



BLENDED LEARNING PROFESSIONAL DEVELOPMENT
Creating Your Blended Learning Schedule

Objectives:
<ul style="list-style-type: none"> ● TWBAT (teachers will be able to) evaluate schedules based on their ability to meet student needs and key curricular outcomes ● TWBAT design their “default” blended learning schedule
Materials:
<p>Facilitator will need:</p> <ul style="list-style-type: none"> ● Facilitator powerpoint ● Participant handout, 1 for each person attending <ul style="list-style-type: none"> ○ Note: There is a different handout for primary grade teachers and upper grade teachers. ● Blended Learning Scheduling document, 1 for each person attending ● Room arranged to accommodate a rotational model (i.e. whole group seating + seating for the largest of the two groups) <p>Participants will need the following:</p> <ul style="list-style-type: none"> ● Recommended: writing utensil ● Previous school year schedules and/or curricular guidance (if available)

Agenda: How will you display the agenda during the session?			
<i>Slide</i>	<i>Times</i>	<i>Description of Instruction</i>	<i>Needed Materials</i>
2	3 min	<p>Say: “For your do now, answer ONE of the questions seen on the screen.”</p> <p>Facilitator’s note: Feel free to adapt the number of questions you want teachers to answer depending on your timing!</p> <ol style="list-style-type: none"> 1. What are the things you consistently make time for in your personal or professional life? 2. What do you consider to be the largest obstacle when considering your schedule for a lesson? 3. Considering your schedule and blended learning what concerns do you have? 4. For returning teachers, what (if any) challenges did you face with your blended learning schedule last year? <p>Say: “Would anyone like to share what they reflected on?” Call on 3-4 people.</p>	Handout
2	1 min	Say: “Our objectives for today are:	



		<ol style="list-style-type: none">1. TWBAT Evaluate schedules based on their ability to meet student needs and key curricular outcomes2. TWBAT Design their “default” blended learning schedule.” <p>Say: “My hope is that you leave this session feeling good about how your blended learning schedule!”</p>	
3	3 min	<p>Say: “There are two ‘scary” truths about becoming a blended learning classroom,</p> <ol style="list-style-type: none">1. Becoming a blended learning classroom means your schedule will need to change (assuming you weren’t already using some sort of rotational model)2. On paper you will lose some instruction time to students engaging in their independent computer learning.”	
4	4 min	<p>Say: However, the good news is that we find that the impact of these truths is minimized by two factors.</p> <ol style="list-style-type: none">a. Students receive differentiated (on grade level and below) content that support their learning and in time will fill gaps that would have previously inhibited their ability to engage with your grade level content. This will allow students to move faster on some grade level content because they have the skills they need to be successful.b. The time you have with students is maximized by the reduced student to teacher ratio (i.e. you get more done because you are working with a smaller sub-population of your class with similar needs).” <p>Say: “As we continue to break down how blended learning impacts how we need to think about our schedule, we are going to start planning out your blended learning schedule today. Before we start drafting it, we are going to do a little reflecting on how you schedule things into your own lives.”</p>	
5	5 mins	<p>R: Big Rocks v. Little Rocks</p> <p>Say: “To frame the work we will do together we are going to watch a brief clip that maybe you have seen before if you are familiar with Stephen Covey’s First Things First book. As we watch this clip reflect on these two questions.”</p> <p>Watch Video or read text.</p> <p><u>Reflection Questions</u> What are the big rocks that immediately come to mind in your personal or professional life?</p> <p>How does this concept apply to how we organize our scholars day? What are the big rocks in our daily academic schedule?</p> <p>Facilitators Note:</p> <ul style="list-style-type: none">• If your staff prefers text and/or you don’t have the ability to play a video, here is a paper copy of the “Big Rocks” by Stephen Covey	Youtube video or printed text



