Refining School System Approaches to BLENDED LEARNING
Anthony Rebora
Managing editor, *Education Week Teacher*
Refining School System Approaches to Blended Learning

Expert Presenters:

**Greg Klein**, director of blended learning, Roger’s Family Foundation

• Follow Greg on Twitter: [@gregdklein](https://twitter.com/gleek)

**Judy Ivie Burton**, president and chief executive officer, Alliance College-Public Schools, Los Angeles

• Follow Alliance College-Public Schools on Twitter: [@alliancecrps](https://twitter.com/alliancecrps)
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Blended Learning Pilots
Who is this guy talking?

• TFA ’04. Oakland, Calif.
• Teacher, Teacher Coach, Assistant Principal and Principal in Oakland
  – A recovering principal since 2010
• ’11-’12 as an admin-in-the-classroom at Downtown College Prep Alum in San Jose
• Rogers’ Director of Blended Learning since July 2012
RFF History with Blended Learning & OUSD Schools

• **Since 2003**, RFF has funded school-site initiatives at over 38 Oakland schools, building a strong rapport with principals & staff.

• **Spring 2011**: Several schools approached RFF with the desire to deepen their use of online learning to support teachers and students.

• **Fall 2011**: RFF took school leaders on visits to charter schools using blended learning.

• **Winter 2011**: RFF received support from OUSD Senior Leadership and decided to pursue the support of blended learning pilots within OUSD.
Pilot Goals

1. To dramatically increase student achievement in Oakland.

2. To support teachers to be highly effective and feel sustained in the work.

3. To create blended-learning proof points, through which the central office can scale lessons learned.
Not Moving the Goal Posts

Goal’s for teachers and schools hasn’t changed.

All we’re saying is: let’s leverage today’s technology tools to better support teachers and kids to do all that personalized learning (or differentiated learning, or customized learning, or optimized learning) that we’ve all wanted for kids for so long.

Blended learning doesn’t move the goal posts. When done well, it enables increased progress towards that same goals.
Blended Learning is not a magic bullet!

Online learning can help with skill acquisition and provide engaging, leveled content in multiple modalities...

... but the real power is leveraging a teacher to focus on small group, leveled, higher-order instruction.

Without the proper support, blended learning, like other technology advances in the past, may simply add technology to the classroom but not fundamentally change or improve instruction, teacher efficacy and student achievement.
Cohort I

1. Four Schools: ~1000 kids and ~25 teachers
2. Have our 2 Project Management Vendors
3. Junyo & Ed Elements ‘pitched’ to all four
4. Two chose Ed Elements & two chose Junyo
5. *Oakland USD gave us a Project Manager*
   – Within IT
   – Relationships across departments
Different Models Exist Along the Blended Learning Spectrum

<table>
<thead>
<tr>
<th>F2F Driver</th>
<th>Classroom Rotation</th>
<th>Lab Rotation</th>
<th>Flex Learning</th>
<th>Online Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses computer program to help teach classes (e.g. Projects content onto screen)</td>
<td>Groups of students rotate between computer programs and group instruction within same classroom/lesson</td>
<td>Classes of students alternate between traditional lessons and computer sessions in centralized labs</td>
<td>Students primarily learn using computer programs but are provided supplementary on-site teacher support</td>
<td>Students take entire courses via computer programs and receive support from off-site or virtual teachers</td>
</tr>
</tbody>
</table>
Blended Learning is Complex

There are many key decisions to be made when implementing blended learning pilots...

