



BLENDED LEARNING PROFESSIONAL DEVELOPMENT

What, Why, and How of Blended Learning

Objectives:

- TWBAT (teachers will be able to) cite data points that support their schools need for more dynamic learning environments
- TWBAT articulate the purpose and benefits of blended learning
- TWBAT describe basic elements of a rotational model and the areas of focus that they will receive ongoing support around
- TWBAT create and practice their "elevator pitch" for blended learning to share with for students and parents

Materials:

Facilitator will need:

- Facilitator powerpoint
- Participant handout, 1 for each person attending
- Butcher Paper
- Markers
- Post-it Notes

Participants will need the following:

- Recommended: writing utensil

Agenda: How will you display the agenda during the session?

Slide	Times	Description of instruction	Needed materials
Before Session Begins Facilitator should prepare		<p><i>The facilitator should add school specific data to slides 2-3 and in the handout. The most compelling data points would be (in rough order):</i></p> <ol style="list-style-type: none"> 1. School level data (NWEA MAP, state assessment) 2. Arch/network to city/state 3. City compared to state data <p><i>In general we find some data set showing the wide arrange of learning needs alongside data representing a need for greater academic growth a powerful combination.</i></p>	
1	0:00 – 0:02	Say: In the next hour, we are going to talk about what blended learning is and why we are using it as an instructional model at our school.	



2-3

0:02-0:06

Say: “To start our time together, we are going to take a look at some of the data that suggest blended learning could be a solution to some of the academic challenges (school) is facing”

Part One: Varied Student Needs - *This section should be adapted with site specific data, as listed above.*

Say: “Review the data charts in your handout, which I will also put on the next slide and then consider the provided reflection questions. A few things to note before you begin:

- Use the tables below to input the most relevant student assessment data your school hopes to “close the gap” on through blended learning. This should match the data in Slide 3 of the Powerpoint Deck.
- Standard deviation is measure of variance or how spread out a dataset is

Take 5 minutes to look at this data and consider the following questions. Feel free to take notes in your handout.

1. Which grades/subjects seem to have the largest variance (spread) between where their students are at academically?
2. What does this data suggest would likely be true if a teacher tried to meet all student needs instructing them in primarily a whole group context?”

Math (Spring Data)

	Min RIT Score	Max RIT Score	Range of RIT Scores	Standard Deviation
K				
1st				
2nd				
3rd				
4th				
5th				
6th				
7th				



		8th					
		Reading (Spring Data)					
			Min RIT Score	Max RIT Score	Range of RIT Scores	Standard Deviation	
		K					
		1st					
		2nd					
		3rd					
		4th					
		5th					
		6th					
		7th					
		8th					
4	0:06 – 0:12	<p>Say: “As we come back together, could 2-3 people share out what they noticed for question one?</p> <ol style="list-style-type: none"> Which grades/subjects seem to have the largest variance (spread) between where their students are at academically? <p>Do: Call on 2-3 people. While listening, pull together trends between each person’s answers.</p> <p>Repeat for question two.</p> <ol style="list-style-type: none"> What does this data suggest would likely be true if a teacher tried to meet all student needs instructing them in primarily a whole group context? <p>Say: Our school is working against some very challenging academic realities with the average range of between _____ and _____. Trying to differentiate enough so all students could be successful facing such a wide range of needs would be really challenging in an environment that is normally being taught in a whole group environment. This is where blended learning comes into play and one of the key reasons we are using this approach. Each student deserves an education that meets their needs.</p>					



