<u>Blended Learning</u>

<u>Project:</u> Blended Learning Plan

All learners will have engaging and empowering learning experiences both in and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

The "always on" nature of the Internet, mobile access devices, and students' technology fluency give states, districts, and schools opportunities to offer on-demand learning experiences that are available anytime and anywhere. Private and public sector developers of instructional materials should exploit the flexibility and adaptability of technology, paying special attention to learners who have been marginalized in many educational settings: students from low-income communities and minorities, English language learners, students with disabilities, students who are gifted and talented, students from diverse cultures and linguistic backgrounds, and students in rural areas. Developers should combine technology with design principles for individualized, differentiated, and personalized learning and with Universal Design for Learning (UDL) principles to support multiple options for representing ideas and for embedding supportive structures and processes within both commercially available and open learning resources. States and districts should adopt and implement these resources to the extent possible.—U.S. Department of Education Recommendation 1.3

<u>Vision:</u> is to ensure rigorous and relevant learning opportunities that prepare students for life-long learning in a global society.

<u>Skills:</u> Utilizing the talents and skills of our staff to effectively integrate technology into our courses to enhance access, management, and opportunities for learning.

<u>Resource Allocation:</u> Deconstruct the budget and repurpose resources to continue development and expand Blended Learning. These resources will provide training for Schoology, curriculum revision/addition, and long term sustainability of the one-to-one initiatives.

<u>Defining Blended Learning:</u>

Creating access to course content 24 hours a day 7 days a week
Tools that make formative assessment manageable and sustainable
Access additional external course content that can aid students in learning (e.g. ITunes U)
Digital technology literacy
Responsible technology citizenship

Keynote Speaker: Digital Pedagogy - Jen Hegna from Byron MN
https://docs.google.com/presentation/d/1zmzlw-6ESUXEWmcBl0gYUUOzgkvbhPQ4KdjLMAj9X_0/pub?start=false&loop=false&delayms=3000&slide=id.p

A Rich Seam by Fullen (white paper): http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf
http://www.schlechtycenter.org/
Teaching for Rigor http://www.marzanocenter.com/files/Teaching-for-Rigor-20140318.pdf

Flipped Peer Instruction (@flipin_faulkner)

Hybrid Classrooms
If they were maintaining 75% or higher. Required to be in the classroom if lower than that. Food class example: engaging with the community to create a real world experience.

#GeniusHour
Research and observe something that you are passionate about. http://www.geniushour.com/
On hybrid days they could go someplace and observe how to develop their genius hour project. (Limited to child development). Present information in a science fair format.

Stats = Hybrid + PBL
Statistical analysis for something in the community. On hybrid days they had to go to a business and talk to them about their idea on statistical analysis. Create a survey and then give to adults that they don't know. Data analysis follow and put into a format that was understandable then give a presentation to the business. Using Google drive the business or team can see the results in real time so that they can begin working with the data right away.

1. Student choice
2. reading writing speaking and presenting
3. data collection, understanding patterns, inferences, representation
4. scientific method or design thinking
5. metacognition - deep thinking
6. authentic tasks, authentic products, for an authentic audience

Audioboom = audio recording link for parents to access audio files from student
Can go back and compare the two artifacts on speaking so students can hear themselves.

--Find ways to connect it to your content so that it is valuable to assessing learning rather than a shiny tool that we use once and forget.

Whole Group -----> Formative assessment -----> teacher creates grouping ---> student scans appropriate QR code (low, med, high) -----> small group, cooperative work, online work (Moby Max, Kahn Academy, Dream Box)

Learning is Transparent: Using Google Hangouts to interact with another person about certain topics.

Cyberbullying Prevention: Creating presentations for students at elementary students.
-create facebook page
-cyberbullying newsletter
-twitter page
-email to teachers
-parent survey

http://www.kiva.org/
How might we donate our money so it has the most impact?
Writing and speaking and connecting with the world.
Microloans to people in the world

Authentic Projects
Find a business to collaborate with and test something out.

The Iceberg Illusion https://twitter.com/aaron_hogan/status/666624272408907776

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Change Leadership - Jen Hegna
http://padlet.com/jen_hegna/lf4fec6e9nnl

Vision & Strategies: The Golden Circle of Why, How, What
What is your vision and what strategies do you use to share/remind stakeholders of your vision?
--clear and consistent vision (visual and present everywhere!)
--Student centered can help unite; if there is no clarity immediately then no one gets it
--all initiatives have to clearly connect to our vision and mission
--connect and simplify
--modeling all strategies: if we are flipping in the classroom then do that in meetings
--recognize progress and build on previous success
--Blended by Michael Horn and Heather Staker gave lots of direction for teaming and bringing successful disruptive change
--Mayo: Think Big, Start Small, Go Fast
#gwgreats in regards to Branding your School

Give examples of how you (or other leaders) have modeled change?

Blended learning can challenge the traditional system. Sometime teachers wills feel threatened
What is getting in the way and how can I help you get it out of the way?

How do successful change leaders empower and change employees?
Discuss with the "black holes" and keep the dialogue going. How do you get to the tipping point?
Forced leadership position (Liann) to create buy in.
Tides are starting to shift with teachers who are resistant. Most of the time, its a mindset
because they think they have to be perfect.

