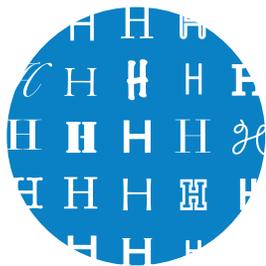# School District 2.0

Redesigning Districts to Support Blended Learning

HIGHLANDER
INSTITUTE
Leveling the Field for All Learners

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With Special Thanks To:

I   Introduction

The Challenge

In states and school districts across the country, interest in and adoption of blended learning-- the strategic integration of teaching, technology, and data to increase personalization, engagement, and mastery of all essential skills for all students-- is on the rise. Educators in schools are moving away from teacher-centered instruction and assessment towards student-centered learning environments in which students of all ages have increased choice over the path, pace, time, and place. Classrooms are incorporating technology in new ways to better differentiate and focus more deeply on 21st century and real-world skills. School districts are making significant investments in devices and software, and federal and philanthropic partners are stepping up (via initiatives like #FutureReadySchools and the Gates Foundation Next Generation Learning Challenge) to support personalized and blended learning across the nation.

However, not everyone is seeing a satisfying return on these investments in terms of evolving classroom practice. Few blended learning efforts that we have observed are generating significant shifts from teacher-centered instruction to student-centered learning - or vastly increasing the amount and quality of personalized learning.

While we continue to see hopeful signs of change through the emergence of high quality, free resources for teachers (including classroom tools, content, and professional development opportunities) the promise of a new district-wide vision for teaching and learning has not yet come to fruition. The human capital component of establishing district-wide, effective blended learning classrooms continues to be a huge challenge. We see many examples of individual "lone-wolf" teachers implementing blended learning models, but aside from a few choice examples, school buildings and districts are struggling to scale these new teaching methods. For this type of monumental system-wide shift to happen, education leaders from higher education to localized district offices must rethink their roles, cultivate new competencies, and transform the infrastructure provided within PK-12 education.

Traditional systems and infrastructure

"We view the district administrative team as the main catalyst of change, and see traditional district systems and lackluster infrastructure as major impediments to the wide scale adoption of personalized learning in the classroom."

Difficulty planning and managing change

"Quite simply, when it comes to blended learning, many districts are struggling to understand where to start, what process to follow, what investments to make, and how to define and measure success."

At the Highlander Institute, we've spent the last three years analyzing classroom, building, and district-level challenges to scaling blended learning. We acknowledge that successful efforts require major shifts in classrooms as well as at the state and federal levels. However, we view the district administrative team as the main catalyst of change, and see traditional district systems and lackluster infrastructure as major impediments to the wide scale adoption of personalized learning in the classroom.

Most districts understand the need for classroom innovation and envision technology as a cornerstone of teaching and learning; yet there are few tools and supports emerging to help districts consider how evolving leadership roles, educator competencies, and infrastructure factor into this work. Quite simply, when it comes to blended learning, many districts are struggling to understand where to start, what process to follow, what investments to make, and how to define and measure success.

Change across the spectrum

"We recognize that blended learning requires significant change across the spectrum of traditional education systems - including the areas of operations, academics and human capital."

The Highlander Institute

As an organization, the Highlander Institute is dedicated to ensuring that all children receive a public education that empowers them to reach their full potential. Over the past eight years our work has focused on helping district teams implement school-based reforms that significantly increase student outcomes -- often in the areas of literacy instruction and data use. The rise of blended learning has provided our organization with new tools and methods for scaling the kind of classroom differentiation we promote.

Highlander Institute has learned a great deal about the specific resources and best practices that support effective district blended learning efforts. We recognize that blended learning requires significant change across the spectrum of traditional education systems - including the areas of operations, academics and human capital. These changes, which require substantial planning and excellent implementation, are challenging. Given the relative dearth of resources that provide support and guidance to districts, the Highlander Institute embarked on a statewide initiative to personalize blended supports for Rhode Island districts in the spring of 2014.

Funded with a generous grant from The Learning Accelerator [1] , Fuse RI was born. During the summer of 2014, 28 in-service educators and administrators from 21 RI districts were selected to join the first cohort of the Fuse RI Fellowship. Trained using a blended and competency-based model, fellows were teamed and prepped to support district change across 14 districts in Rhode Island.

