their classrooms● Some opportunities for professional development related to blended learning● Some data showing blended learning opportunities for students.● Little evidence exists to show student improvement that is connected to increased or improved blended learning
<p>Achieving Success in Implementation</p> <p>(2 Points)</p>	<ul style="list-style-type: none">● Teachers in the school across grade level and curricular areas are demonstrating components of blended learning in their classrooms● Frequent opportunities for professional development related to blended learning. Some examples of blended learning with high levels of effectiveness are included● Some examples of student and teacher feedback being used to improve blended learning● Some evidence exists to show student improvement that is directly connected to increased or improved blended learning
<p>Exemplary Success in Implementation</p> <p>(3 Points)</p>	<ul style="list-style-type: none">● Majority of teachers in the school across grade level and curricular areas are demonstrating components of blended learning in their classrooms● Frequent opportunities for professional development related to blended learning. Some examples of blended learning grade levels and curricular areas with high levels of effectiveness are included● Many, varied examples that student and teacher feedback are frequently used to improve blended learning● Many different types of data show a direct connection from increased blended learning to student improvement which is sustained over time

Who in the school/district should lead and be involved with this indicator?

All stakeholders:

- Administrators
- Teachers
- Students
- Other staff members
- School Team
 - Technology Coaches/Specialists
 - Curriculum Leaders
 - IT/Assistive Professionals/Leaders
 - Board of Education Members
 - Parents
 - Community Members

How to execute the indicator

School should:

- Provide staff with professional development on blended learning implementation.
- Identify best practices for blended learning and share with staff.
- Provide teachers with opportunities to plan through grade level meetings, Professional Learning Communities (PLCs), Peer-to-Peer observations
- Provide coaching visits (with non-evaluative feedback) for staff members through supervisors, staff developers, specialists, and/or peer-to-peer coaching specific to blended learning techniques.
- Provide examples of model lessons that incorporate effective use of blended learning.

Recommended evidence to submit for successful execution of this action

- Lesson plans or videos of lessons using a blended learning model.
- Professional development offered on blended learning (agendas, sign-ins, etc)
- Model lessons (plans or videos) for blended learning
- Sample student work
- Coaching visits specific to blended learning opportunities
- Minutes from meetings regarding blended learning topics
- Student feedback data
- Teacher survey data
- Data showing that blended learning has made an impact on instruction and student learning

Resources schools can use to complete this action successfully

- [Google Classroom](#)
- [Blended Learning Resources for Teachers](#)

- [Blended Learning Resource Roundup](#)
- [Flipped Classroom Resources](#)

Certified Schools Exemplars: See links for school evidence

1. [Central Elementary School, East Hanover School District, 2018 Bronze Certified](#)

All schools in the East Hanover School District utilize a blended learning model to support student learning. Our one to one Chromebook initiative began at the middle school and by September will have expanded through kindergarten. All of our textbook resources are digital, supporting the continued use of this model to provide instruction.