5	0:12– 0:13	<p>Say: “All students deserve an academically strong, faith-filled education that meets their unique needs and creates equitable opportunities for them to reach their potential.”</p> <p>While blended learning alone doesn’t make that possible it can make it much more likely, and more sustainable.</p>	
6–7	0:13– 0:18	<p>Say: “We have talked about the realities that illustrate the need for a change in (schools) academic model. Now let’s start divining into what we mean when we (as Seton) or your school leadership uses the term “Blended Learning”</p> <p>Say: “When you hear the term “Blended Learning” what comes to mind?</p> <ul style="list-style-type: none"> • Write your individual reflections on post it notes • Record one idea/thought per post-it note • Brainstorm as many ideas as you can • As you finish you can come place them up on the board <p>As other people finish I will attempt to group post-it notes into like “buckets” While I do that, feel free to mingle around the board and see what ideas your peers came up with</p> <p>Facilitor Note: Attempt to group post-it notes into broad buckets that mimic the definition of blended learning in the “frame” below</p>	post it notes
7	0:18– 0:21	<p>Say: “Go ahead and take your seats! Would anyone like to read out some of the cards they saw in this first group?”</p> <p>Do: Call on 1–2 people to share out what cards/post-its are in the first bucket.</p> <p>Repeat for second and third buckets.</p> <p>Say: “Where did we focus the bulk of our thinking around? <i>Likely A: Computer Usage, Devices, Chromebooks, etc.</i></p>	
8	0:21– 0:24	<p>Say: Seton’s working definition of blended learning is an education program in which a student learns through:</p> <ol style="list-style-type: none"> 1. Partially through online learning, with students having some control over time, place, path, and/or pace; 2. As well as partially through teacher-led instruction within a brick-and-mortar location 3. With those elements connected by the deliberate interplay between achievement data from a student’s online learning and teacher based instruction. Leading to in frequent targeted 	Handout



		<p>instruction</p> <p>Let's break each part of this down.</p> <ol style="list-style-type: none">1. Partially through online learning, with students having some control over time, place, path, and/or pace;<ol style="list-style-type: none">a. This is where students online content usage comes in. The time, path, pace etc. are all variables in how the work is differentiated to each student's needs2. As well as partially through teacher-led instruction within a brick-and-mortar location<ol style="list-style-type: none">a. This is the portion that helps us exclude remote or virtual schools. Most research supports the inherent value in students being a part of a community and interacting face-to-face with their peers and teachers.3. With those elements connected by the deliberate interplay between achievement data from a student's online learning and teacher-based instruction. Leading to more frequent targeted instruction <p>This "interplay" when working best for students looks like teachers making more and more targeted instructional decisions based on student data.</p> <p>A few quick examples:</p> <ul style="list-style-type: none">• Students previewing a topic with their online content before they engage with their teacher• Using a content provider to remediate a topic that won't be explicitly covered within your curriculum<ol style="list-style-type: none">a. Think about teaching a small group of students and knowing exactly the skill gap that is holding them back from reaching mastery." <p>Say: <i>"While you may talk to peers at other schools or other folks within the education movement that consider any amount of online learning to be blended learning Seton is steadfast in our belief that it is the use of computers and technology provide teachers with the ability to teach small groups and use student data to make those instructional decisions that results in academic growth."</i></p>			
9	0:24–0:36	<p>Say: "To deepen your understanding of what blended learning is you are going to dive into a series of short vignettes that contrast the views of blended teacher/ students to that of non-blended teacher/students</p> <p>As you read the vignettes below consider and mark the following elements when you find them:</p> <table><tr><td>B</td><td>Something that seems like a benefit of blended learning</td></tr></table>	B	Something that seems like a benefit of blended learning	
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		!	Something you would be thrilled to say or hear		
		^	Something you have felt or experienced before		
<p>When you have finished reading, complete the accompanying graphic organizer.</p> <p>If You Finish Early Attempt to take your graphic organizer notes and synthesis your thoughts into 3-4 benefits of teaching in a blended learning environment.”</p>					
Teacher Example #1					
Blended Teacher			Non-Blended Teacher		
“If I had to articulate what I would consider the largest benefit of blended learning; it is the ease at which I can provide data driven instruction to my students. The reporting features from our content providers as well as the MAP assessment give me a great window into the gaps my students still have. “			“I feel like to have a strong understanding of where my students still have knowledge or skill gaps I need to grade every piece of work they do. If I don’t do that, then I am having to wait for the end of a unit or for a quiz to see what my students still don’t understand. I wish I was getting more data on their learning, while at the same time giving them more feedback but it is just so overwhelming”		
Teacher Example #2					
Blended Teacher			Non-Blended Teacher		
“When I reflect on how my practice has changed I think the most beneficial adjustment has been how frequently I can pull students for small group instruction. While my students are working on topics at their specific level on the computer I am freed up to pull students based			“The other frustrating issue I run into is finding the time to loop back to misconceptions or skills my kiddos don’t have. There isn’t really a time or place for me to pull four students if they are the only ones struggling with main idea. I’d like to be differentiating my lessons more based on my student’s needs, but I		