Though this work is still in its nascent stages, we are already seeing encouraging changes across our state at the district, school, teacher, and student levels. We are committed to developing and sharing our practices, as well as curating and disseminating best practices that emerge. It is our hope that by pushing these draft resources into the national space, thought leaders and practitioners will contribute to this body of work and ultimately increase the pace of district change across the nation.
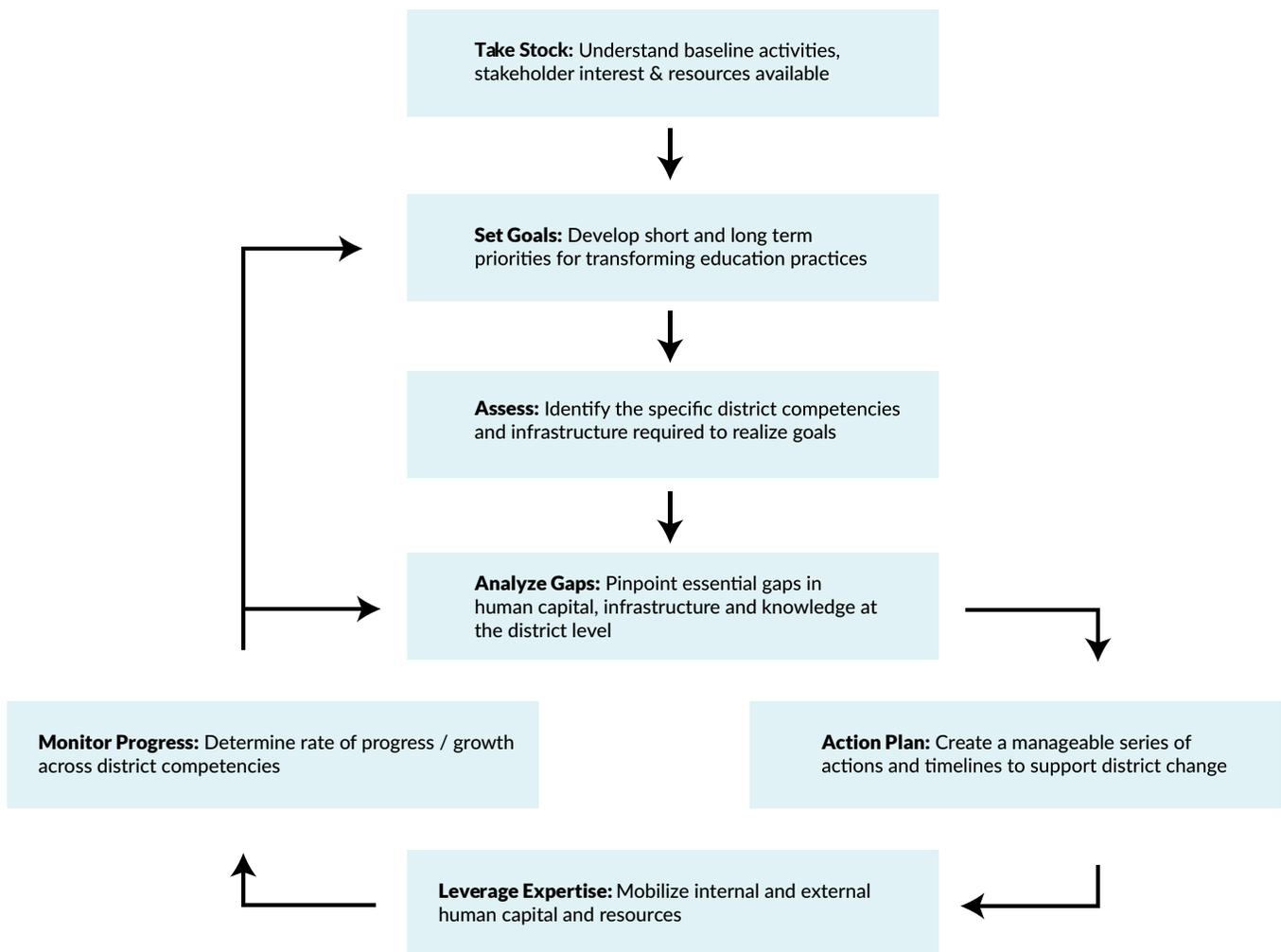
[1] The Learning Accelerator is a nonprofit whose mission is to accelerate the implementation of high-quality blended learning in school districts across America

www.learningaccelerator.org

Highlander Institute Process for District Redesign

To increase personalization, much attention and a huge philanthropic investment has been dedicated to redesigning schools. However, the vast majority of students across the country attend schools that are connected to district offices and very few principals within district systems have the autonomy to redesign their schools.

If increasing equity and access to personalized learning is a national priority, equal attention and funding must support district redesign. This challenging change process requires superintendents, curriculum directors, tech directors, special education directors and related administrators to rethink the purpose, major activities and workflows of their positions; increase collaboration to break down silos; and infuse technology into all facets of their roles.

