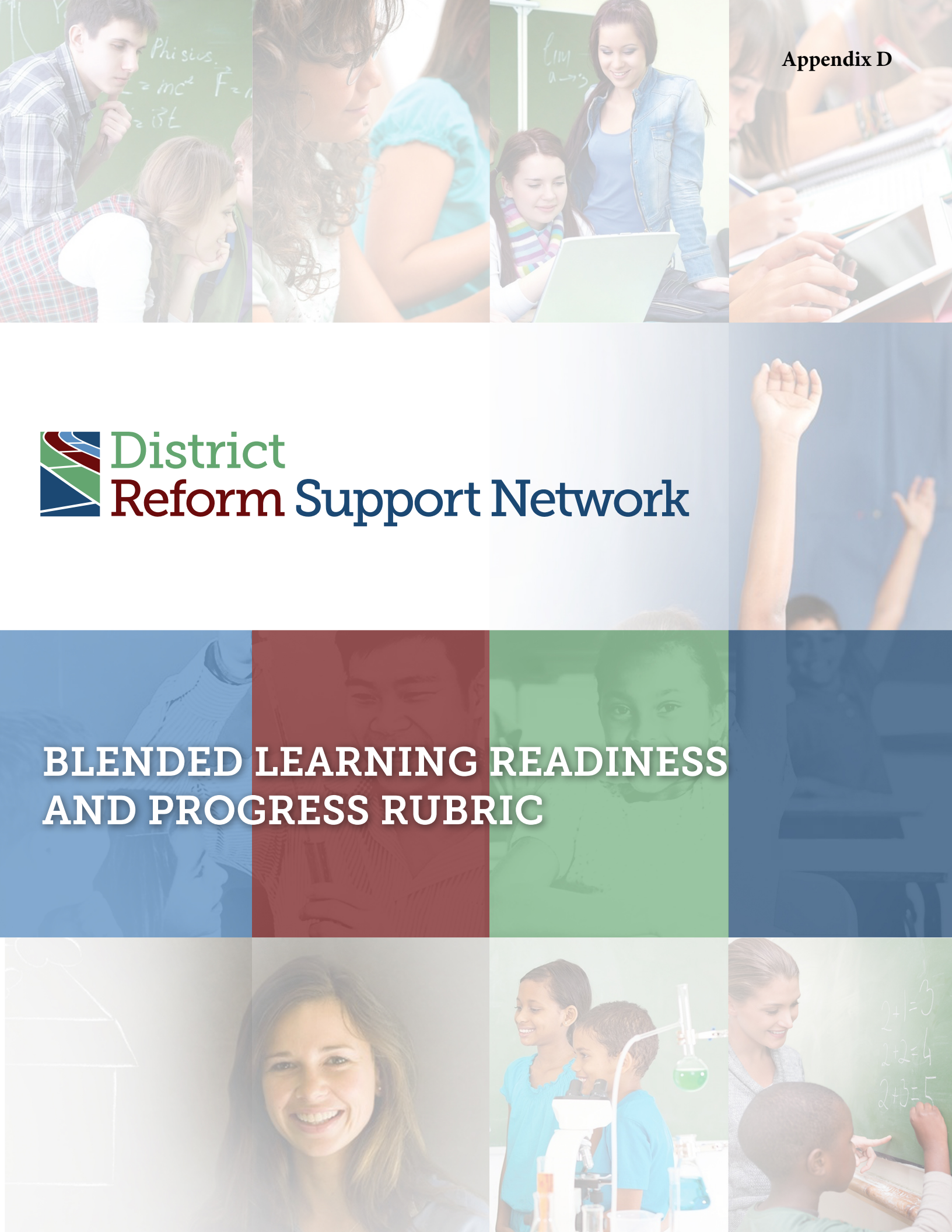




**District
Reform Support Network**

**BLENDED LEARNING READINESS
AND PROGRESS RUBRIC**



The District Reform Support Network (RSN) offers technical assistance and resources to grantees of the Race to the Top-District education reform initiative funded by the U.S. Department of Education. The District RSN's purpose is to support the Race to the Top-District grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms.

The District RSN is also setting the groundwork for distributing lessons learned and sharing promising practices from the Race to the Top-District initiative with all districts, especially those implementing similarly bold education reform initiatives.

