



Alliance Districts Convening
***21st Century Learning Environment
and Blended Instruction Workshop***

**May 1, 2014
11:20 am – 12:35 pm**

Presentation Outline

Background and goals of our project



Planning and implementation process



Reflections and learnings to date



Exercise: The role of blended learning
in my district

Background and Context

- Hartford Public Schools Strategic Operating Plan
- Student-Centered Frame
- Blended Learning – an opportunity for planning and piloting made possible by Nellie Mae Education Foundation

Project Goals

1. To increase district and community knowledge of student-centered blended learning
2. To determine ways to use blended learning to increase student achievement and differentiate learning
3. To engage in action research to pilot and evaluate blended learning approaches in two schools: Pathways Academy of Technology and Design and Bulkeley Teacher Prep and Humanities Academy
4. To share best practices and recommendations from the blended learning research for consideration by the district

Phased Planning Allows for Thoughtful Implementation

- I Establish Current State: Where we are today
- II Conduct an Innovation Landscape:
Explore promising practices
- III Determine Desired State: Develop a Shared Vision for Blended Learning
- IV Engage the Community for Input and Expand Knowledge
- V Pilot implementation at Bulkeley and Pathways High Schools
- VI Project Report

Planning Teams and Key Participants

- Superintendent's Work Group on Student-Centered Learning in High School
- Bulkeley/Pathways Professional Learning Community (PLC)



What We Have Done so far:

Established a Mindset

It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.