		<p>http://www.appleseeds.org/Big-Rocks_Covey.htm. If you pick this option, print out and share this paper copy of “Big Rocks”. Give staff 5 minutes to read it independently.</p> <ul style="list-style-type: none"> Based on how your staff works best, decide how you want to guide this conversation. Are people sharing partners? Whole group? First in partners and then in whole group? Writing down the answers and sharing as a group? Decide and share with your staff. 							
6	5 min	<p>Say: Now that we understand what “big rocks” are, we are going to think about what the big rocks of our instructional day are. For some/all of you, this will be the first time that computer learning, or blended learning would be in that category. As we share out our answers, _____ will be recording them on butcher paper for us to refer to later.</p> <p>Questions to Discuss - These should be pre-recorded on butcher paper or displayed on slides</p> <p>Facilitators Note: Discuss these questions below based on the makeup of your staff (i.e. discuss in partners and share out with the whole group; discuss as a whole group). Whichever way you chose, share this with the group before discussing.</p> <p>*Choose a volunteer to write down answers on butcher paper.</p> <table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Collaborative questions for schools with less provided structure in class schedules:</th> <th style="width: 50%;">Collaborative questions for schools with more provided structure in class schedules:</th> </tr> <tr> <td> <ul style="list-style-type: none"> What subjects do we consider our big rocks? What are the elements we want to see normed across reading and math? <ul style="list-style-type: none"> i.e. what should be present within every literacy or mathematics block? What elements within our reading curriculum are most important? (blended learning rotations being a provided big rock) What elements within our mathematics curriculum are most important? How do we balance what we have seen as important in the past with the need for more dynamic differentiation? </td> <td> <ul style="list-style-type: none"> What elements within the curriculum/program do we consider most essential? What elements would we gain the largest benefit of having a reduced student to teacher ratio? Are there moments where we already plan to use multiple groups (i.e. centers) where computer learning could provide stronger differentiation? </td> </tr> </table>	Collaborative questions for schools with less provided structure in class schedules:	Collaborative questions for schools with more provided structure in class schedules:	<ul style="list-style-type: none"> What subjects do we consider our big rocks? What are the elements we want to see normed across reading and math? <ul style="list-style-type: none"> i.e. what should be present within every literacy or mathematics block? What elements within our reading curriculum are most important? (blended learning rotations being a provided big rock) What elements within our mathematics curriculum are most important? How do we balance what we have seen as important in the past with the need for more dynamic differentiation? 	<ul style="list-style-type: none"> What elements within the curriculum/program do we consider most essential? What elements would we gain the largest benefit of having a reduced student to teacher ratio? Are there moments where we already plan to use multiple groups (i.e. centers) where computer learning could provide stronger differentiation? 			
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7	8 mins	<p>Say: “We have a lot of important aspects to our classroom schedules. That said, with our blended learning priority, we have to determine what aspects are 100% necessary and which can be let go of. Because as you are probably realizing, it is going to be hard to fit all of these rocks in with blended learning. We have to get our big rocks first, so let’s think about these things we brainstormed and decide which should be included within our schedules. _____ will be recording your answer on butcher paper for the group to see.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">What are the big rocks that must be prioritized to move our students academically?</td> <td style="width: 50%;">How can we guarantee that our students receive “big rocks” every single day?</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>Potential Pushbacks - notes for facilitator</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Pushback</td> <td style="width: 50%;">“Redirection”</td> </tr> </table>	What are the big rocks that must be prioritized to move our students academically?	How can we guarantee that our students receive “big rocks” every single day?			Pushback	“Redirection”	
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		<p>"Religion is our biggest rock as a school"</p> <p>"All of our subjects are important"</p> <p>"Normally we do (subject) after lunch"</p>	<p>Absolutely, when it comes to the mission, school culture and what we hope to impart in students religion is for sure our biggest bucket.</p> <p>Yep, and we obviously want students to be well rounded. However, the limited time we have students means we have to prioritize some outcomes over others. In that vein, what areas would you consider most important to students living out your school's mission?</p> <p>"Okay, was that done because it supported student learning needs or because at some point it made a schedule fit? Again our lens right now is what are the subjects/elements that are most impactful on student learning</p>							
		<p>Facilitators Note: Make sure you have an understanding of your teacher's priorities and potential misconceptions and adjust discussion questions and potential redirection as needed.</p>								
8	1 min	<p>Say: We're going to do an independent reflection activity before we start drafting our schedules. This is critical because we will start to prioritize the most important parts of our day.</p> <p>During this time, your goal is to create a draft schedule that could work for you and your students. It doesn't need to be perfect. This is a way to brainstorm and help you prepare for a blended learning classroom."</p>								
9	3 min	<p>Say: "For this, the primary teachers (or teachers with a flexible schedule) will be doing one thing and the middle school teachers (or teachers following a block schedule) will be doing another.</p> <p>Primary teachers, I'd like you to do the following: Using this Blended Learning Scheduling document, I'd like you to do three things. First... (read from chart)"</p> <table border="1"> <thead> <tr> <th>Step One</th> <th>Step Two</th> <th>Step Three</th> </tr> </thead> <tbody> <tr> <td> <p>Reflect on what a "normal" lesson requires in terms of time</p> <p>If you are a new teacher..</p> <ul style="list-style-type: none"> A. Chat with a returning teacher B. Leave heavy on the outcome poster that will follow you to the back station </td> <td> <p>See if an example works for you to use as a template</p> <p>Glance back at the provided examples, does one work as a starting point for your schedule?</p> </td> <td> <p>Considering the reflections and thinking you did in Steps One and Two draft your "Default" schedule</p> <p>Things to remember:</p> <ul style="list-style-type: none"> A. Computer learning should normally occupy 1/3 of your instructional block B. Your rotation block needs to be equitable and fiesable for each group. i.e if you want student to engage with computer learning for 15 minutes and you have 3 instructional groups you'll need at least 45 minutes </td> </tr> </tbody> </table>		Step One	Step Two	Step Three	<p>Reflect on what a "normal" lesson requires in terms of time</p> <p>If you are a new teacher..</p> <ul style="list-style-type: none"> A. Chat with a returning teacher B. Leave heavy on the outcome poster that will follow you to the back station 	<p>See if an example works for you to use as a template</p> <p>Glance back at the provided examples, does one work as a starting point for your schedule?</p>	<p>Considering the reflections and thinking you did in Steps One and Two draft your "Default" schedule</p> <p>Things to remember:</p> <ul style="list-style-type: none"> A. Computer learning should normally occupy 1/3 of your instructional block B. Your rotation block needs to be equitable and fiesable for each group. i.e if you want student to engage with computer learning for 15 minutes and you have 3 instructional groups you'll need at least 45 minutes 	
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10	3 mins	<p>Middle school teachers, your task will be tackled in three steps. Review the table completely before you start working.</p> <p>The independent learning task you will tackle is separated into three steps. Review the table completely before you start working.</p> <table border="1" data-bbox="328 472 1258 741"> <thead> <tr> <th>Step</th> <th>Step One</th> <th>Step Two</th> <th>Step Three</th> </tr> </thead> <tbody> <tr> <td>Task Outline</td> <td>Review provided rotating schedule examples</td> <td>Suggest an example schedule when provided an objective and student needs</td> <td>Work with a partner to recall a previously taught lesson match to an example schedule</td> </tr> <tr> <td>Suggested Time Needed</td> <td>6 min</td> <td>8 min</td> <td>8 min</td> </tr> </tbody> </table> <p>Step Two: Match the situations below with the schedule you think would best accommodate the learning objective and needs</p> <p>Step Three: Reflect on a lesson that would fit within a provided schedule example</p> <p>Think of a lesson or objective you have a good memory of how it went and what your students accomplished or needed. From that reflection then try and match a lesson just like you did above.</p> <p>Facilitators Note: For “Step Three” you may provide guidance to have teachers work in pairs based on the reflective ability of your staff or your ratio of new to returning teachers.</p>	Step	Step One	Step Two	Step Three	Task Outline	Review provided rotating schedule examples	Suggest an example schedule when provided an objective and student needs	Work with a partner to recall a previously taught lesson match to an example schedule	Suggested Time Needed	6 min	8 min	8 min	
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11	2 mins	<p>Say” Remember:</p> <ol style="list-style-type: none"> The schedule you draft today does not need to be perfect or 100% complete. <ol style="list-style-type: none"> You may adjust times or some elements order as you get to know both your curriculum and students better Ideally you walk away understanding how your blended learning rotations will fit into your block Upper Limits of Content Usage Per Day: <table border="1" data-bbox="420 1444 1258 1669"> <thead> <tr> <th>Grade Bands</th> <th>Max Daily Minutes Per Subject</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>20-25</td> </tr> <tr> <td>2-4</td> <td>25-30</td> </tr> <tr> <td>5-8</td> <td>30-45</td> </tr> </tbody> </table> 	Grade Bands	Max Daily Minutes Per Subject	K-1	20-25	2-4	25-30	5-8	30-45					
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--	15 mins	Independent Activity Work Time													
Everyone comes back together															
12	8 min	<p>Ask teachers to share reflections from the independent task. Utilize below questions if needed.</p> <p>Primary/Flexible Schedule Group:</p> <ol style="list-style-type: none"> How will you make your rotations fit into your ELA and Math blocks? What challenges did you run into during this task? 													