To be successful, district teams must have a new vision for teaching and learning and a process for identifying, implementing, measuring and realizing their goals. The process that we detail in subsequent pages is encapsulated in the diagram below:

Take Stock: Understand baseline activities, stakeholder interest & resources available

Set Goals: Develop short and long term priorities for transforming education practices

Assess: Identify the specific district competencies and infrastructure required to realize goals

Analyze Gaps: Pinpoint essential gaps in human capital, infrastructure and knowledge at the district level

Monitor Progress: Determine rate of progress / growth across district competencies

Action Plan: Create a manageable series of actions and timelines to support district change

Leverage Expertise: Mobilize internal and external human capital and resources

II   Clarifying the Essential Elements of Blended Learning

Elements of Personalization

For some, personalized and blended learning is like Sesame Street's Mr. Snuffleupagus. Everyone's talking about it but it is rarely seen, and it is certainly elusive at scale across a building or district. More and more early adopter or "lone-wolf" teachers are tackling blended learning independently and many are having incredible success. These may be station rotation teachers who are data savvy at the elementary level or a great flipped classroom teacher who makes her own instructional videos in a high school environment. Through our work we are seeing a growing number of these one-off classroom success stories, but very few examples of implementation throughout grade levels or schools.

We have observed that the success of individual teachers working on their own can actually inhibit district-wide growth of personalized and blended learning. Administrators falsely believe that if early adopters can be successful without much district support, then all teachers should be able to follow suit. Further, this mentality prompts administrators to interpret their primary role as providing professional development to teachers in order to replicate individual practices.

When we examine the kind of systems that are at play in effective classrooms, we typically see the interplay of five very challenging essential elements that produce highly personalized instruction.

These elements are:

1. Competency-Focused Education

2. Clear Vision of Mastery

3. Formative Assessments for each Learning Objective

4. Online Content to Support Instruction

5. Targeted Individual or Small Group Instruction
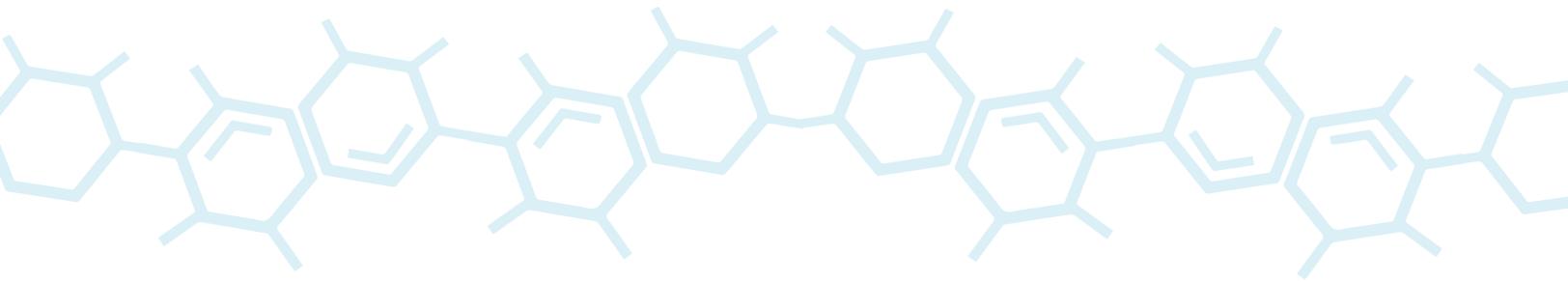
Summary of the elements:

1. **Competency-Focused Education:** Blended learning begins with the identification of learning objectives that students must meet. Ideally these skills should be part of a larger K-12 scope and sequence like the Common Core or other grade level expectations. The only way educators can give students freedom to move at their own pace is if they understand how a current skill focus fits within a larger progression of skills. When educators have a strong understanding of prerequisite skills as well as "next level" skills, they can both support and push students at individualized paces.

2. **Clear Vision of Mastery:** Once the learning objectives are identified the next step is to define mastery of each objective. This requires creating assessments to measure the objective or "look fors" to observe mastery. The evaluation of mastery should be consistent across classrooms, grade levels, and buildings within a district.

3. **Formative Assessments for each Learning Objective:** Once educators have defined mastery they need to create multiple formative assessments to evaluate real-time progress towards mastery of every learning objective for every student. Relying on periodic summative measures is too slow for a personalized and blended learning classroom. Formative assessments are an educator's GPS in a blended learning classroom.

4. **Online Content to Support Instruction:** Online content is necessary to support truly differentiated instruction. It's crucial that students and teachers have access to vetted online content that supports each learning objective. In order for the teacher to assign students work that is asynchronous and accessible from anywhere, a searchable and accessible content library of quality online content must be available.

5. **Targeted Individual or Small Group Instruction:** The main benefit of moving to a blended learning classroom is that the teacher has the time and space to do what a teacher does best: isolate misconceptions in student learning, reframe challenging concepts, build relationships, and push students to deeper levels of understanding and application. Leading targeted small group instruction or one-to-one tutoring is the most important teacher role in a blended learning classroom.