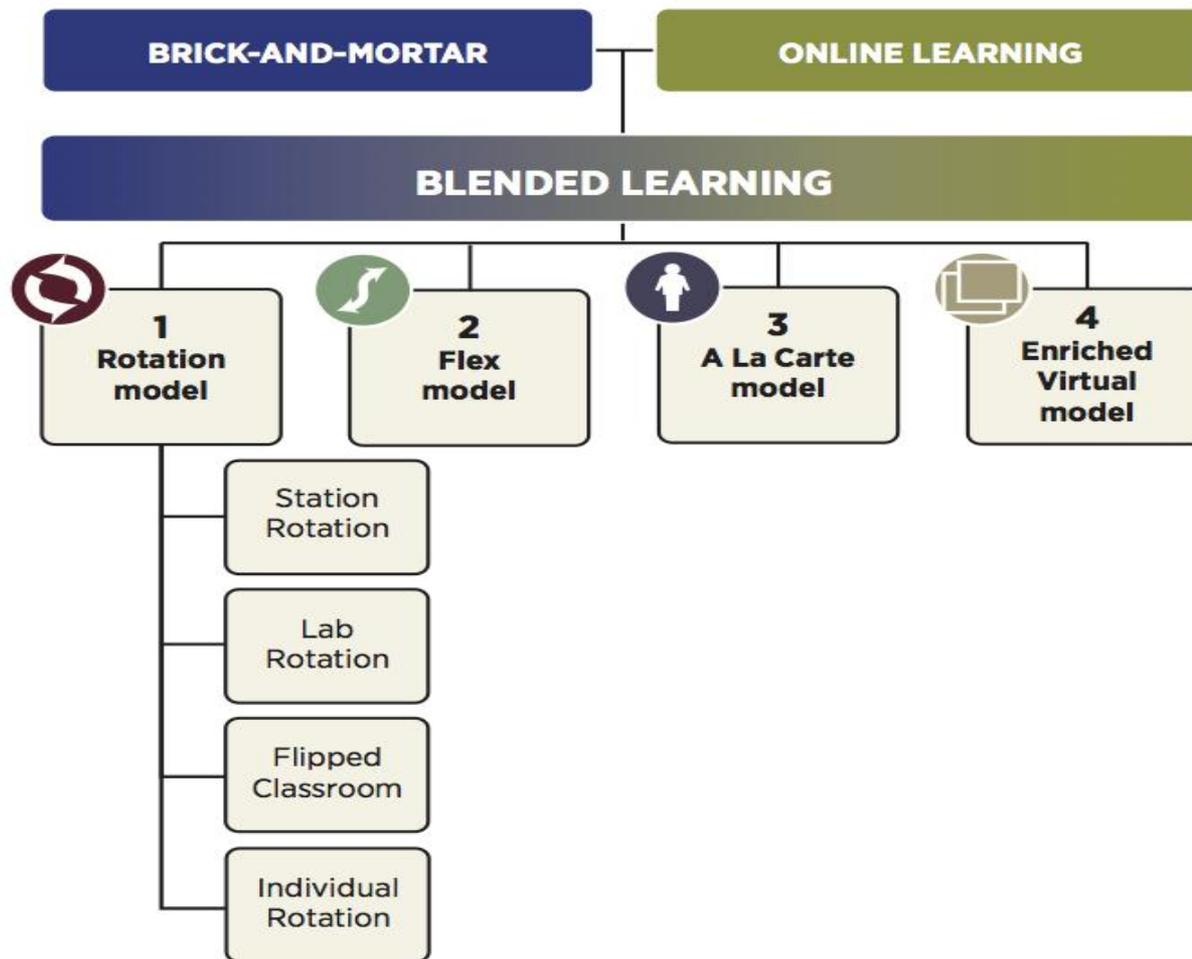
Charles Darwin

Defined Blended Learning

Blended Learning – a formal education program in which a student learns in part through online learning, with some element of student control over **time, place, path, and/or pace**; in part in a supervised brick-and-mortar location away from home.

(Clayton Christensen Institute, 2012)

Explored Blended Learning Models



Developed a Theory of Action

If we build the capacity of teachers to develop student-centered, blended learning instruction; cultivate 21st century and self-efficacy skills in students; foster collaboration with parents and the community; and if we provide schools with the conditions necessary for successful implementation, then we will see improved student outcomes, increased district capacity, and strong community engagement.

Planned for Classroom Implementation

- Teachers developed individual implementation plans
- Decided on hardware and software tools
- Attended conferences, learning sessions, site visits
- Determined initial measures of success:
 - Survey of students and focus group, grades, NWEA, attendance and observations

Implementation at Bulkeley

- 5 teachers in 8 classrooms
- 110 Students
- Subjects include: Lit and Comp I, US History, Algebra II, Western Humanities Society & Culture, and Western Humanities Literature
- Blended Learning models:
Station rotation and Flex
- Using Hapara, Odyssey, Edmodo, Compass Learning, Newsela, NoRedInk, and self-created materials

Unit 4.1 - The Great Depression (1930-1941)

Student Name:	
Honors US History	Bulkeley High Upper School
Enduring Understanding	<ol style="list-style-type: none"> 1. What is a depression? 2. What caused changes in the economy over time? 3. How can leadership affect a nation? 4. What should the role of government be in meeting the needs of its citizens? 5. What causes migration?
Essential Questions	<ol style="list-style-type: none"> 1. After the stock market crash of 1929, the U.S. economy sank into the worst depression in its history. Entitlements became part of the American vocabulary. 2. Most Americans experienced hardships during the Great Depression. 3. The Great Depression had many long term effects on U.S. government and society.

Learning Target	I can.....
1	Analyze the principle economic causes of the Great Depression and the steps taken by the Federal Reserve, Congress, the President, and the Courts to combat the economic crisis.
2	Explain the effects of the Great Depression on workers, farmers, gender roles, and various social, racial, and ethnic groups.