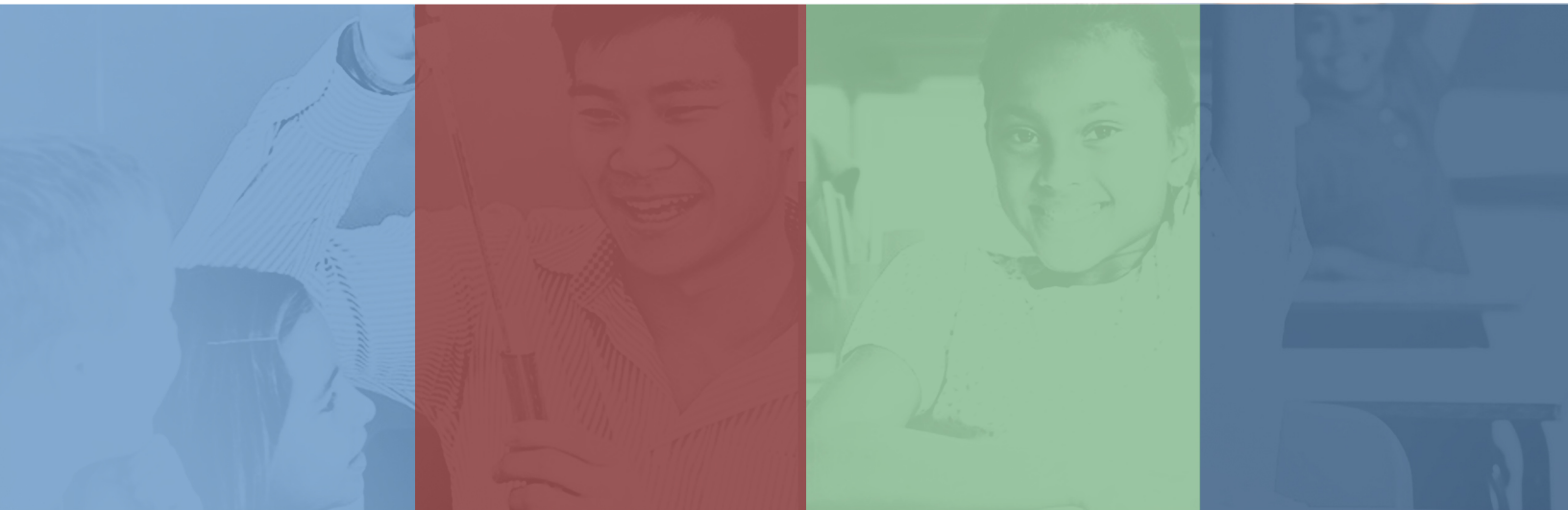


Table of Contents

Introduction	Page 4
Directions	Page 5
Definition	Page 5
Constructs Addressed	Page 6
Blended Learning Readiness & Progress Rubric	Page 8
Implementation Scoring Chart	Page 19
Recommendations	Page 22
Bibliography	Page 23
Acknowledgements	Page 24
Glossary	Page 25

INTRODUCTION

This *Blended Learning Readiness and Progress Rubric* provides a research-based tool that can assist school, district and state leaders in planning and evaluating the implementation of blended learning initiatives. The constructs and indicators included in this rubric are based on local, state and national research and public feedback from practitioners, educators and business leaders.

"One way to determine how well blended learning programs are meeting the needs of students, teachers, staff and the community is through self-reflection and discussion¹." The rubric below provides an objective comparison of an individual program with state and national standards and offers an opportunity for self-assessment and reflection. This rubric provides a comprehensive perspective of blended learning

programs at both the building and system levels; a common language for blended learning implementation strategies; and a continuum describing good-to-great blended learning programs. This rubric provides the opportunity for an initial conversation among a school and/or district team as well as a starting point for an overall planning process. It is encouraged that the rubric be completed as a team with the following directions.

¹"1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>. Note: We adapt and expand upon this resource throughout the rubric below.

DIRECTIONS

School, district and state leaders should use this rubric to reflect on their blended learning initiative, by gathering the appropriate leadership team and reviewing this rubric together. Using the rubric as a whole or to assess targeted areas, rate each indicator within the constructs (Leadership, Professional Learning, Technology & Infrastructure, Content & Curriculum, and Data & Assessment). If you reflect on the rubric individually, gather back together to discuss each item, the meaning of descriptors and how this may apply to your situation. All bullets must be present within each category in order to be awarded full points for each separate indicator. For example, if the school only matches one of the two bullets listed in the Advanced Category, then you should move your assessment to Developing². Use the scoring chart at the end of the rubric to total and summarize the classification for each individual indicator and the overall initiative.

Once the scoring has been completed, add this information to your communication plan with other stakeholders. Use this as a starting place for a conversation on the current status of your blended learning initiative and the direction in which the school or district is heading.

²"1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>. Note: We adapt and expand upon this resource throughout the rubric below.

DEFINITION

Blended learning is a formal education program in which a student learns, at least in part, through online learning. Blended learning includes some element of student control over time, place, path and/or pace and includes learning, at least in part, in a supervised brick-and-mortar location away from home. The modalities within a course or subject along each student's learning path are connected to provide an integrated learning experience³. The ultimate goal of blended learning is personalized learning for all students⁴.

³ Heather Staker and Michael Horn, Clayton Christensen Institute for Disruptive Innovation. Accessed October 2014. <http://www.christensen-institute.org/blended-learning-definitions-and-models/>

⁴ M.A. Wolf and M. Schneiderman, Pre-conference paper presented at the Technology Enabled Personalized Learning Summit, Raleigh, NC, February 2014.

CONSTRUCTS ADDRESSED

This *Blended Learning Readiness and Progress Rubric* identifies five core constructs that encompass the areas where key actions should be assessed in a successful blended learning initiative.

1. LEADERSHIP

Educators, leaders and other personnel throughout the system understand the characteristics of a blended learning model and are well versed in the teaching and learning strategies that support those environments. Leadership establishes a shared vision and policy to support a sustained blended learning program. Teamwork and collaboration are essential features of all interactions across the system. District leaders ensure that vehicles for collaboration, both organizational and technical, are readily available for all district initiatives.

2. PROFESSIONAL LEARNING

To be prepared to teach standards, educators and administrators receive the necessary training and time to fully grasp the changing emphasis on covered topics as well as the focal points for instruction that open doorways to deeper levels of understanding for students. Professional learning experiences for educators are built on effective, research-based strategies and national standards for implementing blended learning in the classroom. The professional development program is timely, relevant and ongoing. Participants have the opportunity to

evaluate the professional development activities, and the impact of the professional development is assessed using data on classroom practice and student learning. Teachers have sufficient time to revise curriculum and instructional materials and/or to review new curriculum and materials aligned with college- and career-ready standards. Ongoing support is provided for teachers to work with their peers to review student performance data, determine how to adjust instruction to support students and provide additional support for students not yet on track to meet new standards.

3. TECHNOLOGY & INFRASTRUCTURE

Blended learning models, when strategically deployed, offer significant opportunities for improving student learning outcomes and enhancing teachers' capabilities. The necessary bandwidth, hardware, software, technology and infrastructure provide a wide spectrum of options for education, including the power to administer online and formative assessments; access to digital content, learning and communication platforms; blended learning options; and online teacher professional development. Technology also plays a critical role in providing data about stu-

dents and school performance to teachers and school leaders, parents and students, and the community in order to guide educational and policy decisions. The school district deploys a digital learning environment that offers access and tools that facilitate interactions among peers and between teachers, parents, and students in school and beyond. This environment includes a learning management system that provides educators and students with real-time access to a system that integrates and aligns digital and print-based content, student data (formative/summative), and learning standards. Digital content includes primary and supplementary resources across the curricula that offer students variety, choice, and multimodality. The district tracks the availability of Internet access at home and in the community, and actively seeks to ensure all students are connected.

4. CONTENT & CURRICULUM

Through a more flexible, consistent and concentrated approach to academic content design and accessibility, teachers have robust and adaptive tools to customize instruction for groups of students or on a student-to-student basis to ensure relevance and strong understanding of complex issues and topics. Providing multiple sources of high-quality academic content offers students much greater opportunities to reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics.