It is our belief that very few educators can carry out all five of these practices without the support of district level leadership. Thus the work of district leaders must shift away from a myopic focus on professional development and towards the creation of strong systems and infrastructure to support evolving classroom practices. We believe that no amount of high-quality professional learning or digital literacy training will achieve scalable solutions for personalized and blended learning until the first four of the five practices listed above shift from classroom responsibilities to district / state responsibilities.

III

District Competency Framework

New vision for teaching and learning

The shift towards blended learning represents "a sharp departure from the skills and talents that districts have historically sought out and rewarded. "

Taking the right steps forward

"Before assembling district level teams, it is essential to ensure that the right people with the right skills and competencies work for the district."

2   Michael B. Horn, Heather Staker, *Blended: Using Disruptive Innovation to Improve Schools,* (Jossey-Bass, 2014)

Designing a New Vision

Successful adoption of blended and personalized learning requires districts develop a new vision for teaching and learning. Operationalizing that vision requires skills and talents across all levels of a district organizational chart, many of which may represent a sharp departure from the skills and talents that districts have historically sought out and rewarded.

Through our work with multiple Rhode Island LEAs, we have found that many schools and districts are fortunate to have a leader who is both knowledgeable and passionate about blended learning best practices. However, some do not, and even the most progressive districts have relative strengths and weaknesses across the various elements of supporting blended learning: curriculum, instruction, budgeting, network infrastructure, assessment, professional learning, and community partnerships.

In their new book, "Blended", Michael Horn and Heather Staker talk about the importance of bringing the right team to the table to solve the right problems with blended learning.[2] However, before assembling district level teams, it is essential to ensure that the right people with the right skills and competencies work for the district. This is a "Moneyball" strategy. Billy Beane, owner and general manager of the Oakland Athletics, is known for orchestrating the rise of his team by identifying and addressing skill gaps within his system that were required for success. District admin teams must be honest about the talents they have and the competencies they are lacking across their district in order to successfully move forward.

That being said, a serious barrier facing reform-minded districts is the critically low supply of candidates who are proficient in the new competencies districts require. The pace at which we develop the knowledge and capacity of next generation administrators will significantly impact the pace of district reform. The creation of our Fuse Fellowship was a strategic decision to cultivate early adopter teachers into a cohort of savvy future leaders for Rhode Island.

Developing next generation administrators

"The pace at which we develop the knowledge and capacity of next generation administrators will significantly impact the pace of district reform."

Administrator growth mirrors student growth

"Similar to a blended learning classroom in which students show mastery against competencies related to PK-12 learning, successful administrative teams must demonstrate mastery against district level competencies."

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3   The US Department of Education recently funded the creation of a Blended Learning Readiness and Progress Rubric through The District Reform Support Network (RSN). We are currently cross-walking this rubric with our framework and looking for alignment and gaps. We hope to share more on the interplay of these two documents as well as detailed use cases of both in subsequent documents.

Despite this growing challenge, people are often the secret to the success of strong blended learning implementation. Districts need to get a better handle on the skill sets they lack in order to support evolving recruitment and talent development processes.

In order to support this effort, we frame the district-level shift to blended through the analysis of district level competencies. Similar to a blended learning classroom in which students show mastery against competencies related to PK-12 learning, successful administrative teams must demonstrate mastery against district level competencies. Highlander has developed a robust District Competencies Framework to assist in the process of self-assessment and provide baseline data that district teams can use to quantify progress.[3]

We created this framework by pulling together all district suggestions and guidance from national leaders such as the Alliance for Education, COSN, and ISTE as well as blended learning researchers like the Christensen Institute, The Learning Accelerator, and Getting Smart. We created a massive database of district level "look-fors", and grouped topics into themes. Leveraging the organizing structure of the Alliance for Education's Project 24 (P24) framework for digital learning, we divided themes into gears that are tagged to more granular topics and observation points.

Over the course of several revisions, our framework has diverged a bit with P24 content. We have modified the gears to better address blended environments as well as added an additional layer of granularity in order to codify all the district-level competencies we felt were required to implement blended learning successfully.

IV District-Level Competencies Through Readiness Surveys

District Framework Surveys

District Formative Assessment Tool

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Understanding District Needs

A framework of competencies is only valuable when it is used to identify needs and plan next steps. Consequently, we have begun to develop a comprehensive set of District Competency Surveys tagged to our District Framework to measure and quantify district competencies.

Through the use of our own internal formative assessment tool, known as Metryx, the Highlander Institute has collected initial data across competencies from our 14 Fuse districts. The data is tagged to the third layer of our Framework rather than to questions, which enables us to correlate district mastery scores across gear, lead-tag, and sub-tag levels. Through Metryx, district teams can self-report through surveys and then compare those scores to teacher responses to the same questions, as well as to observational data from classroom walkthroughs tagged to various levels of the framework.

Whether the data comes from surveys, district observations or classroom walkthroughs, district leaders can leverage data points to make informed decisions about where to invest time, energy and money to maximize impact.