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Implementing Successful PD - **Gary Holmseth**, *Technology Integration Specialist, Blue Earth*
Area Schools, **Jennifer Berkner***, Technology Coordinator/Media Specialist, Blue Earth Area*
Schools, **Richard Schneider***, High School Principal, Blue Earth Area Schools*

[https://docs.google.com/presentation/d/1T7DD3iDCuMnJNADnwIOImyXOyHL4zJvH3nlnIJzRKv
U/edit?usp=sharing](https://docs.google.com/presentation/d/1T7DD3iDCuMnJNADnwIOImyXOyHL4zJvH3nlnIJzRKvU/edit?usp=sharing)
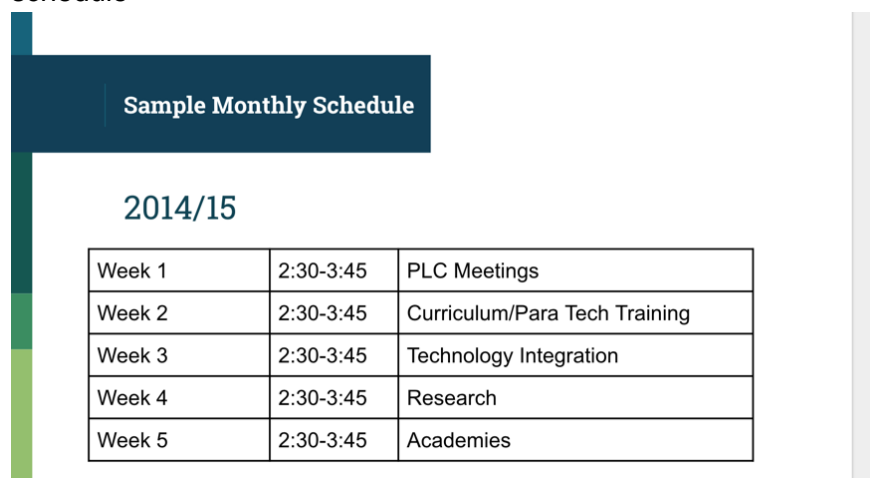Technology used: Todays Meet and Answer Garden.com
Blue Earth Area Problems:
Problem #1: Typical PD Format - PD needed to be more impactful
Problem #2: Release Time - time with students
Problem #3: Initiative - needed time for technology, Qcomp, PLCs, Guided Reading

Solutions: early out every Wednesday so they have from 2:30-3:45; ongoing consistent
schedule

Sample Monthly Schedule

2014/15

Week 1	2:30-3:45	PLC Meetings
Week 2	2:30-3:45	Curriculum/Para Tech Training
Week 3	2:30-3:45	Technology Integration
Week 4	2:30-3:45	Research
Week 5	2:30-3:45	Academies

New Prague: listening to staff and offering post PD surveys to keep the message alive and
utilize for implementation of ideas. Funding came from Staff Development. Not as many
teachers have to leave the district when they do a Saturday or outside of contract day time.

End of the day PD: was the choice because of religion and core instructional time is in the morning.
Changes suggestions: Communication, Time to work, advance notice of changes, allow to have a personal plan
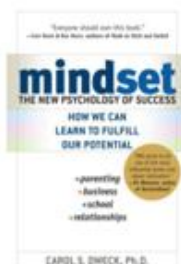

New Schedule they use for this year:

1st Wednesday - PLCs - strategy/action research
2nd Wednesday - PLCs - Curriculum Mapping/Para Tech Training
3rd Wednesday - K-5 Tech/6-12 Book Study
4th Wednesday - K-5 LLT Curriculum/6-12 Tech
5th Wednesday - Academies (March only)

Blended Summer PD: Create a Google Classroom with several options for summer work. 18 CEUs (3 days) and $350 stipend for completing all 3 objectives throughout the summer. Dates to complete were July 1-Aug 7. Did have to have some F2F time to work together and share together. Planned days.
Component 1 & 2: blended/online
Component 3: F2F day
What did they produce? SAMR model lessons, LMS work, Adaptive technology, compare/contrast tools to use with students (43 teachers)
KEY RESOURCE: http://www.personalizelearning.com/

From Consuming to Creating: a Mission to Develop Learners, Thinkers, and Problem Solvers

Are we really preparing them for the things that don't exist?
Johnny & Josie vs. Timmy & Tina
1 gets to use technology to explore, 1 gets to write a paper, discuss, and use paper/pencil
Moonshot Thinking
https://www.youtube.com/watch?v=0uaquGZKx_0
-courage and persistence are skills students need
-choosing to be bothered by complex problems

Objectives: 1. key principles to move beyond consuming to creating 2. to challenge the status quo 3. to provide an insightful mindset

Principle 1: Purpose
What is your purpose? Vigorous, Meaningful, Relevant

Principle 2: Planning
Plan for success; deadlines that will help them move along on their route to achievement.
Meaningful assignments: projects, papers, portfolios.
Balance curiosity with planning.