5. DATA AND ASSESSMENT

Assessment, data and data analytics are critical aspects of blended learning. A personalized, learner-centered environment uses technology to collect, analyze and organize data to improve the effectiveness and efficiency of learning. Data is one of the building blocks of diagnostic, formative and summative assessments—all of which are key elements in a system where learning is personalized, individualized and differentiated to ensure success.

Blended Learning Readiness & Progress rubric

LEADERSHIP	EARLY	DEVELOPING	ADVANCED	TARGET
L1 - BLENDED LEARNING MODEL	<ul style="list-style-type: none"> Staff are exploring different blended learning models (for example, rotation, flex, self-blend, enriched-virtual, their own model or multiple models). 	<ul style="list-style-type: none"> A blended learning model is being piloted based on school structure, funding, teacher roles and student demographic 	<ul style="list-style-type: none"> A blended learning model has been selected that is appropriate to some aspects of school structure, funding, teacher roles and student demographics. 	<ul style="list-style-type: none"> School structure, funding, teacher roles and student demographics match selected blended learning model.
L2 - SHARED VISION	<ul style="list-style-type: none"> Leadership has the basic awareness of the potential of blended learning in education to lead to personalized learning for students. 	<ul style="list-style-type: none"> Leadership develops a shared vision with stakeholders and begins to share and build buy-in with stakeholders for blended learning to lead to personalized learning for students. 	<ul style="list-style-type: none"> Leadership communicates and implements a shared vision with stakeholders and obtains buy-in with stakeholders for comprehensive use of blended learning to lead to personalized learning for students Distributive leadership team facilitates sustainability of the initiative.⁵ 	<ul style="list-style-type: none"> Leadership promotes a shared vision with stakeholders and others through policies that encourage continuous innovation in blended learning to lead to personalized learning for students. Teams of instructional, curriculum, technology and administrative personnel work together to develop, support and track goals and strategies for an effective blended learning initiative.
L3 - INSTRUCTIONAL SUPPORT	<ul style="list-style-type: none"> Leadership does not provide teachers with access to instructional support staff to help fully utilize the blended learning model in their teaching (for example, coaching, co-teaching, modeling, lesson planning). 	<ul style="list-style-type: none"> Leadership provides teachers occasional access to instructional support staff to help fully utilize the blended learning model in their teaching. 	<ul style="list-style-type: none"> Leadership provides teachers frequent access to instructional support staff to help fully utilize the blended learning model in their teaching. 	<ul style="list-style-type: none"> Leadership provides teachers constant access to instructional support staff to help fully utilize the research based blended learning model in their teaching, constantly innovating and revising instruction as needed.
L4 - COMMUNICATION & COLLABORATION	<ul style="list-style-type: none"> School leaders use technology for limited written communication with teachers and parents.⁶ Communication with stakeholders is ad-hoc and one-way. 	<ul style="list-style-type: none"> Some technology (for example, email, website) is used for communication and collaboration among colleagues, staff, parents, students and the community. Communication revolves around situations or initiatives. 	<ul style="list-style-type: none"> Technology is used to engage the community at-large.⁷ Current tools and systems are used for communication, management of schedules and resources, performance assessment and professional development. A communication plan is developed which focuses on messaging and mediums. 	<ul style="list-style-type: none"> All communication is authentic and reflective and focuses on two-way messages. A variety of media and formats, including telecommunications and the school website, are used to communicate, interact and collaborate with all education stakeholders.⁸ Marketing strategies are used to engage the community at-large and seek volunteers to assist with promoting the initiative.⁹ Social media (for example, Twitter, Facebook) is used to communicate with the community at-large.

⁵⁻⁹ "1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>

LEADERSHIP	EARLY	DEVELOPING	ADVANCED	TARGET
L5 - SUSTAINABILITY	<ul style="list-style-type: none"> Limited funds are available for implementation of blended learning strategies to meet the goals and objectives outlined in the school/ district strategic plan. The school/district leadership team is not considering options for supporting blended learning through managed technology services options (for example, bundled content, SIS, LMS, mobile device management, PD, network, etc.). Stakeholders are not engaged in discussions about long-term funding plans for blended learning. 	<ul style="list-style-type: none"> Funds and other resources are allocated to advance implementation of some blended learning strategies to meet the goals and objectives outlined in the school/ district strategic plan. The school/district leadership team is exploring options for supporting blended learning through managed services options. A team of stakeholders has been identified to create long-term funding plans. These individuals could include the district leadership team, local business partners and outside business individuals. 	<ul style="list-style-type: none"> Funds and other resources are allocated to advance implementation of most of the blended learning strategies to meet the goals and objectives outlined in the school/district strategic plan. The school/district leadership team has identified and procured managed services options to support some of the blended learning strategies. A team of stakeholders is assembled to create long-term funding plans, including financial modeling and contingency planning. These individuals include the district leadership team, local business partners and outside business individuals. Some measurement of the organization, including financial measures, are tracked and followed (for example, a balanced score card or using the Baldrige method). 	<ul style="list-style-type: none"> Funds and other resources are allocated to advance implementation of all the blended learning strategies to meet the goals and objectives outlined in the school/ district strategic plan. The school/district leadership team has identified and procured managed services options to support all of the blended learning strategies. A team of stakeholders has developed long-term funding plans through financial modeling and contingency planning. These individuals include the district leadership team, local business partners and outside business individuals. Measurement of the organization, including financial measures, are tracked and followed.
L6 - POLICY	<ul style="list-style-type: none"> A planning team, including the Board, is in place to discuss and develop blended learning policy enablers (for example, redefine use of time; performance-based assessment; time-flexible assessment; equity in access to technology infrastructure; P-20 continuum & non-age/grade band system) and discuss eliminating blended learning policy inhibitors (for example, scheduling, requirements, procurement). 	<ul style="list-style-type: none"> Policies enabling and supporting blended learning are proposed; and blended learning policy inhibitors are eliminated. 	<ul style="list-style-type: none"> Policies enabling and supporting blended learning are in place; and blended learning policy inhibitors are eliminated. 	<ul style="list-style-type: none"> Policies enabling and supporting blended learning are used; and blended learning policy inhibitors are eliminated. Policies are modified based upon ongoing research.