V | Moving Within a Personalized Learning Progression

Creating a Collective Vision

"No matter which camp a district team falls into, it is critical for teams to be able to visualize what is possible, reflect on the practices of classrooms that push them "out of their comfort zones", and consider all options as they take aim at the future. "

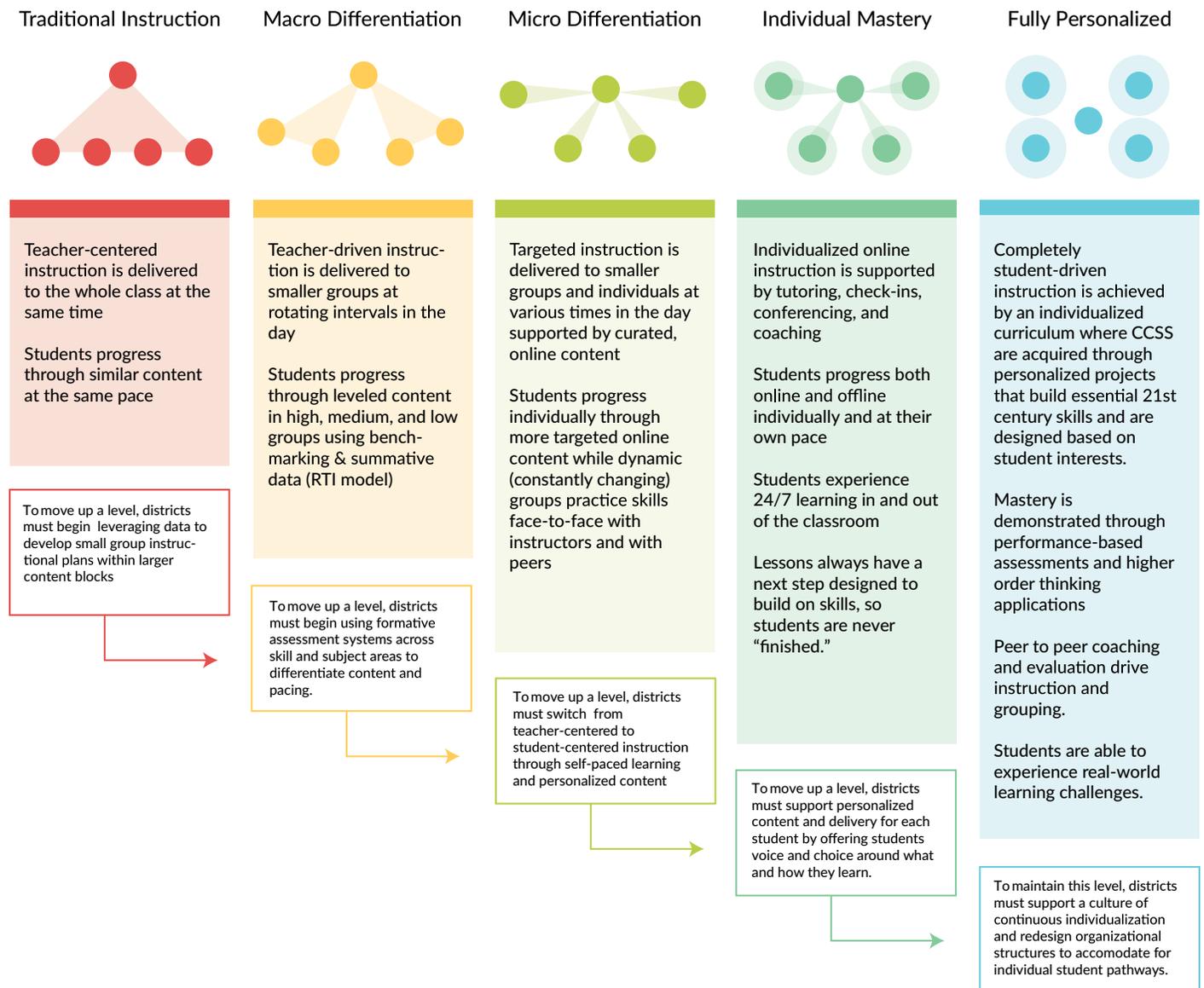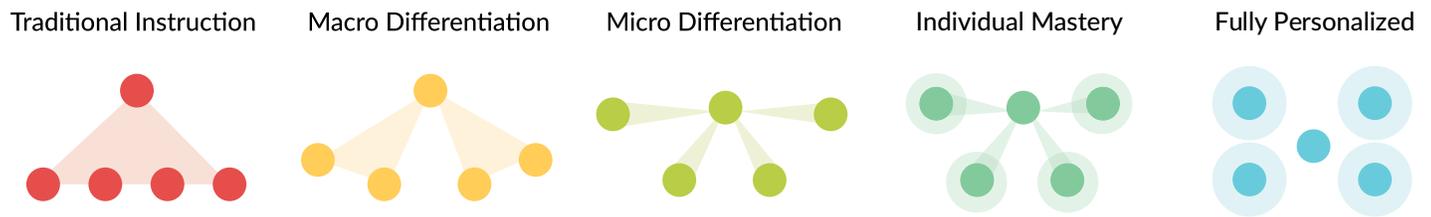## Choosing a Strategic Direction