<table>
<thead>
<tr>
<th>Model</th>
<th>Site</th>
<th>Applications</th>
<th>Data Integration</th>
<th>Devices</th>
<th>Furniture</th>
<th>Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of blended learning environment do you want to pilot?</td>
<td>Where will you pilot your blended learning program?</td>
<td>Which applications will you use for teaching and learning?</td>
<td>How will you integrate these applications to help students and teachers?</td>
<td>What kind(s) of devices will you use in the classroom for blended learning?</td>
<td>How will you set up the physical space in the classroom?</td>
<td>How will you provide students and teachers with web access?</td>
</tr>
</tbody>
</table>
Draft Planning Timeline for Pilot School

Initial Meeting
- Meet with principal and teachers to determine interest and readiness

Project Management
- Create and manage detailed project plan, which outlines the specific tasks that need to be completed before the school starts
- Track milestones and key activities
- Regular check-ins with CPS

Design
- Review instructional model and schedule

Digital Content
- Evaluate and provide recommendations on digital content
- Support negotiations and requirements with content vendors
- Review integration, data, and set-up for each vendor
- Configure digital content
- Validate content system readiness

Instructional Technology
- Determine feasibility and integration to SIS
- Review support systems and data flow
- Integrate third party instructional technology (i.e. Gradebook, Assessment, Behavior, etc.)
- Execute plan for training
- Digital content systems
- HLMS data and application
- Data flow and system architecture
- Solve potential issues as first point of support to school
- #1 on-site review 2 weeks after school starts
- #2 on-site review 4-6 weeks after school starts

Hardware and Network
- Review hardware and internet set-up
- Validate computer image and network set-up

Provided by Education Elements
By Fall 2012...

• Greg starts July 2012 – after all designs are finalized.
• Network bandwidth gets upgraded
• Access Points are bought, delivered, configured & installed in the right places
• Devices (5 device types currently, w/ 5 images) delivered, set up and in classes by 3rd week of September across sites.
• Online content accounts are created (Ed Elements, OUSD and Greg)
• August PD for teachers
• Junyo “pivots”
School Year Rollercoaster

1. Initial trainings
2. “Shiny” phase
3. Skeptical/retrain phase
4. Expansion of tools
5. Play, release and evangelize
Lessons Learned

Overall
• Be “out loud” with your pain points. What is the specific problem you’re trying to solve?
• Know what it means to date a start up.
• Start with informed volunteers. Check to ensure they know what they’re signing up for.

Tech
• Engineer your network for 10 years from now. Go Big. In general “1 AP per classroom” isn’t right – it’s 1 AP per 15 devices.
• So far, we’re liking Chrome OS, but what really matters is to start with what you need out of the device, and then go find the device that does that best/cheapest. Same with online content.
• Have a Chief EdTech Officer.

Support Teachers
•Respond quickly to teachers. They won’t remember everything from PD.
•Give teachers an assessment tool so kids can take standards-based quizzes online.
•Have “just in time” and regularly scheduled PD opportunities. Chunk the learning/training for teachers over time.
•Curriculum integration is HARD. What’s the role of the teacher vs. computer? What’s the role of pacing guide vs. adaptive algorithm?
•Let teachers play. Let students play. People like iterating. “Fail Fast/Learn Fast”
Near Future

Cohort I continues next year with some more funding.

Cohort II
• A few more schools – potentially charter, too.
• New/More funding partners (hopefully)

Connecting the ecosystem
Vendors, free/premium tools, trainings, meetings, Districts, CMOs, this.

Oakland’s opportunity
• Local bond measure passed
• Newly elected Board members
• CTO Vacancy
• Existing Pilots and local innovating Charters
Longer Term Future

3-screen kid.
Lots of ways to assess and group – total flexibility

Kids blend in lots of ways
• Mastery-based progression instead of seat-time
• Adaptive online content
• creation apps to show mastery in new ways
• DIY / maker
• Ability to specialize based on interests
• Peer teaching/coaching
• Work/community connections outside of school
• Greg Klein, Director of Blended Learning
• gklein@rogersfoundation.org
• http://goo.gl/dC4G7 for our 2-part Case Study
• @gregdklein
Blended Learning and the BLAST Model:
Alliance College-Ready Public Schools

Education Week Webinar
April 12, 2013

Judy Burton, President/CEO
Alliance College-Ready Public Schools
Agenda

BLAST Model Overview of Alliance
Collaboration with Education Elements
Successes and Challenges
Personalized Learning and Policy Implications
Q and A
Alliance College-Ready Public Schools

2004

First School Opens

Alliance College-Ready Public Schools is formed as a charter management organization.

