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**Blended Learning Observation Checklist**

**Teacher:**

**School:**

**Date:**

**Class Period:**

**Details:**

**Observer:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Blended Learning Component** | **Implementation**  | **Observed** | **Not Observed** | **Notes** |
|  |  |  |  |  |
| **Relationships**-﻿Students develop positive, collaborative relationships with teachers, other adults/mentors and peers which are focused on high expectations for academic and personal growth. | \*Supportive teacher-**student relationships** have been established. Students give and receive feedback throughout the learning activities. |  |  |  |
| \*Students are provided opportunities for **peer collaboration** on learning activities (i.e. station activity, think-pair-share, breakout group) that support students’ learning objectives. |  |  |  |
| \*Students feel a **sense of purpose** and are part of the learning community and actively contribute to the learning community. |  |  |  |
| **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 receivefeedback until mastery is demonstrated. | \*A variety of **instructional materials** are used by students (i.e. instructional videos, discussions, questions, problems, exercises, assessments) and are appropriately demanding for the grade level and subject area. |  |  |  |
| \*Students take part in interactive **lessons** that focus on relevant content and make connections to other disciplines and real-world situations. |  |  |  |
| \*Students take **academic ownership** for doing the thinking and are held accountable for actively participating in the learning process. |  |  |  |
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| **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 frequentlyreceive individual feedback about their progress. | \* ﻿Students access content through **varied learning experiences** which vary according to each student's need. |  |  |  |
| \***Differentiated** **learning objectives** are used to facilitate progress for different groups of students based on students' levels of contentmastery.  |  |  |  |
| \***Individual feedback from the teacher** is provided to students based on multiple means of progress monitoring. Feedback is timely and students are encouraged to reflect on progress. |  |  |  |
| \***Technology is leveraged** to enhance individual learning experiences by engaging students and holding them accountable for learning. |  |  |  |
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| **﻿Assessment & Data Driven Instruction-**Teachers 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. | \*Pre and post assessments are used to guide data driven instruction. |  |  |  |
| \* Checklists, google forms, or other tracking tools are used for monitoring progress. |  |  |  |
| \*﻿When students work in groups, data is usedto form homogeneous or heterogeneous groups depending on the learning objectives. |  |  |  |
| \*Students are assessed upon activity completion and immediate feedback is provided. |  |  |  |
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| **Student Agency**-﻿ Students experience a level of control, autonomy and power in the educational setting. | \***Process ownership** is demonstrated as students have control over the path and pace of learning.  |  |  |  |
| ﻿\*Students are encouraged to**self-advocate** for their own needs, interests, and aspirations when prompted by the teacher. |  |  |  |

﻿This checklist 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​.