Blended Learning: The Key to Personalized, Scalable Instruction?
IF **mastery** IS THE GOAL, AND
**personalization** IS THE
**challenge**, THEN **blended**
**learning** IS THE **solution**.

@HighlanderInst #FuseRI
Traditional Instruction
- Teacher-centered instruction is delivered to the whole class at the same time.
- Students progress through similar content at the same pace.
- To move up a level, districts must begin leveraging data to develop small group instructional plans within larger content blocks.

Macro Differentiation
- Teacher-driven instruction is delivered to smaller groups at rotating intervals in the day.
- Students progress through leveled content in high, medium, and low groups using benchmarking & summative data (RTI model).
- To move up a level, districts must begin using formative assessment systems across skill and subject areas to differentiate content and pacing.

Micro Differentiation
- Targeted instruction is delivered to smaller groups and individuals at various times in the day supported by curated, online content.
- Students progress individually through more targeted online content while dynamic (constantly changing) groups practice skills face-to-face with instructors and with peers.
- To move up a level, districts must switch from teacher-centered to student-centered instruction through self-paced learning and personalized content.

Individual Mastery
- Individualized online instruction is supported by tutoring, check-ins, conferencing, and coaching.
- Students progress both online and offline individually and at their own pace.
- Students experience 24/7 learning in and out of the classroom.
- Lessons always have a next step designed to build on skills, so students are never "finished."
- To move up a level, districts must support personalized content and delivery for each student by offering students voice and choice around what and how they learn.

Fully Personalized
- Completely student-driven instruction is achieved by an individualized curriculum where CCSS are acquired through personalized projects that build essential 21st century skills and are designed based on student interests.
- Mastery is demonstrated through performance-based assessments and higher order thinking applications.
- Peer to peer coaching and evaluation drive instruction and grouping.
- Students are able to experience real-world learning challenges.
- To maintain this level, districts must support a culture of continuous individualization and redesign organizational structures to accommodate for individual student pathways.
SKSD TECHNOLOGY COMMITTEE VISION STATEMENT

create a personalized learning environment where students can reach beyond the classroom walls and engage in authentic experiences while taking ownership of their learning.
SO, HOW DO WE GET THERE...

PARTNERSHIP WITH HIGHLANDER INSTITUTE AND OUR DISTRICT FUSE FELLOWS

FOCUS ON PEDAGOGY & MINDSETS

TRIAL AND ERROR

PATIENCE

MODELING
SO WITH HELP FROM HIGHLANDER INSTITUTE AND OUR FUSE FELLOWS WE ARE WORKING ON...
Develop Vision

Identify Competencies

Identify Early Adopters

Establish Lighthouse Classrooms

Build Framework & Buy-In

Alignment for Scale

Blended & Personalized Professional Development

Curriculum & Software Alignment

Build Capacity through Strategic Partnerships
An important part of this work is focusing on culture. This is where modeling, patience, and trial and error come in...
MINDSETS

QUALITIES

SKILLS

TECHNICAL ADAPTIVE

Core Values and Beliefs
- New vision for teaching & learning
- Orientation towards change and improvement

Personal Characteristics & Patterns of Behavior
- Grit
- Transparency
- Collaboration

Complex, generalizable skills
- Reflection
- Continuous improvement and innovation
- Communication

Task-specific know-how & expertise
- Data practices
- Instructional strategies
- Management of BL experience
- Instructional tools
Technology is a tool, not a curriculum

Helpful to use as reminders of best practices to help guide your unit or lesson design

- **Understanding by Design** - Grant Wiggins - [This can help you frame your approach](#)
- **SAMR** - Changing your instructional approach gradually - substitution, augmentation, modification, redefinition
Diffusion of Innovations

- Innovators: 2.5%
- Early Adopters: 13.5%
- Early Majority: 34%
- Late Majority: 34%
- Laggards: 16%
What People Think Success Looks Like:  What Success Really Looks Like:
Personalized learning is tailoring learning for each student’s strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.
“We have prided ourselves on avoiding technology fads, while we focused on becoming pioneers in the application of carefully selected technologies that would improve learning. We stated over and over that technology is not changing our curriculum; it allows our students to master curriculum and achieve at higher levels. It’s all about the learning!”

– Peter Sanchioni
Teacher Facilitated
Engaging, Relevant
Project Based Learning
Blended Learning
Student-Centered
Voice and Choice
College and Career Skills
When we use Digital Learning in combination with a skilled classroom teacher, we can better match the level of the child’s learning, and learning style, to meet the challenges of the higher standards for college and career readiness.
Natick uses a variety of Research-based Instructional Practices: Understanding by Design (UbD), Universal Design for Learning (UDL), Assessment for Learning (AFL), Project Based Learning (PBL).