PROFESSIONAL LEARNING	EARLY	DEVELOPING	ADVANCED	TARGET
PL-1 PROFESSIONAL DEVELOPMENT FOCUS	<ul style="list-style-type: none"> Teachers have participated in ongoing, job-embedded professional development on basic technology literacy skills and district information systems. Leadership has participated in ongoing, job-embedded professional development in change management and reflective practices. 	<ul style="list-style-type: none"> Teachers have participated in ongoing, job-embedded professional development on integrating technology into content area activities for students and using technology to streamline productivity and management of tasks. Leadership has participated in ongoing, job-embedded professional development in supporting blended learning implementation (for example, policies, hiring and staffing, funding and budget, learning and performance management systems) and streamlining business processes. 	<ul style="list-style-type: none"> Teachers have participated in ongoing, job-embedded professional development on technology integration into the curriculum through the creation of new lessons and activities that promote higher order thinking skills and collaboration with experts, peers and parents. Leadership has participated in ongoing, job-embedded professional development in developing effective teachers in blended learning environments and ensuring management and organizational support for a blended learning curriculum exists. 	<ul style="list-style-type: none"> Teachers have participated in ongoing, job-embedded professional development and collaborate with other professionals in developing new learning environments to empower students to think critically to solve real-world problems and communicate with experts across business, industry and higher education. Leadership has participated in ongoing, job-embedded professional development in sustaining blended learning initiatives, accountability measures and research.
PL2 - PROFESSIONAL DEVELOPMENT FORMAT	<ul style="list-style-type: none"> Teachers participate in large group professional development sessions to acquire basic technology skills.¹⁰ 	<ul style="list-style-type: none"> Teachers participate in large group professional development sessions focusing on increasing teacher productivity and building capacity to integrate technology effectively into content areas, with follow-up that facilitates implementation.¹¹ 	<ul style="list-style-type: none"> Teachers participate in on-going professional development, in various formats (for example, online, face-to-face, small group) on topics including training, observation/assessment, professional learning communities and mentoring for blended learning environments.¹² 	<ul style="list-style-type: none"> Teachers participate in multiple professional development opportunities in various formats (for example, online, face-to-face, small group) that support anytime, anywhere learning available through delivery systems, including training, observation/assessment, individually guided activities, and inquiry/action research. Teachers participate in communities of practice, discussing practice, using the ideas in the classroom and reflecting on practice.¹³
PL3 - PROFESSIONAL DEVELOPMENT PARTICIPATION	<ul style="list-style-type: none"> Teachers set individual goals and an amount of professional development needed and meet 65% of that amount of digital learning-focused professional development per year.¹⁴ 	<ul style="list-style-type: none"> Teachers set individual goals and an amount of professional development needed and meet 75% of that amount of digital learning-focused professional development per year.¹⁵ 	<ul style="list-style-type: none"> Teachers set individual goals and an amount of professional development needed and meet 85% of that amount of digital learning-focused professional development per year. 	<ul style="list-style-type: none"> Teachers set individual goals and an amount of professional development needed and meet 100% of that amount of digital learning-focused professional development per year.¹⁶

¹⁰⁻¹⁶ "1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>

PROFESSIONAL LEARNING	EARLY	DEVELOPING	ADVANCED	TARGET
PL4 - PROFESSIONAL LEARNING COMMUNITIES	<ul style="list-style-type: none"> Focusing on blended learning, teachers occasionally share lessons and activities through once or twice a month common planning and professional learning community meetings. 	<ul style="list-style-type: none"> In their professional learning communities, teachers occasionally share lessons and activities that promote higher-level thinking and discuss instructional strategies for blended learning through frequent once or twice a week engagement. 	<ul style="list-style-type: none"> In their professional learning communities, online and offline, teachers frequently share new or improved activities that promote higher-level thinking; discuss instructional strategies and curriculum; and revisit and evaluate student outcomes in blended learning environments multiple times per week. 	<ul style="list-style-type: none"> In their professional learning communities, online and offline, teachers regularly share and co-create new or improved activities that promote higher-level thinking; discuss instructional strategies and curriculum; and revisit and evaluate student outcomes in blended learning environments through daily engagement.
PL5 - PERSONALIZED STUDENT LEARNING STRATEGIES	<ul style="list-style-type: none"> Professional development resources lack specificity and focus on standardized, scripted teaching strategies. 	<ul style="list-style-type: none"> Professional development resources occasionally focus on blended learning strategies for specific types of students. 	<ul style="list-style-type: none"> Professional development resources frequently focus on blended learning strategies for specific types of students. The focus has students beginning to take ownership of their own learning, including pace, path, time and place. The topics include differentiating instruction, understanding when to use technology and when to use in-person instruction, and student engagement. 	<ul style="list-style-type: none"> Professional development resources regularly focus on blended learning strategies for specific types of student-learners. Topics for the professional development include personalization of learning for each student and when to use synchronous and asynchronous strategies. The focus has students taking ownership of their own learning, including pace, path, time and place.
PL6 - INSTRUCTIONAL PRACTICES	<ul style="list-style-type: none"> Professional learning focuses on use of technology and not on changing instructional practices to support and implement blended learning. 	<ul style="list-style-type: none"> Professional learning begins to focus on changing instructional practices to support blended learning. 	<ul style="list-style-type: none"> Professional learning focuses on changing instructional practices to support blended learning. A focus is placed on using data to drive those changes in instructional practices. Goals have been set to improve student outcomes. 	<ul style="list-style-type: none"> Professional learning is thoroughly focused on changing instructional practices to systemically support blended learning based on research and provides support in the classroom for making this happen. Data collected is aligned to goals set during professional learning to map instructional strategies to improved student outcomes, and revisions are made as necessary.