Once a district team has a strong sense of where they are, the next step is deciding where they want to go. For superintendents with a clear and concise vision, this is an easy step. Other leaders may feel that they lack information and need to learn more before they can chart a course. No matter which camp a district team falls into, it is critical for teams to be able to visualize what is possible, reflect on the practices of classrooms that push them "out of their comfort zones", and consider all options as they take aim at the future.

The Highlander Institute created a Personalized Learning Progression to help district teams determine how far and fast they want to go in their early stages of transformation. The progression is a range of entry points through which schools and districts might begin to tackle this work. The decision to aim in one direction or another across the progression impacts the scope of work and helps clarify short and long term outcomes.

Aligning vision with the progression facilitates communication with community stakeholders, connects blended learning to previous differentiation efforts (such as Response to Intervention), and helps the Highlander Institute guide districts towards immediate competencies for prioritization.

Highlander Institute Personalized Learning Progression

Traditional Instruction	Macro Differentiation	Micro Differentiation	Individual Mastery	Fully Personalized

Teacher-centered instruction is delivered to the whole class at the same time

Students progress through similar content at the same pace

To move up a level, districts must begin leveraging data to develop small group instructional plans within larger content blocks

Teacher-driven instruction is delivered to smaller groups at rotating intervals in the day

Students progress through leveled content in high, medium, and low groups using benchmarking & summative data (RTI model)

To move up a level, districts must begin using formative assessment systems across skill and subject areas to differentiate content and pacing.

Targeted instruction is delivered to smaller groups and individuals at various times in the day supported by curated, online content

Students progress individually through more targeted online content while dynamic (constantly changing) groups practice skills face-to-face with instructors and with peers

To move up a level, districts must switch from teacher-centered to student-centered instruction through self-paced learning and personalized content

Individualized online instruction is supported by tutoring, check-ins, conferencing, and coaching

Students progress both online and offline individually and at their own pace

Students experience 24/7 learning in and out of the classroom

Lessons always have a next step designed to build on skills, so students are never "finished."

To move up a level, districts must support personalized content and delivery for each student by offering students voice and choice around what and how they learn.

Completely student-driven instruction is achieved by an individualized curriculum where CCSS are acquired through personalized projects that build essential 21st century skills and are designed based on student interests.

Mastery is demonstrated through performance-based assessments and higher order thinking applications

Peer to peer coaching and evaluation drive instruction and grouping.

Students are able to experience real-world learning challenges.

To maintain this level, districts must support a culture of continuous individualization and redesign organizational structures to accomodate for individual student pathways.

Traditional Instruction   Macro Differentiation   Micro Differentiation   Individual Mastery   Fully Personalized

Traditional Instruction: At the far left of the spectrum is traditional instruction or teacher-centered instruction. In this category, the majority of district classrooms are "teaching to the middle" using whole class lessons, similar pacing for all students, little formative data and little effort to deliver differentiated content. Some classrooms in this category may be technology rich, or even have 1:1 devices, but the technology is not be used to personalize content, pace or instruction.

Macro Differentiation: To the right of traditional instruction lies the RtI approach to personalized learning. When the majority of classrooms in a district are leveraging interim and progress monitoring data to regroup students into high, medium and low groupings around skills or competencies, then blended learning can support three different tiers of differentiated instruction through both online and offline content.

Micro Differentiation: This progression is the natural next step as classrooms begin to leverage formative assessment data that is aligned to skills and competencies. Blended learning can supply the formative data necessary to regroup students more often and in a more agile way. These classrooms rely on pre-assessment information so that students don't need to sit through lessons on content they have already mastered. Instead, students are pushed further or deeper with online content and face to face instruction that is differentiated for their needs. A classroom could involve a station rotation blended model but could be doing either macro or micro depending on how they are grouping and regrouping students through the use of formative assessment data.

Individual Mastery: Perhaps the biggest shift within the progression happens here, as classrooms make shift from all students focusing on same core content or skills at the same time (unit) to students moving through content and skills at a flexible pace with the support of online formative assessment measures, competency aligned online content and teacher-directed small group support. Teachers can facilitate whole-group discussions and conversations on any range of topics, but all students move at their own pace through the curriculum.