Principle 3: Comfort Zone
Be unsure about what will happen. If the teacher is too comfortable then the students are too comfortable.
Projects, collaboration, noisy classroom, different parts of project, different paces

Principle 4: Exploration
Google 20Time

Principle 5: Creativity
If we want our students to develop a creative mind, we have to teach them how to do that. We also have to be creative when we do that. They need to be creative in the way they show it.
Allow students to draw, remix, craft, develop, and change.
Canva, Piktochart, Emaze, Smore, WeVideo

Principle 6: Create a story
StoryCorps https://storycorps.org/
https://www.youtube.com/watch?v=eO7sKVKMO2s
narratives/personal blogs
reflections (reading and writing)

Principle 7: Problem Solving
Google Earth
In the real world there are many right answers, not just one.
Use real world problems.
Composition class: problems in the world, identify, research, create a documentary, and provide an arguable solution.

Principle 8: Adventure
Different than exploration
If we don't teach them how to be adventurous, they won't be able to solve tough problems.

Principle 9: Reflection
Thinking about your own thinking.

Before during and after the whole process. What do I understand, what do not understand, how do I improve my understanding, and how do I help others understand?
The only way to improve is to reflect back on it.
Metacognition

Principle 10: Messy
Kids Today Project
Getting messy should be part of the classroom.

Principle 11: See Truth
What is this for students? Help them figure this out.
Seeking truth and serving others.

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Breakout session #1
Collaboration in the Elementary Classroom K-8

Follow along with the Presentation - https://goo.gl/Pi5zhH

Virtual Field Trips - What is it

*Virtual
        *Google Hangouts
*Knocks down the classroom walls
*Connect
        *Classes
            *Mystery Hangout

Mystery Hangout
   *What is it?
    -    Game played between two classes
    -     20 Questions
    -    Team Roles
    *Math
        -Mystery Number Hangout

Mystery Hangout - Jobs
*Greeter, Closer, Joker   *Think Tank
*Answer Group   -Figure out Clues
*Question Group   -Work with Question Group
*Class Spokesmen   *Map Keeper

*Question Keepers   -Track and Eliminate
  Review After   -Work with Question Group

Google Plus - Google Hangout
Teachers in other counties.

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Using Technology to Personalize Learning

Moodle Quizzes, Google Forms, Educanon, Youtube, Google Docs, Virtual Labs

Hapara - monitoring student work. Must be activated by Google administrator but part of the Google family. Allows you to see screens to keep students to just "gaming"
FlexiSched - Melissa??? (costs money) Schedules students by groups to allow for kids to sign up when they want to meet with you and when you design small group time.
Infinite Campus
Google docs

EduCanon: Quiz questions for a lab or for a lecture. Saves classroom time for more hands on meaningful work.

Formative Assessment:
Socrative
Moodle Forums - Change in the new nation characters, peer audience and feedback, choose a character, write your character's name in the subject, write their perspective.
Google Forms

Choices for "Flex Days"
3 options for further explorations. Work with a small group to help them achieve mastery. Mastered basic content and can choose next path.

Performance Assessment
same standards, same rubric
choice of rubric
How is the character going to communicate their point of view? Animoto, Mindmup, Lucidpress, Google sites, prezi, powtoons, wevideo

Google Docs/Slides Collaboration
Individual, Partner assignment
Leader copies template, shares to group

Individual, partners report to group
Peer teaching

Example 1 day social studies lesson
The Impact (Gold Rush Jigsaw)

Group	Positive Results	Negative Results
Cali Mexicans		
Chinese		
African Americans		

Google Slides Collaboration
-copy the template
-share with 4-6 group members
-give each kid a slide
-present to the class
-make it more than just presenting: try to get something not able to copy and paste

End Presentation
https://docs.google.com/presentation/d/1KKAQTdGjs01nj8geJEShz4d6s3RWtQ-dZXnIjAa273k/edit?usp=sharing

Take-Aways/Next Steps

- Common vision in all classrooms and across the district
  - How we communicate this to teachers, parents, students
  - We have too many people 'piloting' ideas. There are a lot of ideas, but we don't have vision.
  - Blend perceived 'initiatives' together
  - Vision of Blended Learning/Differentiation/Good Instruction
    - Student choice
    - reading writing speaking and presenting
    - data collection, understanding patterns, inferences, representation
    - scientific method or design thinking
    - metacognition - deep thinking
    - authentic tasks, authentic products, for an authentic audience
- Online Learning
  - ALC students
    - Keeping students engaged but also giving them other options
  - Students we are losing to online schooling
- Blended Learning
  - Goes back to vision
  - Need same policies, expectations
  How do we get more people on board?

<u>*Possible Blended classes (HS level)</u>
Senior Social
Chemistry
Physics

*Challenge our staff to teach 1 blended Unit / Quarter
*Breakfast bytes on "how to"

Expansion:

5th Grade--Jill Provancha and Amy Stolee Math
6th Grade--Danielle Tesmer

Adam Smith--Math 7
Bethany Otto--Science
John Garvy--Social Studies
Steve Scheoder-Biology

Current:
Natalie Nelson
Melissa Hanson