TECHNOLOGY & INFRASTRUCTURE	EARLY	DEVELOPING	ADVANCED	TARGET
T11 - INFRASTRUCTURE & CONNECTIVITY	<ul style="list-style-type: none"> • 100 Mbps wired backbone and edge local area network exist. • Internet access to at least one device in the classroom with at least 1.5 Mbps download and 500 Kbps upload speeds. 	<ul style="list-style-type: none"> • Local and wide area networks with at least 1 Gbps backbone that includes connections among district buildings with a minimum of 100 Mbps edge switch connectivity in all rooms. • Cumulative building level Internet access equal to at least 50 Kbps download speeds per student and 10 Kbps upload speeds. • Wired or wireless Internet access to five or more devices per classroom with wireless access points capable of delivering a minimum of 54 Mbps. • A sustainable plan exists for IT infrastructure that includes servers, core switches, wired edge switches, managed wireless access points, bandwidth management devices, firewalls, and Internet bandwidth equal to at least 100 Kbps download and 20 Kbps upload speeds per student. 	<ul style="list-style-type: none"> • Local and wide area networks with at least 1 Gbps backbone that includes connections among district buildings with a minimum of 1 Gbps edge switch connectivity in all rooms. • Cumulative building level Internet access equal to at least 200 Mbps download and 40 Kbps upload per students. • Wired or wireless network access for most devices. • A wireless access point to student ratio capable of delivering 300 Mbps to all users. • Some progress has been made in implementing a sustainable plan for IT infrastructure that includes servers, core switches, wired edge switches, managed wireless access points, bandwidth management devices, firewalls, and internet bandwidth equal to at least 100 Kbps download and 20 Kbps upload speeds per student. 	<ul style="list-style-type: none"> • Local and wide area networks with at least 10 Gbps backbone that includes connections among district buildings with a minimum of 1 Gbps edge switch connectivity in all rooms. • Internet connectivity in the classroom equal to 1 Mbps per student to access e-learning technologies and resources for all students. • Wired or wireless network access for all devices. • Consistent access at home and school. • Implementation of a well thought-out sustainable infrastructure plan that includes servers, core switches, wired edge switches, bandwidth management, firewall, internet bandwidth, wireless controllers and wireless access points has been developed.

TECHNOLOGY & INFRASTRUCTURE	EARLY	DEVELOPING	ADVANCED	TARGET
T12 - CLASSROOM TECHNOLOGY	<ul style="list-style-type: none"> Teachers have shared access to resources such as, but not limited to, digital cameras, hand-held digital devices, MP3 players, interactive white boards, projection systems, scanners and classroom sets of graphing calculators.¹⁷ 	<ul style="list-style-type: none"> Teachers have access to a designated computer in their classroom and shared use of resources such as, but not limited to, digital cameras, hand-held digital devices, MP3 players, interactive white boards, projection systems, scanners, and classroom sets of graphing calculators.¹⁸ A few student wired or wireless devices exist in the classroom for students to share in groups in order to access resources. 	<ul style="list-style-type: none"> Teachers have access to a designated computer and dedicated/assigned use of commonly used technologies such as, but not limited to digital cameras, hand-held digital devices, MP3 players,, interactive white boards, projection systems, scanners, and classroom sets of graphing calculators.¹⁹ Many student wired or wireless devices exist in the classroom in order to access resources. Some devices exist to replace any broken devices. 	<ul style="list-style-type: none"> Teachers have ready access to a designated computer and fully equipped classroom to enhance student instruction. Technologies include digital cameras, hand-held devices, MP3 players, interactive white boards, projection systems, scanners, and classroom sets of graphing calculators, plus the use of new and emerging technologies.²⁰ All students have a wired or wireless device in order to access resources. Enough devices exist to replace, in real-time, any broken devices.
T13 – Local Area Network (LAN)/Wide Area Network (WAN) Use	<ul style="list-style-type: none"> Some students and teachers have access, via a network, to technologies such as print/file sharing and some shared resources outside the classroom.²¹ 	<ul style="list-style-type: none"> Students and teachers have access to technologies such as print/file sharing, multiple applications, and district servers.²² 	<ul style="list-style-type: none"> Students and teachers have access to technologies such as print/file sharing, multiple applications, and district-wide resources on the campus network.²³ 	<ul style="list-style-type: none"> All classrooms are connected to a robust LAN/WAN that allows easy access to multiple district-wide resources for students and teachers, including, but not limited to, video streaming and desktop video-conferencing.²⁴
T14 - TRAINING & SUPPORT	<ul style="list-style-type: none"> No organized training exists for technical staff. Materials that came with the software, applications and hardware are available. Support for teachers and students include a district support person to call or email with issues. 	<ul style="list-style-type: none"> Technical staff has training available, including online documentation and tutorials. Teachers and students have technical support via a help desk and ticketing system. 	<ul style="list-style-type: none"> Technical staff has training available, including online documentation, webinars and tutorials. Teachers and students have technical support, including a help desk and ticketing system. Technical staff have additional technical support through one or two of the following to manage the overall network and assets: asset management, device management, knowledge-base, tracking and analytics. Technology support focuses on teachers and students. 	<ul style="list-style-type: none"> Technical staff has full training available, including online documentation, webinars, on-site training, tutorials and workshops. Teachers and students have technical support, including a help desk and ticketing system and issues are resolved quickly. Technical staff has additional technical support to manage the overall network and assets through asset management, device management, knowledge-base, tracking and analytics. Technology support is optimized to support teachers and students.

