Blended Learning

The Key to Personalized, Scalable Instruction
BRICK-AND-MORTAR

ONLINE LEARNING

BLENDED LEARNING

1. Rotation model
   - Station Rotation
   - Lab Rotation
   - Flipped Classroom
   - Individual Rotation

2. Flex model

3. A La Carte model

4. Enriched Virtual model


Topic:

Barbara L. Brown
Senior Director of Technology
Prestonwood Christian Academy
Prestonwood Christian Academy

- 20 years strong
- 1,600 students
- College placement
- Student centered
- Artistic recognition
- Spiritual development
- Athletic success
Why are we having this conversation?

- Accreditation visits
- **True North Consulting Group - Technology Assessment**
  - Comprehensive Program Review of the Infrastructure and Learning Environment
- **BrightBytes Clarity Survey**
  - Classroom
  - Access
  - Skills
  - Environment
Findings

- Digital Learning Gap
- Devices vs student engagement and learning
Roadmap

- Blended Learning committee
- What does the research say?
- What does it sound like/look like at elementary, middle and high school?
- Smart Goals for a three-year improvement plan
Non-negotiable

Culture and expectations

- Leadership buy-in and professional learning
  - Superintendent’s Cabinet
  - Campus leadership
  - District stakeholders
Topic:

Donna Henry
Director Virtual Learning
Lewisville Independent School District
A La Carte Model
Grades 6-12
Online and blended Drivers
“If mastery is the goal, and personalization is the challenge, then blended learning is the solution.”

iNACOL 2015
District Vision

All our students enjoy thriving, productive lives in a future they create.

District driver = Opportunity

LISDblendED Pedagogical frame = Personalization
- Time
  - Supplemental or inside enrollments
  - Students decide when to work within the pacing framework

- Path
  - Academic based on course choice: f2f, Enriched Virtual or Virtual
  - Not a competency-based model.

- Pace
  - Not bound by a five-day school week
  - Not bound by bell-to-bell instruction
  - May work at own speed on own schedule within pacing framework

- Place
  - Students do not have to be physically present on campus.
  - Students have flexible mobility.
Virtual Learning

LISD Virtual Learning Academy
TxVSN Provider District

- All Students
- LISD Students
- TxVSN Students

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<th>Credits</th>
<th>Course Seats</th>
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2011 – 2016 Growth

- 1029
- 605
- 557
- 489
- 376

*LISD 0.5 credit seat enrollments.
Personalizing learning - Online

- Not a competency-based program. No adaptive software.
- District-written curriculum + 3rd party with customization
- LMS = Moodle + 3rd party proprietary
- Additional resources: Soft Chalk, VoiceThread, Google, Padlet, Tricider, TED-Ed, Teachem, Trello
- Synchronous meetings: f2f and Zoom

Challenges: professional learning and teacher selection

- What does personalization look like
- The importance of the feedback loop
- Need for frequent and ongoing interaction
- Authentic choice
Enriched Virtual

**Time**
- Required whole-class instruction 2-3 days a week
- On online days, students decide when to work within the pacing framework

**Place**
- Brick-and-mortar + location away from school
- Must be physically present on campus 2-3 days/week
- Flexible mobility on online days

**Path**
- Academic based on course choice: f2f, Enriched Virtual or Virtual
- Not a competency-based model.

**Pace**
- Not bound by a five-day school week
- Not bound by bell-to-bell instruction
- May work at own speed on own schedule within pacing framework
### Enriched Virtual-Lite

**Time**
- Required whole-class instruction 2-3 days/week
- Virtual instruction 2-3 days/week within the class period

**Place**
- Students meet for whole-class instruction on campus 2-3 days/week
- Students have on-campus flexible mobility

**Path**
- Academic based on course choice: f2f, Enriched Virtual or Virtual
- Not a competency-based model

**Pace**
- Not bound by whole class limits on virtual days
- Go at own speed on virtual days: independent work and collaboration
# Enriched Virtual

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2012 – 2016 Growth

1263
824
351
204

*LISD 0.5 credit seat enrollments.
Personalized Learning - Enriched Virtual

Program structure: Best of both worlds

- Creates more opportunities within the school day for one-on-one and small group instruction
- Creates online opportunities to gather information that will inform instruction on a class day
- 24/7 support
- Not just for the G/T student. All students thrive.

