5 Ways to Make Blended Learning Work in Your Schools
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April 1, 2015
Introductions

Evelyn  Neysa  Jane  Amy
Overview of Education Elements

Team of educators and technologists passionate about personalizing learning for every child

Our experience building scalable solutions for online and blended schools is unmatched

We are experts in the field, having evaluated over 100 digital content products and tools
Our Mission

Give every child a great education by personalizing their learning
EE Personalized Learning Core Four

Integrated Digital Content
Digital content allows for a differentiated path and pace

Small Group Instruction
Targeted instruction is aligned to student needs and learning goals

Student Reflection
Ongoing student reflection promotes awareness of progress

Data Driven Decisions
Frequent assessments provide data for instructional decisions and groupings

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Blended Learning is About Good Teaching

**Traditional Teaching Practices**
- Manage student behavior
- Create a culture of respect and achievement
- Demonstrate content knowledge
- Plan and deliver coherent instruction
- Ask questions and check for understanding
- Facilitate collaborative learning

**Blended Teaching Practices**
- (Enhanced)
  - Track academic goals
  - Demonstrate flexibility and responsiveness
  - Engage parents and students
  - Assess content mastery
  - Data driven decision-making
  - Differentiation

**New**
But Requires Additional Skills

Traditional Teaching Practices

(Unchanged)

- Manage student behavior
- Create a culture of respect and achievement
- Demonstrate content knowledge
- Plan and deliver coherent instruction
- Ask questions and check for understanding
- Facilitate collaborative learning

Blended Teaching Practices

(Enhanced)

- Track academic goals
- Demonstrate flexibility and responsiveness
- Engage parents and students
- Assess content mastery
- Data driven decision-making
- Differentiation

(New)

- Create a culture of resilience, self-advocacy
- Create blended learning routines and expectations
- Understand and integrate digital content into course
- Small group instruction
- Manage multiple learning paths
- Instill digital ethics
- Manage technology effectively
Domain I. **Blended Learning Culture**: Develop a culture that values students’ opportunity to learn and problem-solve independently.

Domain II. **Blended Learning Management**: Create systems and routines that maintain an effective blended learning environment.

Domain III. **Blended Learning Planning + Delivery**: Integrate digital curricula and flexible learning environments to support student-centered instruction independently.

Domain IV. **Blended Assessment + Analysis**: Measure and analyze students’ academic performance using multiple online and offline data sources.

Domain V. **Blended Technology**: Adopt technology solutions that improve the effectiveness of a blended learning environment.
Before blended learning it was hard to meet the needs of each student.

With blended learning teachers could differentiate instruction.
Domain II: Strand C
Support students ability to work purposefully while receiving digital content instruction

How are students interacting with digital content? *
(2b) Questions & Tasks: Questions and tasks ensure student comprehension and ask for application, analysis and/or synthesis; (2f) Depth of Knowledge: Lesson objectives, tasks and materials require students to demonstrate the following skills: · Recall and Reproduction · Basic Application of Concepts · Strategic Thinking · Extended Thinking
☐ Showing work
☐ Writing follow up questions
☐ Summarizing
☐ Reflecting
☐ Tracking learning objectives
☐ Tracking progress
☐ N/A
☐ Other: 

Domain III: Strand C
Use digital content to support the delivery of differentiated learning paths

How is digital content being used in the classroom? *
(2a) Tailored Instruction: Teacher tailors instruction to move all students towards mastery
☐ All students are using the same program
☐ Groups of students are using different programs based on need
☐ Each student has an individual learning path with programs specific to their needs
Quitman Goal Tracker

### My Goal Tracker

<table>
<thead>
<tr>
<th>DATE</th>
<th>MY GOAL</th>
<th>HOW WILL I REACH MY GOAL?</th>
<th>ONLINE PROGRAM I USED TO REACH MY GOAL</th>
<th>TEACHER</th>
<th>DID I MEET MY GOAL? WHY OR WHY NOT?</th>
</tr>
</thead>
<tbody>
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</table>
Data Usage
**DIRECTIONS:** Feel free to work independently to plan for your own classroom or with others in the same grade level/content area to create routines and procedures for your blended classrooms.

**STEP 1: Explaining Blended Learning to Students**

<table>
<thead>
<tr>
<th>Guiding Question(s)</th>
<th>Ideas/Action Steps</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you message blended learning to students?</td>
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</table>

**STEP 2: Setting Routines and Procedures**

<table>
<thead>
<tr>
<th>Guiding Question(s)</th>
<th>Ideas/Action Steps</th>
<th>By When</th>
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</thead>
<tbody>
<tr>
<td>How does class begin and end?</td>
<td></td>
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<tr>
<td>How will students access laptops/desktops and headphones?</td>
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<td>How will you make sure students get to the right station efficiently?</td>
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</table>
Sample Rotation Schedule

Station Groups and Rotations

**Day A**

<table>
<thead>
<tr>
<th>Station</th>
<th>Rotation</th>
<th>Rotation</th>
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</thead>
<tbody>
<tr>
<td>Digital</td>
<td>Group 1</td>
<td>Group 2</td>
</tr>
<tr>
<td>Teacher Led</td>
<td>Group 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>Group 3</td>
<td>Group 4</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>Group 4</td>
<td>Group 3</td>
</tr>
</tbody>
</table>

**Day B**

| Digital          | Group 4  | Group 3  |
| Teacher Led      | Group 3  | Group 4  |
| Primary Sources  | Group 2  | Group 1  |
Directions for Tailoring Digital Content

Increasing Usage of Online Programs (Chancellor)

What is the recommended usage?
- eReady recommends 1 hour per week per subject
- Lexia recommends student specific usage targets (20 - 100 minutes) per week
- ST Math recommends 90 minutes per week for 2nd - 5th graders
- iReady recommends three 45 minute sessions per week for intervention

How do we strategically hit recommended usage targets in ELA?
- Review Lexia Combined Report by class w/teachers
- See which students needs x-amount of minutes per week
- Have these students start with Lexia until they hit their minutes, then they transfer to iReady
- In order to hit iReady minutes, use iReady in Science/SS blocks as supplement to GoMath or complete as homework

Class Example: ELA Class

STEP 1: Review Lexia’s Combined Report - focus on target usage time per student

Assumptions:
- Students are in a blended rotation with the opportunity to spend 20 minutes on digital content 5 days a week

Blue Group: Meeting Expected Usage Example
- Lexia minutes - yes
- iReady minutes - no
  - 40 minutes completed in this ELA class
  - Need 20 more minutes in another class or at home to reach ~60 minutes per subject area

STEP 3: Next Steps
- Support “in/na” students
  - Increase (or start) using Lexia with these students; likely not enough data has
# Tailoring Digital Content

<table>
<thead>
<tr>
<th>Groups</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Amber</td>
<td>Lexia</td>
<td>iReady</td>
<td>iReady</td>
<td>iReady</td>
<td>Lexia</td>
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<td>Jordyn Jashaud</td>
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Digital Content Station
Student Recognition

302’s Lexia Owl-Stars
We're Crazy About Proficiency

Countdown to Q3 Benchmarks
57 Days Until March 24th