



SCHEDULING BLENDED LEARNING

Successful implementation of blended learning takes intentional planning. When executed well, blended learning consists of two (or more) small groups rotating through stations. It is critical that teachers create a plan for how these stations will fit into their schedule and be intentional about their duration and activities, rather than just moving students to computers when there is spare time. If blended learning is a priority for a classroom or school, it is critical to create a schedule that allows students to receive quality, differentiated instruction. This means that students need adequate time in a small teacher-led group and on their digital lessons in core subject areas.

Best practices

1. **Protect blended learning time:** One key to successful implementation of a blended learning model is dedicating enough time for students to learn in small groups and on computers to reach academic goals.. Prioritizing blended learning requires a large amount of time and planning. Teachers need to consider how this small group and computer learning time fits in their day before they plan more flexible moments in the day, such as bathroom breaks, whole group activities, snack time, etc. By protecting this time, teachers can ensure that students receive the differentiated instruction needed to thrive, and that this learning time does not get skipped over.
2. **Establish a schedule:** Being proactive is essential in successfully implementing the small groups that blended learning requires. Establishing a schedule and sticking to it sets students up for success because it helps them know what to expect every day. Consistency creates normalcy and structure for students. Additionally, establishing a routine makes it easier for teachers to implement blended learning effectively. Doing so makes implementing blended learning a habit rather than a daily choice, and helps teachers prioritize blended learning without extra thought or stress.
3. **Eighty minutes of small group & computer learning:** It is best practice that over the course of a week each student has a minimum of eighty minutes of teacher-led small group instruction and eighty minutes of computer-led instruction. The eighty minutes of teacher-led small group instruction provides students with enough time to be exposed to and master key learning objectives. The eighty minutes of computer-led instruction gives students enough time to pass their individualized, differentiated lessons and make progress towards goals.

Example schedules

Below are example schedules for blended learning. There are examples for classrooms utilizing two groups for forty five minute blocks, sixty minute blocks, and ninety minute blocks. There are also a handful of alternative schedules for classrooms that want to utilize more groups.

Note: *Not every schedule below is right for every classroom. These ten examples below illustrate how to create a basic schedule with two or three groups. However, the schedule that works best for students and their needs may or may not fit into these specific parameters. Sometimes the best option is to pick and choose different examples to fit different days. The key is that the schedule you create follows the best practices outlined above!*



Teaching in two groups

45 minute block	
Example 1	Example 2
<p>5 minutes: Whole group introduction</p> <p>20 minutes: Group 1 teacher-led instruction; Group 2 computer-led instruction</p> <p>20 minutes: Group 2 teacher-led instruction; Group 1 computer-led instruction</p> <p><i>*In this example, students should be in small groups at least 4 days a week.</i></p>	<p><u>Day A</u></p> <p>5 minutes: Whole group introduction</p> <p>40 minutes: Group 1 teacher-led instruction; Group 2 computer-led instruction</p> <p><u>Day B</u></p> <p>5 minutes: Whole group introduction</p> <p>40 minutes: Group 2 teacher-led instruction; Group 1 computer-led instruction</p> <p><i>*In this example, Day A and Day B repeat twice in a week, and the fifth day of the week is used as a flex day</i></p>

60 minute block		
Example 3	Example 4	Example 5
<p>30 minutes: group 1 teacher-led instruction; group 2 computer-led instruction</p> <p>30 minutes: group 2 teacher-led instruction; group 1 computer-led instruction</p> <p><i>*In this example, students should be in small groups at least 3 days a week.</i></p>	<p>20 minutes: whole group instruction</p> <p>20 minutes: group 1 teacher-led instruction; group 2 computer-led instruction</p> <p>20 minutes: group 2 teacher-led instruction; group 1 computer-led instruction</p> <p><i>*In this example, students should be in small groups at least 4 days a week.</i></p>	<p><u>DAY A</u></p> <p>20 minutes: whole group instruction</p> <p>40 minutes: group 1 teacher-led instruction; group 2 computer-led instruction</p> <p><u>DAY B</u></p> <p>20 minutes: whole group instruction</p> <p>40 minutes: group 2 teacher-led instruction; group 1 computer-led instruction</p> <p><i>*In this example, Day A and Day B repeat twice in a week, and the fifth day of the week is used as a flex day</i></p>



90 minute block	
Example 6	Example 7
<p>30 minutes: whole group instruction</p> <p>30 minutes: group 1 teacher-led instruction; group 2 computer-led instruction</p> <p>30 minutes: group 2 teacher-led instruction; group 1 computer-led instruction</p> <p><i>*In this example, students should be in small groups at least 3 days a week.</i></p>	<p><u>DAY A</u></p> <p>50 minutes: whole group instruction</p> <p>40 minutes: group 1 teacher-led instruction; group 2 computer-led instruction</p> <p><u>DAY B</u></p> <p>50 minutes: whole group instruction</p> <p>40 minutes: group 2 teacher-led instruction; group 1 computer-led instruction</p> <p><i>*In this example, Day A and Day B repeat twice in a week, and the fifth day of the week is used as a flex day</i></p>

Teaching in three groups

60 minute block
Example 8
<p>20 minutes: group 1 teacher-led instruction; group 2 computer-led instruction; group 3 independent work</p> <p>20 minutes: group 2 teacher-led instruction; group 3 computer-led instruction; group 1 independent work</p> <p>20 minutes: group 3 teacher-led instruction; group 1 computer-led instruction; group 2 independent work</p> <p><i>*In this example, students should be in small groups at least 4 days a week.</i></p>

90 minute block	
Example 9	Example 10
<p>30 minutes: whole group instruction</p> <p>20 minutes: group 1 teacher-led instruction; group 2 computer-led instruction; group 3 independent work</p> <p>20 minutes: group 2 teacher-led instruction; group 3 computer-led instruction; group 1 independent work</p> <p>20 minutes: group 3 teacher-led instruction; group 1 computer-led instruction; group 2 independent work</p> <p><i>*In this example, students should be in small groups at least 4 days a week.</i></p>	<p>30 minutes: group 1 teacher-led instruction; group 2 computer-led instruction; group 3 independent work</p> <p>30 minutes: group 2 teacher-led instruction; group 3 computer-led instruction; group 1 independent work</p> <p>30 minutes: group 3 teacher-led instruction; group 1 computer-led instruction; group 2 independent work</p> <p><i>*In this example, students should be in small groups at least 3 days a week.</i></p>