¹⁷⁻²⁴ "1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>

TECHNOLOGY & INFRASTRUCTURE	EARLY	DEVELOPING	ADVANCED	TARGET
TI5 - INFORMATION SYSTEMS	<ul style="list-style-type: none"> A school or district has access to one or two of the following digital tools to support student learning goals: Student Information System (SIS), Learning Management System (LMS), e-Portfolio, assessment, digital content, digital portal and learning object repository. 	<ul style="list-style-type: none"> A school or district has access to three or four of the following digital tools to support learning goals: SIS, LMS, e-Portfolio, assessment, digital content, digital portal and learning object repository. 	<ul style="list-style-type: none"> A school or district has access to the following digital tools to support learning goals: SIS, LMS, e-Portfolio, assessment, digital content, digital portal and learning object repository. Information systems are supported by a data warehouse. 	<ul style="list-style-type: none"> A school or district has access to the following digital tools to support learning goals: SIS, LMS, e-Portfolio, assessment, digital content, digital portal and learning object repository. Information systems are supported by a transactional database, data warehouse and master data management.
TI6 - GOVERNANCE & POLICY	<ul style="list-style-type: none"> No or minimal thought has been placed on governance and supporting policy for Acceptable Use, Change Management, Document Retention, E-mail and Mass Communications, Encryption, Identity Management (including Account Creation and Termination, Guest Access, Administrative Access), Identity Theft, IT Decision-making, Password, Privacy, Project Management and Technology Replacement. 	<ul style="list-style-type: none"> A few governance and supporting policies for Acceptable Use, Change Management, Document Retention, E-mail and Mass Communications, Encryption, Identity Management, Identity Theft, IT Decision-making, Password, Privacy, Project Management and Technology Replacement have been created and are at times followed. 	<ul style="list-style-type: none"> Governance and supporting policy exist and are followed for most of the following: Acceptable Use, Change Management, Document Retention, E-mail and Mass Communications, Encryption, Identity Management, Identity Theft, IT Decision-making, Password, Privacy, Project Management and Technology Replacement. A procurement plan exists. 	<ul style="list-style-type: none"> Well thought-out and implemented governance and supporting policies exist and are followed for Acceptable Use, Change Management, Document Retention, E-mail and Mass Communications, Encryption, Identity Management, Identity Theft, IT Decision-making, Password, Privacy, Project Management and Technology Replacement. A fully developed procurement plan exists which has been based on research, market monitoring and goals and metrics set and collected by the school.
TI7 - ENTERPRISE	<ul style="list-style-type: none"> The school or district provides several different applications to teachers and students with separate sign-on. The data from these applications are manually transferred from system to system. 	<ul style="list-style-type: none"> Data from applications are transferred between systems using a CSV file. One or two systems are in place to provide management for identity, metadata, enterprise content and master data. Minimal business intelligence tools exist for reporting, analytics, dashboard and data visualization. 	<ul style="list-style-type: none"> Data from applications are transferred between systems using a proprietary method. Most systems are in place to provide management for identity, metadata, enterprise content, and master data. Some business intelligence tools exist for reporting, data analytics, dashboard and data visualization. Business rules have been developed for the enterprise. 	<ul style="list-style-type: none"> Data from applications are transferred between systems using open technical standards. All systems are in place to provide management for all of the following: identity, metadata, enterprise content and master data. Sophisticated business intelligence tools exist, with an easy-to-use interface, for reporting, data analytics, dashboard and data visualization, and a data warehouse serves as the foundation. Business rules are well developed and operational.

CONTENT & CURRICULUM	EARLY	DEVELOPING	ADVANCED	TARGET
CC1 - CLASSROOM USE/ INTEGRATION	<ul style="list-style-type: none"> Teachers occasionally use technology to supplement instruction and present teacher centered lectures.²⁵ Students use technology for rote drill and practice. 	<ul style="list-style-type: none"> Teachers use technology to augment instruction, improve productivity and model technology skills.²⁶ Students use technology to communicate and present information.²⁷ 	<ul style="list-style-type: none"> Teachers use technology as a collaborative tool in teacher-led and some student-centered learning experiences to facilitate the development of students' higher order thinking skills and to interact with content experts, peers, parents and the community.²⁸ Students use technology to evaluate information and analyze data to solve problems.²⁹ 	<ul style="list-style-type: none"> Teachers and students are immersed in a student-centered learning environment where technology is seamlessly integrated into the learning process and used to solve real world problems.³⁰ Students use technology to develop, assess and implement solutions, including those for real world problems.³¹
CC2 - ACCESS TO DIGITAL CONTENT	<ul style="list-style-type: none"> Teachers have occasional access to digital content for instruction.³² Students have no or limited access to digital content with rich media such as streaming video, podcasts, animation, etc. 	<ul style="list-style-type: none"> Teachers have regular access to digital content in the classroom.³³ Students have scheduled access to digital content with rich media such as streaming video, podcasts, animation, etc. 	<ul style="list-style-type: none"> Teachers have regular access to digital content in various instructional settings (for example, school, home, community).³⁴ Students have anytime access to digital content with rich media such as streaming video, podcasts, animation, etc. Teachers have input into the selection of digital content. Parents or guardians have access to view digital content with students. 	<ul style="list-style-type: none"> Teachers have on demand access to digital content anytime/anywhere.³⁵ Students have anytime access to digital content with rich media such as streaming video, podcasts and animation, and sufficient bandwidth storage to customize online instruction at home and school. Teachers and students have input into the selection of digital content. Parents or guardians have access to view, search and use digital content with students. Teachers and students create digital content for use by others.
CC3 - TECHNOLOGY APPLICATIONS	<ul style="list-style-type: none"> Teachers are aware of technology applications for grades K-12.³⁶ 	<ul style="list-style-type: none"> Teachers have general understanding and limited use of appropriate technology applications for their content areas.³⁷ 	<ul style="list-style-type: none"> Teachers are knowledgeable of and use appropriate technology applications for their content areas and grade levels.³⁸ 	<ul style="list-style-type: none"> Teachers seamlessly integrate technology applications in collaborative, cross-curricular units of instruction.³⁹

²⁵⁻³⁹ "1:1 Implementation Rubric," Friday Institute for Educational Innovation, 2013, <https://eval.fi.ncsu.edu/11-implementation-rubric/>

CONTENT & CURRICULUM	EARLY	DEVELOPING	ADVANCED	TARGET
CC4 - TEACHER ROLE	<ul style="list-style-type: none"> • Most teachers use lecture-based, fixed lessons to teach content most of the time. • Technology is rarely supplemented into lessons. • Teachers provide the same instruction for all students. • Teachers provide students with assessments. 	<ul style="list-style-type: none"> • Teachers are encouraged to try facilitated, flexible lessons where students explore and experience content. • Technology is sometimes supplemented into lessons, usually, for the teacher to present information. • Teachers will occasionally offer students choices within lessons. • Some teachers differentiate instruction in the classroom. • Teachers occasionally let students determine the assessment of concepts. 	<ul style="list-style-type: none"> • Some teachers use facilitated, flexible lessons where students explore and experience content. • Technology often is integrated into lessons, and students have the opportunity to use the technology to enhance understanding of concepts. • Teachers usually facilitate learning in the classroom and set learning goals for students. • Teachers often offer choices within lessons. • Teachers allow students to have a voice in their assessment. 	<ul style="list-style-type: none"> • Most teachers use facilitated, flexible lessons where students explore and experience content. • Technology is an integral part of learning and integrated intentionally and thoughtfully into lessons. Students are the primary users of the technology in the classroom. • Teachers facilitate learning in the classroom and help students set learning and assessment goals. • Teachers offer students choices within lessons, empowering student growth.
CC5 - STUDENT CENTERED	<ul style="list-style-type: none"> • Students are not able to select different learning paths (including time, place and pace) based on their learning needs. 	<ul style="list-style-type: none"> • Occasionally, students are able to select different learning paths based on their learning needs for one or two content areas. 	<ul style="list-style-type: none"> • Frequently, students are able to select different learning paths based on their learning needs for most of the content areas. • Teachers set different learning goals for students based on interests and abilities. • Students have a voice in setting their own pace and time for learning. 	<ul style="list-style-type: none"> • Students are always able to select different learning paths based on their learning needs for every content area. • Students are active in their learning, setting goals and understanding their abilities. • Students set their own pace, place and time for learning.
CC6 - POLICY	<ul style="list-style-type: none"> • Policies are in place that prohibit or impede the use of digital content and curriculum. 	<ul style="list-style-type: none"> • A gap analysis has occurred as to what policies need to be developed, revised or removed for the use of digital content and curriculum in the classroom. 	<ul style="list-style-type: none"> • Some policies have been developed, adopted and implemented that permit the use of digital content and curriculum in the classroom. 	<ul style="list-style-type: none"> • Policies have been developed, adopted and implemented that permit full use of digital content and curriculum in the classroom.