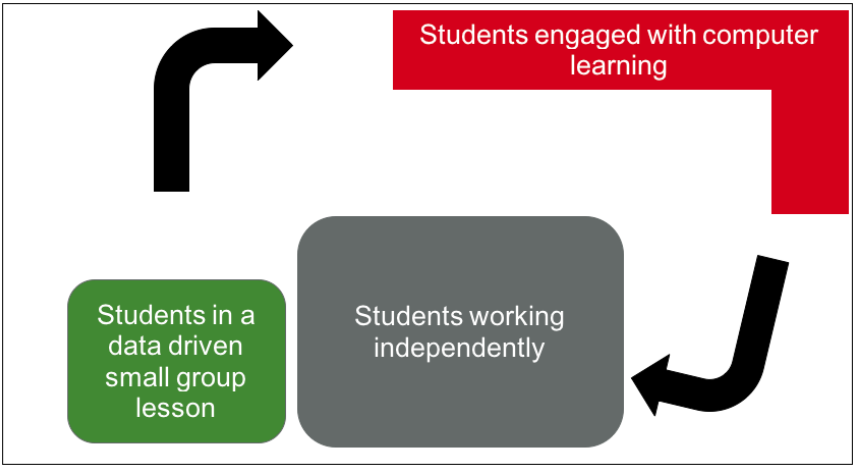


		specifically on their needs. I don't know how I could do that without killing myself otherwise."	just do not have the time to plan or execute it."	
		Student Example #1		
		Blended Student #1	Non-Blended Student #1	
		"I like using i-Ready because it helps me understand what skills I am strong in and where I need help. I also know that the more I work at things, the better I will understand them. I didn't always feel that way about school, in 3 rd grade it just felt like even if I tried hard, I still never felt like I really knew it. Using the computer I can see everyday that I am getting smarter, and that is going to make sure I am ready for college."	"School just seems so old fashioned. The newest thing we have in the classroom is a projector. I spend time at home online or using my parents tablet, and that stuff is just so much more fun for me. I mean, I'd be happy if anything we did at school was like the games I play online."	
		Student Example #2		
		Blended Student #2	Non-Blended Student #2	
		"I know I am improving in reading because my Lexile level has grown by 150 points since September. It's cool that we discuss what we read online and everyone in the class can participate. I know I can keep getting better and my teacher often gives me and another student high school-level books to read and let's us work together on projects, so we are rarely bored. When I grow up I want to be an architect, so my lexile level needs to be a 1420 when I graduate high school. I know I am on the right path to get there."	"In reading, in particular, I am often bored because I have already read most of the books that we are discussing in class. I enjoy reading outside of school, and I do well on reading tests. I have always been an A student in reading, but I sometimes get in trouble in that class because I talk to my friends. I don't know what else to do because I get the activities and comprehension questions done really early."	



		<table><tr><th colspan="3">Graphic Organizer</th></tr><tr><td></td><td>Which Perspective Is More Aligned to Your Experience?</td><td>What Does This Comparison Illuminate About The Benefits of Blended Learning?</td></tr><tr><td>Teacher Example #1</td><td></td><td></td></tr><tr><td>Teacher Example #2</td><td></td><td></td></tr><tr><td>Student Example #1</td><td></td><td></td></tr><tr><td>Student Example #2</td><td></td><td></td></tr></table>	Graphic Organizer				Which Perspective Is More Aligned to Your Experience?	What Does This Comparison Illuminate About The Benefits of Blended Learning?	Teacher Example #1			Teacher Example #2			Student Example #1			Student Example #2			
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10	0:36–0:40	<p>Say: Now, I'd like you to find a partner and share your thoughts based upon this short case study and the definition we discussed. Consider these two questions.</p> <ul style="list-style-type: none">• If someone were to ask you tonight when you get home what is blended learning what might you say to them?• What would you say if someone asked what the benefits of blended learning are? <p>We'll come back together in 3 minutes to share what you heard."</p> <p>Say: "Can 2-3 people share something that their partner said?"</p> <p>Do: Select 2-3 people to share for each question. Correct definitions in the moment if they are missing major components</p>																			
11	0:40–0:42	<p>Say: "Just like many of you just called out, here are some of the greatest benefits of blended learning.</p> <ol style="list-style-type: none">1. Consistent small group instruction responsive to student needs2. Improved feedback for teachers and students3. Promotes a growth mindset in students which is an important non-cognitive skill for future success4. Allows teachers to more easily differentiate (in order to meet student needs)																			