Fully Personalized: This is perhaps the most exciting yet least defined stage of the progression. In fully personalized classrooms grade level cohorts are not necessary. Students may or may not demonstrate their mastery of skills and content in the same ways. The balance between online and face to face instruction loses uniformity, and the need for established blended learning models disappears. This stage of the progression most closely resembles adult and professional learning,

No matter where a school or district falls on this spectrum, specific district level competencies can be honed or developed to support the progression of classrooms. The competencies required to shift classrooms from Traditional Instruction to Micro Differentiation are different from those required to move classrooms towards Individual Mastery.

The progression is also a useful tool for encouraging stakeholder voice and building buy-in for personalized and blended learning. District teams that chart a course in isolation from teachers, parents, and students increase the barriers involved in changing classroom practice.

| VI | **Shifting District Mindsets** |

Supporting Implementation

Once district teams know where they stand and where they are headed, the real work begins. The process of effectively supporting change initiatives is extremely complex in the best scenarios. Blended learning projects are often even more challenging to implement because many leaders lack knowledge, experience, and comfort with digital learning. Few administrators have tinkered with software, participated in twitter chats, or flipped lessons. Blended learning - and a culture of innovation - is best supported when administrators model how to step out of their comfort zones, take risks, and publicly share successes and failures. District leaders have a host of authentic opportunities available to build their knowledge, experience and comfort: infuse blended learning into faculty meetings, "flip" professional development time, create personalized learning pathways for teachers, implement a mastery model of new teacher competencies - just to name a few.

Throughout this process of learning, development and collaboration, three staples are important to include to support implementation across the Personalized Learning Progression.

These strategies are:

1. **Manageable Starting Points**

2. **Asynchronous Learning for Districts**

3. **Measuring District Progress**

Management is Key

"A project management perspective can be especially helpful for districts that are just getting started. We encourage district teams to consider their vision, their short and long term goals, and their competency levels."

Proving longterm work through early examples

"Increasing project complexity requires more attention to subdividing outcomes into manageable tasks and timelines. It's important to get some easy wins that can be shared with stakeholders as proof that the district is serious about this work."

START HERE

Manageable Starting Points

The Christensen Institute suggests that the best blended learning happens when educators use blended learning to solve a problem. We find a lot of merit in this concept, but leveraging the design process can be a challenging starting point. We often find that focusing on classroom-driven problems - like increasing 9th and 10th grade geometry scores, or improving elementary phonemic awareness in grades K-2 - causes district leaders to quickly default to planning professional development for teachers.

A project management perspective can be especially helpful for districts that are just getting started. We encourage district teams to consider their vision, their short and long term goals, and their competency levels. Admins then lay out a few ongoing focus areas connected to a series of small, tangible tasks that will ultimately raise their competency scores within one or two lead tags or across one gear.

This process helps district leaders make meaningful movement forward instead of feeling like they are constantly talking about a shift but not actually working to accomplish it. District level projects can range in complexity from "low-hanging fruit" like creating district messaging around blended learning or reviewing current online policies. Or, they can be multi-step and multi-year endeavors such as creating an online library of OER resources for high school math instruction that are tagged to standards. Increasing project complexity requires more attention to subdividing outcomes into manageable tasks and timelines. It's important to get some easy wins that can be shared with stakeholders as proof that the district is serious about this work.

Below are a few examples of the types of projects that various Rhode Island districts have chosen to tackle with the support of Highlander Institute and our Fuse RI Fellows:

Program Evaluation of 1:1 Initiative: Assessment of progress at the high school to inform continued efforts and planning for middle and elementary projects

Personalized Learning Pilot: Design, support, and evaluate a pilot of a personalized learning platform in a single course at the high school.

Stakeholder Data Collection: Develop a survey for teachers/support staff to evaluate comfort, skill, and level of tech use in classrooms. Discuss data collected and identify next steps.

High School Technology Needs Assessment: Evaluate current areas of strength and need. Prioritize needs and provide resources to inform district planning.

Program Specific Research Task: Research flexible scheduling for middle and high school and offer up examples of implementation plans executed by similar districts. Plan a site visit or another opportunity to connect with a mentor school.
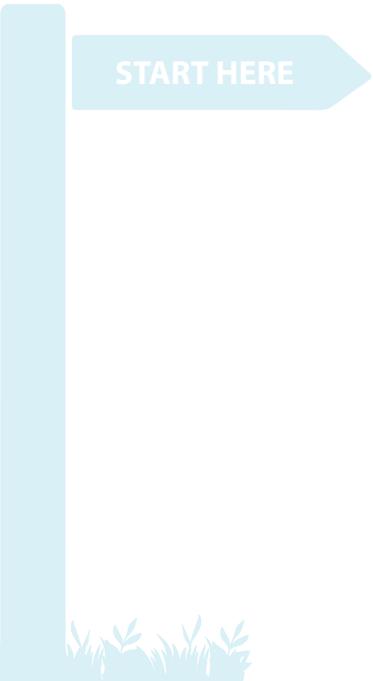
Understanding Change is a Team Effort

"As district teams embark on this work it is essential that they continue to fine tune their understanding of blended learning so they are building and designing on a solid foundation."