DATA & ASSESSMENT	EARLY	DEVELOPING	ADVANCED	TARGET
DA1 - DATA SYSTEMS	<ul style="list-style-type: none"> Data systems for collecting, managing, analyzing and accessing meaningful student data (e.g., academic test data; ongoing, embedded performance data; student learning styles; preferences and interests) are in place. 	<ul style="list-style-type: none"> Data systems for collecting, managing, analyzing, and accessing meaningful student data are used by some stakeholders. 	<ul style="list-style-type: none"> Data systems for collecting, managing, analyzing, and accessing meaningful student data are used in real time by some stakeholders. Reports are provided for stakeholders. Data can be transferred from the data system to other systems manually. 	<ul style="list-style-type: none"> Most administrators, teachers, students, and parents translate data in real time into actionable information to better facilitate each student's experience. Robust reports (for example, reports that include information about the learner beyond assessment scores such as learning and cognitive abilities) are provided. And, ad hoc reports can be generated by the user. Data systems are interoperable with the enterprise.
DA2 - LEARNER PROFILES	<ul style="list-style-type: none"> Student level learner profiles are developed using data from multiple sources and analysis of the larger student population. 	<ul style="list-style-type: none"> Student level learner profiles are developed using data from multiple sources and analysis of the larger student population, and the profiles are used by administrators to make school-level decisions. 	<ul style="list-style-type: none"> Student level learner profiles are developed using data from multiple sources and analysis of the larger student population, and the profiles are used by some teachers and administrators to make classroom level decisions. 	<ul style="list-style-type: none"> Student level learner profiles are developed using data from multiple sources and analysis of the larger student population, and the profiles are used by all teachers and administrators to make classroom level decisions.
DA3 - FORMATIVE ASSESSMENTS	<ul style="list-style-type: none"> Teachers are encouraged to use multiple, ongoing assessments and other data to dynamically identify each student's needs and strengths relative to learning goals. 	<ul style="list-style-type: none"> Some teachers use multiple, ongoing assessments and other data to dynamically identify each student's needs and strengths relative to learning goals. 	<ul style="list-style-type: none"> Most teachers use multiple, ongoing assessments and other data to dynamically identify each student's needs and strengths relative to learning goals. 	<ul style="list-style-type: none"> All teachers and students are immersed in a student-centered learning environment that supports the use of multiple, ongoing assessments and other data to dynamically identify each student's needs and strengths relative to learning goals.
DA4 - COLLABORATIVE DEVELOPMENT OF ASSESSMENTS	<ul style="list-style-type: none"> Teachers do not share assessment strategies (e.g., formative, benchmark, and summative assessments or performance-based assessments). 	<ul style="list-style-type: none"> A couple times per year teachers share assessment strategies; they occasionally co-create assessments. 	<ul style="list-style-type: none"> Teachers collaborate quarterly to discuss strategies for analyzing student performance and for using results to inform instruction, and to develop multiple measures of student success (e.g., formative, benchmark, summative, or performance-based assessments). 	<ul style="list-style-type: none"> Teachers collaborate at least monthly to discuss strategies for analyzing student performance and for using results to inform instruction, and to develop multiple measures of student success.

DATA & ASSESSMENT	EARLY	DEVELOPING	ADVANCED	TARGET
DAS - SECURITY	<ul style="list-style-type: none"> • Policies are recognized and efforts are made to follow the Family Educational Rights and Privacy Act (FERPA), Children's Internet Protection Act (CIPA) and Children's Online Protection Act (COPA). 	<ul style="list-style-type: none"> • All policies are following FERPA, CIPA and COPA. • One or two areas of security are designed and implemented for change control, contingency planning, patch management, configuration management, data protection and storage, authentication and authorization, logging and auditing, assurance, asset protection and risk management. 	<ul style="list-style-type: none"> • Three or four areas of security are designed and implemented for change control, contingency planning, patch management, configuration management, data protection and storage, authentication and authorization, logging and auditing, assurance, asset protection and risk management. 	<ul style="list-style-type: none"> • Well-designed and implemented plans exist for change control, contingency planning, patch management, configuration management, data protection and storage, authentication and authorization, logging and auditing, assurance, asset protection and risk management.

Implementation Scoring Chart

The rubric serves as a reflective resource to educators as they plan, evaluate and adjust their own blended learning programs, by detailing the steps to become an “advanced” or “targeted” quality program.

Use this rubric to reflect on the blended learning initiative. Gather your school or district leadership team and go through the rubric and rate each indicator (*Leadership, Professional Learning, Technology & Infrastructure, Content & Curriculum, and Data & Assessment*) either individually or as a whole team. If you rate each indicator individually, gather back together with your entire team and discuss the similarities, differences, and rationale for the selection. All bullets must be present within each category in order to be awarded full points for each separate indicator. For example,

if the school only matches one of the two bullet points listed in the Advanced category, then you should move your assessment to *Developing*.⁴⁰

Use the scoring chart provided on the following page to total and summarize classification for each indicator and then overall. These scores can be used to identify priority areas for focus and improvement, used annually to assess change, and highlight best practices and successes. In the Evidence section, list specific examples for each bullet where your ranking can be demonstrated.

