

Blended Learning Policies, Procedures, and Practices

The purpose of this tool is to show how a state and district developed policies, procedures, and practices to initiate blended learning approaches in schools.

Consider This Sample Scenario

District leaders, with teacher input, determined that blended learning is an approach that can increase academic gains and student engagement. To ensure the effective use of technology and give students opportunities to apply multiple learning modalities, the deputy superintendent of curriculum and instruction and the director of technology are charged with devising a plan to be presented to the school board for approval.

The plan will include considerations for policies, procedures, and practices in the following areas:

- professional development in instructional technology;
- equal access of technological resources for all students in and out of school;
- ongoing access to data by parents, students, and teachers; and
- external experts to support the development and implementation process.

The proposal also included how the district team might collaborate with the state office to access resources, grant opportunities, training, and other information to increase amount of technology and necessary infrastructure and to strengthen capacity to lead a blended learning initiative.

The school board adopted a new policy on blended learning and invested in a new data-tracking tool that

makes assessment data more accessible to teachers, students, and family members. The district expectation is that teachers will maintain an up-to-date data dashboard of class assignments and assessments that demonstrate student experience and progress with blended learning activities.

In addition, district leaders and teachers created a resource hub of lesson plans and assessments, some of which are for out-of-school use by students. The hub is designed for lessons developed by content-area teachers and vetted by the district content-area leader. Staff participated in professional development opportunities to learn more about interactive resources they can use in their classrooms to further blended learning instruction.

Activity

After reading the sample scenario, meet as a district leadership team and fill out the survey, *Is Our District Ready for Blended Learning?* The answer scale ranges from 1 to 4, with 1 being Not at all and 4 being Absolutely. After completing the survey, discuss the responses and reconcile differing viewpoints. Discuss the capacity of your district to move ahead with blended learning as a pilot in one content area or grade, or as a schoolwide approach in high schools. Identify major policies that would need to change or be modified to support any initiatives.

Is Our District Ready for Blended Learning?

For each question, enter a number from 1 to 4, with 1 indicating Not at all and 4 indicating Absolutely.

- ___ 1. The district has the human capacity to lead a blended learning initiative.
- ___ 2. The district has adequate technology (e.g., laptops, desktops, tablets, assistive technology, and other necessary devices) to meet the needs of all student groups.
- ___ 3. The district already uses different blended learning components in its instruction.
- ___ 4. District personnel understand how blended learning can be used to measure student progress and improve academic instruction.
- ___ 5. The district knows where to find the different resources available for blended learning.