		As we go blended and incorporate this model into our school, these benefits will start to show.”	
12	0:42– 0:43	Say: “The goal of this model is to support schools in establishing classroom environments that feature an abundance of data driven instruction. Our main lever for achieving the time and space for said data driven instruction is by pairing high quality online software within a rotational blended model	
13	0:43 – 0:45	<p>Say: “Some of you may have seen the Seton model in action in videos or if you have been in a Seton partner school before but in a nutshell here is our rotational model at its most basic level.</p> <p><i>In every classroom, there are two to three stations in distinct parts of the classroom. There are still student desks in the middle of the room and even in some of the grey and green areas here. During blended learning subjects, there are distinct areas uses:</i></p> <ul style="list-style-type: none"> - <i>In red, computer stations where students work independently on online lessons tailored to their needs. They are set up in the back or side of a room so that the teacher can see each student’s computer screen and students do not get distracted as easily.</i> - <i>In grey, students work independently on an assignment. They may sit at their desks or on a carpet depending on space in the classroom.</i> - <i>In the green area, the teacher works with a small group on a grade level or skill gap lesson. This station might take place at a separate table or just in some student desks that are placed near each other.”</i> <p>(back of classroom)</p> 	



	0:45 – 0:47	<p>Say: “This layout is proven to work. Quickly glance at these benefits and some additional context about the space.</p> <table><tr><th>Benefits:</th><th>Physical Space</th></tr><tr><td><ul style="list-style-type: none">• This allows students to stay in the same classroom with the same instructor• Allows for larger number of students per classroom, while still providing consistent small group instruction</td><td><ul style="list-style-type: none">• Each classroom has enough desks for traditional whole group instruction• In addition, each room has computer learning “stations” with enough seating for up to half the class• Students in the course of a lesson will likely have three different seats:<ul style="list-style-type: none">○ Whole Class instruction○ Computer Learning “Station”○ Small group instruction</td></tr></table> <p>Say: “Now this is just your first glance at a rotational model. Later we will dive into how to arrange your classroom to make this model more effective as well as a deep dive into how to ensure the procedures for your rotations run like clockwork.”</p> <p>Facilitator’s Note: The session “Setting Up a Blended Learning Classroom” is a great follow up session for guidance on how to set up physical space for blended learning.</p>	Benefits:	Physical Space	<ul style="list-style-type: none">• This allows students to stay in the same classroom with the same instructor• Allows for larger number of students per classroom, while still providing consistent small group instruction	<ul style="list-style-type: none">• Each classroom has enough desks for traditional whole group instruction• In addition, each room has computer learning “stations” with enough seating for up to half the class• Students in the course of a lesson will likely have three different seats:<ul style="list-style-type: none">○ Whole Class instruction○ Computer Learning “Station”○ Small group instruction	
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15	0:47– 0:52	<p>Say: Now, I’d like you to find a partner and share your thoughts about what we’ve discussed in the last 45 minutes. Consider these two questions.</p> <ul style="list-style-type: none">• What excites you about this model?• What worries you about this style of instructional model? <p>Say: “Can 2–3 people share something that resonates with them or has them excited”</p> <p>Do: Select 2–3 people to share for each question.</p>					
16	0:52– 0:55	<p>Say: This last hour was just an overview on how we are going to define blended learning and some of the benefits we hope it will bring to our school and students. We will continue to do training on other aspects of this model.</p>					



		<p>If you have questions or concerns, please come talk to me individually. As you take your break, please complete the exit ticket at the back of your handout packet.”</p> <p>E: Optional Exit Ticket – Pick and choose from the bank of question below for questions to close out your session</p> <ol style="list-style-type: none">1. What would you say to a teacher from another school that considers blended learning just students working on computers?2. What would you say are 2-3 benefits of the blended learning model?3. What questions do you still have about blended learning?	
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