The first Alliance school, Alliance Gertz-Ressler High School, opens in Central Los Angeles

2010

BLAST Pilot

Alliance launches the Blended Learning for Alliance School Transformation (BLAST) model at two pilot high schools, starting with the 9th grade.

2013

Alliance Today

Our network now operates 21 middle and high schools throughout LA.

The BLAST program has expanded to include 4 high schools and 3 middle schools.

Alliance schools serve a total of 9,500 students from Los Angeles’ most underserved communities:

• 87% are Latino and 13% are African American
• 22% are English-Language Learners (ELL)
• 95% qualify for Free or Reduced Federal Meal Program
• 92% Graduate High School in 4 years with A-G Courses Passed C/higher
• 95% of students go to college
Rationale for BLAST Model

- Increase personalization and engagement for students immersed in a digital landscape. Differentiate instruction based on individual student needs through technology and real-time access to data.

- Emphasize 21st century skills – communication, collaboration, and critical thinking. Transition to Common Core Standards for College-Readiness.

- Ensure financial sustainability as a growing network of schools.
A day in the BLAST Model

7:45am

- Laptop Checkout
- American Lit (120 mins)
- Nutrition
- Honors Bio (120 mins)
- Advisory
- Lunch
- Online Learning Lab (120 mins)

3:30 pm

- Laptop Return

5:30 pm

- After-School Tutoring (120 mins as needed)

40 mins peer-to-peer collaboration

40 mins teacher-led instruction

40 mins online learning

Independent learning on electives and credit recovery

Can include teacher-led, peer-to-peer or independent work
BLAST’s three-group rotation

Traditional Classroom

Adaptive Digital Content – Self Guided

Teacher-guided Instruction

BLAST Classroom
More personalization

Project-based Collaboration & Discussion

ALLIANCE College-Ready Public Schools
The Education Elements/Alliance Partnership

Thought Partnership

Content Selection

HLMS

Teacher Training
Successes of the BLAST Model

Student engagement

• Students are more engaged and increasingly work as independent learners in the BLAST environment

Teacher enthusiasm

• Teachers have become increasingly interested in blended learning models organically

Data-driven instruction

• Instructional practices are increasingly data-driven with availability of online content and multiple data sources

Teacher collaboration

• Teachers developed signature practices with school leaders as they began to identify best practices in the classroom
Challenges of the BLAST Model

Teacher preparation
- Significant preparation necessary for day 1 of the school year requires intense preparation and demands on staff as trainers

Ongoing support
- Having a full-time, onsite coach would be more impactful than periodic professional development

Lesson Planning
- Takes time and familiarity with providers to be able to seamlessly integrate digital content into rich lessons

Digital content availability
- Need to have digital content available for all subject areas, not just core subject areas
Keys to Personalized Learning

- Small Group Instruction
  - Traditional Classroom
  - Paper-based
  - Teacher-Led
  - Labor Intensive

- Integration of Digital Content
  - Classroom Rotation
  - Digital Content Supported

- Differentiation
  - Teacher
  - Software
  - Student

- Data Driven Instruction
  - Student Centered
  - Frequent & Efficient
Policy considerations for personalized learning

Seat-time mandates vs. Competency-based course credit

Approved textbooks vs. Digital content

Mobile device and BYOD policies
Looking Forward:

- Increased Teacher Training and Professional Development
  - Increased orientation and summer training
  - BLAST Coaches in classrooms throughout the year
  - BLAST Teacher Residency Program in partnership with LMU University School of Education
- Evaluation of digital content providers and hardware – alignment to Common Core, web-based, adaptive, and engaging
- Add two new BLAST schools in 2013-14
Improving outcomes... by helping students achieve academic success... instilling pride and accomplishment.
Empowering

The breadth and flexibility of Edgenuity’s curriculum and services allow us to customize our blended and online solutions to meet virtually any need. As your partner, we’ll support you and help you meet your goals.
Needs Assessment: What are your goals?