		<p>Block Schedule Group:</p> <ol style="list-style-type: none"> 1. Which lesson you taught are you most confident could fit within an example? 2. What is a lesson that you worry wouldn't fit in any example? 																	
13	5 min	<p>Say: "So hopefully today was a kick off in thinking about your scheduling for this year to ensure we are maximizing the differentiation power that blended learning rotations can support. That means a lot of the coaching and support your receive from _____ (School Leader, Instructional Coach, etc.) will be focused around your small group or data driven instruction, thus we will try and make sure we are constantly observing your instruction at those times."</p> <p>Follow Up Expectations</p> <table border="1"> <thead> <tr> <th>Schedule Version</th> <th>Share With / Upload To</th> <th>Due Date</th> <th>Feedback Date</th> </tr> </thead> <tbody> <tr> <td>Draft</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Final</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Updated</td> <td></td> <td></td> <td>N/A</td> </tr> </tbody> </table> <p>Facilitators Note: This section should be updated based on what you and/or school leader have decided on with regards to accountability or transparency of schedules. The context above is just an example structure.</p>	Schedule Version	Share With / Upload To	Due Date	Feedback Date	Draft				Final				Updated			N/A	
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14	4 min	<p>R: Exit Ticket</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. What time in your lesson do you think it will be most beneficial to be working with a smaller group? 2. What concerns are questions do you still have about scheduling your instructional blocks to incorporate blended learning rotations? 3. <General feedback question> 																	