⁴⁰ http://region3.ncdpi.wikispaces.net/file/view/NCLTI-DLPR_2013_Aug2013.doc

Enter the corresponding score value into the chart below using the following rubric comparison points:

EARLY = 1 | DEVELOPING = 2 | ADVANCED = 3 | TARGET = 4

LEADERSHIP	Score	Evidence
L1 Blended Learning Model		
L2 Shared Vision		
L3 Instructional Support		
L4 Communication & Collaboration		
L5 Sustainability		
L6 Policy		
TOTAL		
PROFESSIONAL LEARNING	Score	Evidence
PL1 Professional Development Focus		
PL2 Professional Development Format		
PL3 Professional Development Participation		
PL4 Professional Learning Communities		
PL5 Student Learning Strategies		
PL6 Instructional Practices		
TOTAL		
TECHNOLOGY & INFRASTRUCTURE	Score	Evidence
TI1 Infrastructure & Connectivity		
TI2 Classroom Technology		
TI3 LAN/WAN		
TI4 Training & Support		
TI5 Information Systems		
TI6 Governance & Policy		
TI7 Enterprise		
TOTAL		
CONTENT & CURRICULUM	Score	Evidence
CC1 Classroom Use		
CC2 Access to Digital Content		
CC3 Technology Applications		
CC4 Teacher Role		
CC5 Student-Centric		
CC6 Policy		
TOTAL		
DATA & ASSESSMENT	Score	Evidence
DA1 Data Systems		
DA2 Learner Profiles		
DA3 Authentic Formative Assessments		
DA4 Collaborative Development of Assessments		
DA5 Data Security		
TOTAL		
OVERALL "READINESS" SCORE (Averaged):		

Final score classifications: EARLY = 6-8 | DEVELOPING = 9-14 | ADVANCED = 15-20 | TARGET = 21-24

After you have scored each of these, discuss collectively as a team how this data can inform overall strategic plans. Specifically, discuss the following:

- How will you track this information to ensure that goals are being met?
- How is this information going to inform and stimulate dialogue with stakeholders?
- How are you going to collect evidence to demonstrate strategies are impacting student outcomes?

Recommendations

The *Blended Learning Readiness and Progress Rubric* offers an initial step in a process towards implementing blended learning. It provides a first glance at what currently occurs within the school and/or district. In order to comprehensively implement blended learning, numerous other pieces should be put into play. Some recommendations to further implementation include:

- Study and research promising practices. Many schools and districts have successfully implemented blended learning and documented progress and lessons learned.
- Generate a long-term plan that includes financial modeling, contingency planning, continuous improvement and assessment and each of the matrix areas' actionable goals.
- Ensure that measures are set and tracked on an ongoing basis.
- Decide the conditions of success and specific actions to achieve these conditions.
- Determine what data to collect in order to track effectiveness and value brought to student learning.
- Define and set expectations as to what learning, instruction and the classroom looks like. This includes describing coaching, modeling, lesson planning, student learning and student involvement in their learning.
- Determine the teacher's and student's role in a blended learning environment.

Blended learning holds the promise to transform learning and teaching in schools. The shift that occurs is comprehensive, requires a team and necessitates sweeping change within the entire school environment. These steps and this rubric offer the start to an important conversation. Focusing on the areas of leadership, professional learning, technology and infrastructure, content and curriculum, and data assessment provide the opportunity for setting a solid foundation for blended learning implementation.

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Glossary

Acceptable Use Policy (AUP)

An acceptable use policy provides rules and guidelines for the use of the technology and network within the school as to what users are and are not allowed to do. An AUP can address the use of the network, Internet safety, filtering and monitoring, copyright and ownership of work, network security and privacy, disciplinary action, digital citizenship and social media usage . All students and staff of the school and/or district sign the AUP.

Authentic Communication

Authentic communication involves developing a mutual understanding through making real interactions with others and engaging everyone, sharing your truth and providing others the opportunity to share theirs, active listening and weighing feedback.

Balanced Scorecard

A balanced scorecard offers a structured process to measure on organization's performance typically aligned to financial, customer, internal business processes, stakeholder and learning and growth perspectives. The scorecard aligns to the organization's vision and strategy and often includes a strategy map.

Blended Learning

Blended learning is a formal education program in which a student learns, at least in part, through online learning, with some element of student control over time, place, path and/or pace; at least in part in a supervised brick-and-mortar

location away from home and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience

Change Management Policy

A change management policy provides for schools and districts to bring quality control and making changes to IT and the overall technology. These policies provide guidance and oversight for things such as workflows, personnel roles and tool automation.

Document Retention Policy

A document retention policy provides schools and districts the rules for the retainment of records and documents. These policies also include how to destroy the records and documents upon expiration. There may be state laws that provide guidelines and policies that districts must follow.

Email and Mass Communication Policy

For students and staff, these policies include the purpose and appropriate use of the district's email and mass communication systems. These policies are often included in the AUP.

Encryption Policy

An encryption policy can be part of the overall security for a school and district and provide the rules for facilitating data protection, including how and when encryption will be used, what standards shall be followed and describes roles for anyone that has access to data.

Identity Management Policy

An identity management policy defines the rules as to the administration of individuals within the school and district technology systems. It includes defining the authentication, authorization and privileges within the network and systems.

Job-Embedded Professional Development

At a high level, job-embedded professional development provides for a direction connection between a teacher's work in the classroom and professional development. It is grounded in day-to-day teaching practice and designed to enhance teachers' content-specific instructional practices to improve student learning. In addition, it is integrated into the workday, including teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement .

Managed Technology Service Options

Managed technology service options include various ways to support and manage technical

infrastructure, support services and data assets. These services are often hired or out-sourced to aide in product selection, procurement, implementation, maintenance and services.

Password Privacy Policy

A password privacy policy includes the rules set forth for protecting passwords including such items as how often to change the password and the make-up of the password. These policies can be included in an overall security strategy.

Reflective Communication

What are the most helpful messages to whom; when are they most likely to be received in ways that different audiences will hear them and be in a position to provide useful feedback; how should they be delivered to increase actual receptivity

Technology Applications

Technology applications involve the use of a technology, system or product and are used within a school or classroom for learning purposes.