Online Resource "Playlists"

We like to call shared collections of learning resources "playlists" because of they are compiled from various sources and can be "remixed" in a variety of ways for targeted professional development.

Asynchronous Learning for District Teams

In order to avoid the gridlock that can occur when district teams await the next scheduled meeting time, it is important for district leaders to continuously learn and be inspired by examples of high-quality blended learning. There are vast amounts of open educational resources available on the web for district leaders at various stages of the Personalized Learning Progression. The problem is the overwhelming nature of the massive quantity of information that exists.

In response, the Highlander Institute team has started to curate a series of blended learning playlists that are personalized for our Fuse district admin teams. Custom playlists can contain videos, articles, websites, slides, or case studies on blended learning. In our initial work, we recognized a general need for district leaders to deepen their understanding of blended learning models, push their thinking about the role of assessment and data, and visualize how technology can facilitate more personalized student learning experiences. As district teams embark on this work it is essential that they continue to fine tune their understanding of blended learning so they are building and designing on a solid foundation. A more knowledgeable administrative team will be more competent about purchasing, building infrastructure and supporting professional learning across the district.

For example, our Fuse Fellows compiled an online resource "playlist" for a district that has been moving toward blended learning for the past few years. It contains a mix of resources (including videos, websites, documents, images) that define blended learning, identify common models, articulate how it can transform teaching and learning, and pinpoint educator competencies required to bring this transformative concept to fruition.

Over time, the Highlander Institute plans to create a database of open educational resources that are curated, vetted and tagged to our District Competencies Framework. Subsequently, district leaders can connect their readiness data to resources and playlists that align to their current needs.

Finally, personalized playlists expose district leaders to the experience of learning in a blended environment. Online playlists are a simple entry point for administrators to understand how blended learning feels, and provides them with an opportunity to reflect on how this kind of learning can increase personalization.

## Measuring District Progress

Once districts begin their blended work in earnest, it is important that they measure their success with the same level of formative data collection that they expect their teachers to generate in blended learning classrooms.

The Highlander Institute is leveraging our District Competencies Framework to build blended learning Classroom Walkthrough Tools aligned to district-level competencies rather than teacher-level competencies. Since blended learning initiatives require a deep partnership between district leaders and classroom teachers, these tools are meant to help administrators understand their role in raising the ceiling for teacher practice.

Generated data will quantify the systemic movement (or lack of movement) of the district, not just the isolated progress of a few teachers. Summarized data can then inform district-level priorities and decisions.

VII   Conclusion
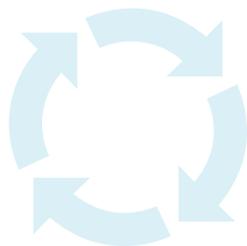
Change is Iterative

"Just like personalized learning in the classroom, this approach necessitates rethinking roles and embracing continuous improvement. It is not quick work. It is not easy work. But it is valuable work that we believe will lead to meaningful, scalable change."

Over the past few years, the Highlander Institute has learned a great deal about the complexities involved in launching district blended learning initiatives. While the process and tools discussed in this document are new - and in many ways, experimental - the organizing principles behind our work parallel many of the best practices central to personalized learning.

Creating an informed vision is a critical starting point. Useful data must pinpoint the current reality of a district in relation to their vision, and provide an honest assessment of strengths and gaps. To build on this foundation, the district requires a customized plan with manageable action steps and timelines.

From there, the process is quite familiar to educators: ongoing, short-cycle data collection, analysis, and adjustment. Just like personalized learning in the classroom, this approach necessitates rethinking roles and embracing continuous improvement. It is not quick work. It is not easy work. But it is valuable work that we believe will lead to meaningful, scalable change.

As part of our commitment to the national movement around blended learning, we have decided to share our early stage tools and thinking rather than waiting to get things "just right". The demand for district-level tools is too urgent and the work is too complex to wait. To be truly useful, our tools and frameworks require input from experts and practitioners across the education space - from teachers and administrators to researchers and policymakers. We encourage you to dig into our resources, try them out and then revise, expand and improve upon them. We plan to continuously add to our open folder of tools and share our own revisions as our thinking evolves. We welcome all comments and feedback on our resources and look forward to seeing where you take them.
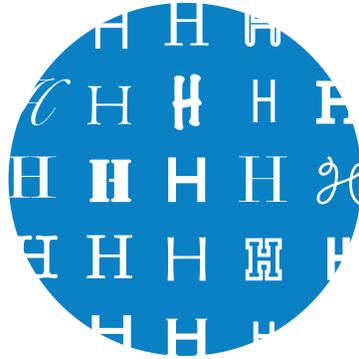
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