Challenges: professional learning and teacher selection

- What does personalization look like in the EV model?
- The recursive feedback loop
- Maximizing the online day for personalization
Personalized Learning

Is it working?
Will it scale?
Keys to scalable, personalized learning

- Clarity about the drivers
- Commitment to professional learning
- Fidelity to the model
- A campus culture that supports the model
- Program evaluation
  - Measurable Goals
  - Collection of data points: Program
    - Course completion
    - Grade distribution
    - STAAR, EOC, AP data
    - Demographic analysis
    - TxVSN survey data
    - Student, parent survey data
    - Soft skills
    - How personalization happens
Topic:

Randy Sumrall
Executive Director of Technology
Birdville Independent School District
B² - Birdville Blended

Birdville ISD Implementation of Blended Learning
My Blended Learning Definition

Increase student performance with a combination of two proven strategies:

1. More time with the teacher…
2. Personalize learning...

...using technology in an environment designed to leverage both.

Click here for my Tackk
Raising Blended Learners Program

- Grant to create a demonstration site
- $500,000 over three years, plus free consulting support
- Five winning districts/schools
- Fifteen other districts receive consulting support
- Created a rally cry, implementation plan, financial plan, and SMART goals
SMART Goals

**Project 1 SMART Goal** - We will use Station Rotation and Flipped Classroom blended learning models at our secondary schools to decrease the percentage of 6-10th grade students scoring Below Level on the *STAR360* reading screener while increasing the percentage of 6-10th grade students scoring Advanced on the *STAAR* and *STAAR End-of-Course (EOC)* tests.

**Project 2 SMART Goal** - We will use a Flex model of blended learning to increase student performance on all STAAR EOC exams (average of all students for each subject) while lowering the dropout rate at our alternative school.
BISD RBL Blended Implementation

Sustaining model - Secondary ELA Station Rotation and Flipped Learning
High Schools - 3   Middle Schools - 7

Year 1 - 9th grade
Year 2 - add 8th and 10th grade
Year 3 - add 6th and 7th grade

Flex model - Alternative High School - Core subjects in all grades - Year 2
Resources Added to Date

- Enough Chromebooks for a third of the class (new from 2014 bond)

- Online solutions:
  - Membean (license)
  - NoRedInk (free)
  - Canvas (existing license through Region 11 discount)
  - Star360 (existing license)
  - Compass Learning (existing license)

- Additional furniture (most came from our warehouse)

- Collaboration spaces (grouped teachers and moved them)
Issues to Overcome

- Boredom
- Low literacy levels
- Rigor, rigor, rigor
- Need for more class time
- Lack of student agency
- Teacher doing the thinking
- Lack of appropriate data system
- Calendar, not mastery, driving learning
Focuses for Success

- Campus Leadership
- Engaging, rigorous, aligned instruction
- Grouping
- More online solutions
- Lots of teacher mentoring
- Maximize student-with-teacher time
- Student goal-setting
- Data-driven instruction
- Student ownership of their goals, data, and calendar
- Combination of the right management systems
Managing Learning Expectations

Time vs. Mastery

Assessment

Level of enhancement
Level of mastery
Level of rigor
Level of engagement

Level of intervention

Curriculum Calendar Grades Progress Completion
Horizontal Movement vs. Vertical Achievement

From: “End of Average” presentation, Todd Rose, iNacol Conference, October 26, 2016
Managing Time and Place - Canvas
Managing Mastery

IO Education
Grouping Using Data

IO Education
The Ideal Solution - Time and Mastery in One

Personalized Learning Platform
By Summit & Facebook

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**Dashboard**

- English 7: 3.23 Cogn. Skills, 9/10 Power, 0/8 Additional
- History 7: 3.33 Cogn. Skills, 7/7 Power, 0/6 Additional
- Math 7: 2.75 Cogn. Skills, 1/1 Power, 0/2 Additional
- Science 7: 3.02 Cogn. Skills, 4/9 Power, 0/9 Reflections, 0/0 Goals, 0/0 College

**This Year**

- History 7: Geography, The Roman Empire, China in the Middle Ages, Rome and Fall of Rome, Medieval Japan, Mayan and Incan, The Renaissance
- Math 7: We're Going to.., Feeding a Hungry Planet, My... Justice/Injustice, Know the Data
- Science 7: Geology Story, Natural Hazards C., Chain Reaction, Chemical Reactions, Pluck Party, My Ecosystem

**Additional**

- English 7: Audience, Embedding, Audience, Character, Parts of a... Punctuate, Types of Writing, Knowledge, Text type, Test type, Punctuate
- History 7: Geography, The Roman Empire, China in the Middle Ages, Rome and Fall of Rome, Medieval Japan, Mayan and Incan, The Renaissance
- Math 7: Add and Subtract, Multiply and Divide, Order of... Proportional, Sampling, Algebraic, Solving, Geometry, Area and Perimeter
- Science 7: Earth, Water, Ecosystem, Ecosystem, Planets, Stars, Natural Haz., Structure, Chemical, Organism...
Questions and Discussion