### Identifying Student Needs

Online and blended learning offers many benefits to students including access to more courses and teachers, flexible scheduling, and more control over course pacing. Students can also strengthen time management and study skills, improve academic outcomes, and graduate high school on time or even ahead of schedule. Designing the right online or blended learning program for your school or district is contingent on the unique needs of your student population.

#### Student Skills that Support Online and Blended Learning Success

Students will need self-motivation, time-management, and communication skills in order to do well in an online or blended learning program. Consider these skills when recruiting and enrolling students, as well as planning for the necessary supports to ensure that at-risk, home-bound, and special-needs students can be successful.

1. **Time-management skills** are necessary to handle the responsibility of self-pacing.
2. **Self-motivation skills** are required to remain on track and engaged without constant guidance from a teacher.
3. **Ability and willingness to learn independently** are important since students may have less occasion to interact with peers.
4. **Reading and writing skills** are needed to comprehend content, synthesize information, follow directions, and more.
5. **Effective communication skills** are necessary for communicating with teachers to ask questions, receive support, and stay on pace.
6. **Basic technical skills** are required to navigate the course, web links, and additional content, as well as interactive learning tools and resources.

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### Student Considerations

<table>
<thead>
<tr>
<th>No Need</th>
<th>Little Need</th>
<th>Moderate Need</th>
<th>Strong Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need access to courses or electives your school does not offer.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need access to more AP® courses than your school offers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need access to career and technical education courses.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need access to world-language courses.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need a way to earn credits outside of regular school hours.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need a way to re-engage with school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need test preparation support.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need a program with learning scaffolds and supports.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Students need in-person mentoring and coaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Who are the intended student groups?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. **Approximately how many students do you plan to serve in the first year?**
   - In subsequent years?

13. **What criteria will you use to identify students to participate?**

14. Is this a ☐ mandatory or ☐ optional enrollment?

15. **What are your goals in terms of individualizing instruction for students?**

16. **How will you provide support for special student populations?**

17. **What additional supports will you put in place in order to assist students?**

18. **What efforts will you use to motivate and retain students?**

19. **How will you educate students and families about your program?**

20. **Is parental consent required to participate?** ☐ Yes | ☐ No
Partnership Planning

- Needs assessment
- Program and course selection
- Implementation Planning
Fidelity of Implementation
More Time in Edgenuity Courses Leads to Higher Grades

<table>
<thead>
<tr>
<th>Course Type</th>
<th>&lt; 20 Total Activity Hours</th>
<th>20-50 Total Activity Hours</th>
<th>&gt; 50 Total Activity Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Subjects (N = 492)</td>
<td>73%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>Language Arts (N = 116)</td>
<td>74%</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>Math Courses (N = 213)</td>
<td>68%</td>
<td>82%</td>
<td>90%</td>
</tr>
<tr>
<td>Social Studies Courses (N = 104)</td>
<td>75%</td>
<td>78%</td>
<td>85%</td>
</tr>
<tr>
<td>Science Courses (N = 46)</td>
<td>65%</td>
<td>79%</td>
<td>86%</td>
</tr>
</tbody>
</table>
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Ed-Tech Leadership for Better Schools—Leaders to Learn From

Required Reading from *Education Week*:
**The New Ed-Tech Leader Models by Digital Example**

A growing number of school administrators are embracing the belief that getting educators to embrace digital teaching and learning, and to use technology more effectively, requires leading by example. That approach, some say, is the path to better leadership.

**Blended Learning Models Generating Lessons Learned**

Since blended learning exploded onto the K-12 scene with promises of personalized and student-centered learning, it has proliferated into dozens of different models, with educators continually tweaking and changing those methods to find the perfect balance of face-to-face and online instruction to meet the needs of their students.

**Spotlight on Implementing Online Learning**

Online and blended learning models have reshaped how students learn. Remote learning can assist students with a variety of needs, but there are also accountability challenges associated with virtual education. This Spotlight offers tips on how to best use and apply online learning, inside and outside the classroom.