With Blended Models: Station-Rotation, Flex, Online Lab, Flipped, Face-to-face Driver and “Teacher Blend.”
• Raised the bar for all students – increased academic rigor to lead to college and career readiness
• Provided students with more choices for learning beyond the traditional classroom
• Invested in high performing PLC’s to support a culture of continuous improvement
• Provided a technology and resource rich learning environment
• Researched and surveyed on the effects of Digital Learning Environments and their effect on school and community climate and student learning
SAU 16 Vision
To provide a rigorous and comprehensive education that will prepare our students for diverse post-secondary educational opportunities, a competitive workplace, and active civic participation.

SAU 16 Mission
To help students gain knowledge and skills that build intellect, character, and a lifelong thirst for learning.
Sabbatical Objectives

· Train teachers to develop blended learning course in their area of expertise and utilize current online courseware and relevant and reliable applications.

· Review successful and effective online/blended course platforms commonly used by other school districts.

· Upon my return, offer the training program to teachers at the middle and high school using the online content and resources the district currently subscribes to and other effective resources being utilized by other successful blended learning programs.
Resources

iNACOL: International Association for K-12 Online Learning

Lesley University Course Work

Virtual Learning Academy Charter School

Online Learning Consortium - Formerly the Sloan Institute

Next Generation Learning Challenges

Clayton Christensen Institute

BLU: Blended Learning Universe

International Society for Technology in Education & NHSTE :)
What some of my colleagues think about a sabbatical
SITE VISITS

January -
Coppell Independent School District and Spring Independent School District, Dallas, TX

March -
Carpe Diem, Yuma, AZ
High Tech High, San Diego, CA
Thrive Public School, San Diego, CA

April -
Summit Public Schools, San Jose, CA

May -
Polaris Charter School, Manchester, NH
The Carlton School, Salem, MA
MC2 Manchester, NH

June -
Pittsfield HS/Middle, Pittsfield NH

I soon realized that...

Blended Learning is **not** about a 1:1 initiative or putting a lot of cool technology in a classroom.

**Blended Learning is about changing instructional practices.**

Take a minute and think about your instructional practices.
Blueprint for Blended
BEGIN WITH A PROBLEM(S)

How can we better support teachers to provide more and better small-group differentiated instruction?

How can we remediate and accelerate the learning of the students on both ends of the curve, whom we're not serving as well as the majority of students?

How can we increase the amount of writing students are doing in all content areas?

How can we identify and help struggling students more quickly and efficiently using data?

How can we reduce the number of our graduates who need to take remedial math upon entering college?
Who are your Learners?

Go Blended!
A Handbook for Blending Technology in Schools

Make Learning Personal
The What, Who, WOW, Where, and Why
Barbara Bray
Kathleen McClaskey
Foreword by John H. Clarke
Design the Teacher Experience

“Unbundle your current Teacher Paradigm”

What motivates you?

What’s the best use of face-to-face time?

- Mentor
- Facilitator
- Tutor
- Evaluator
- Counselor
Blended learning is a tool that I use in my classroom that allows me to run a differentiated, self-paced classroom. I am able to work 1-1 with my students more, establish a deeper academic and personal connection with them, and meet their individual learning styles and needs.

Mark Tobey, High School Mathematics Teacher, Exeter High School, Exeter, NH
“I implemented the flipped classroom model in order to free up more time for one-one interactions with my students. This time was previously spent with “direct instruction,” which studies have shown to have a very small educational return on investment.

Having the direct instruction happen through video, watched at home (or on the bus, or a during a study hall, or wherever), not only frees up my classroom time for re-teaching, extension learning, assessment, or application of the lesson, but also allows students to watch and re-watch the lesson..or watch it at their own pace. Also, having students be able to address their questions on the formatives directly to me in class, instead of having them struggle with it at home (maybe with a parent, or classmate if they were lucky) was much more effective. It really comes in handy for saving time for things I’d typically have to reteach throughout the year, like a grammatical concept or MLA format.
Once my “library” of videos was built up over the years, I found more and more freedom to restructure my classroom in different ways, allowing for more student-teacher interaction, more individual and group work, and self-paced learning. This practice does have a learning curve, and is a time investment to figure out the several practical details, and I still don’t find that it is best to “flip” every type of lesson, every day. However, I have found that the students have greatly benefitted from this tool, and really enjoy the format.”

Dan Stowell
8th Grade English Teacher
The Cooperative Middle School, Stratham, NH
“Said another way, there isn't one way to go blended; in fact, the proliferation of different models and pilots has created a rich landscape in which to learn how schools can change in service to student achievement. But the DNA of teachers, school leaders, and district administrators is strikingly similar across disparate systems; and common ground includes change management with adults and critical decisions in support of increased technology.”


My 2015 NHSTE ~ Presentation can be found at http://andylittlefield.com