LEARN – April 21st	
Complete three Learn options	
Video & Reflection – Just the Facts: The Great Depression	Textbook Reading & Questions Chapter 8, Sections 1, 2, 3 – SuccessNet Plus
Video & Reflection – The Great Depression – Crash Course US History	PowerPoint Notes - The Great Depression (Causes, Effects, Hoovers Response)
LEARN – MANDATORY	
Odyssey Learning Module – The Great Depression	

PRACTICE – April 30th	
Complete four Practice options	
Map Activity – Unemployment Rates & Dust Bowl Migration	Political Cartoon – Life During the Great Depression
Art Investigation – Dorothea Lange Photos	Song Lyric Investigation – Woody Guthrie "I Ain't Got No Home"
Primary Sources Analysis – Stories from the Great Depression Video – US National Archives	Acrostic Activity – Caesar Chavez
PRACTICE - MANDATORY	
Debate – The Government was the primary cause of the Great Depression	

DISCUSSION BOARD – May 2nd	
<p><i>"I do not believe that the power and duty of the General Government ought to be extended to the relief of individual suffering... The lesson should be constantly enforced that though the people support the Government, the Government should not support the people."</i></p> <p>What does this quote by Herbert Hoover suggest about his thoughts on welfare? Does the American government today follow these same ideals? Give examples of why or why not.</p>	

ASSESS – May 6th	
Must have completed Learn and Practice options first	
Score 75% or higher on section assessment in Edmodo (In Class – Check In)	

APPLY – May 8th	
Depression Experience Journal	
Create a fictional character and use Mixbook.com to create a journal or diary of the daily	

**Me to Algebra 2 with Mrs. Perez Block 1A, Algebra 2 with Mrs. Perez Block 2A**

Smarter Balance Testing has begun!!! This means that I will not see period 1A students since you will either be testing or in the LGI and I will most likely see Block 2A students later in the period. So our time together will be limited.

We will be working on the chromebooks this week during the time we have left after testing.

1st: xtramath.org

2nd: khan academy recommendations (only do One Step Equations, One Step with Multiplication & Two Step Equations)

3rd: Odyssey Learning (20 minute minimum) {Any extra time will be counted as extra credit}

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**Me to Algebra 2 with Mrs. Perez Block 1A, Algebra 2 with Mrs. Perez Block 2A Quiz on Lesson 5.1**

Upload the attached document and fill it in.
Save it to your backpack.
Then turn it in before the end of the period.

[lesson_5_1_quiz_identifying_quadratics.docx](#)

10 submitted

Due: Apr 10, 2014

🕒 Apr 10, 2014 · 💬 Reply

**Me to Algebra 2 with Mrs. Perez Block 1A, Algebra 2 with Mrs. Perez Block 2A**

During Class we will be working on the chromebooks from now on so, for those of you who have your chromebooks remember to bring them to class.
On Thursday we will work on the following. . .

*xtramath.org

* Odyssey and/or Khan academy

*Mini lesson on Quadratics with Mrs. Perez



Algebra 2 with Mrs. Perez Block 1A Posts



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Me to Algebra 2 with Mrs. Perez Block 1A, Algebra 2 with Mrs. Perez Block 2A
Reminder- The textbook pages packet assignment is due on Thursday April 10th!
You are only required to do the problems listed on

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Me to Algebra 2 with Mrs. Perez Block 1B, Algebra 2 with Mrs. Perez Block 1A, Algebra 2...
Attached you will find the complete set of NOTES packet for Lesson 5.2
You will also find a modified version of page 6: WS-Finding the vertex of a quadratic #1-9.
If you find it helpful you may chose to use this form instead of the one attached to the hard copy packet that you received in class.



[lesson_5_2_properties_of_parabolas_notes_student_.docx](#)



[ws_finding_the_vertex_of_quadratic_equations_modified.docx](#)

🕒 Apr 9, 2014 · 💬 Reply



Me to Bulkeley Staff, Methods & Capstone, TPS (Bulkeley Staff), Methods Teachers (Bulk...
Please read the attachment for a chance to win \$500!!

Implementation at Pathways

- 3 teachers in 5 classrooms
- 102 Students
- Subjects include: English, Social Studies, Spanish
- Blended Learning models:
Station rotation, lab rotation and flex
- Web-based Instructional Tools and Resources
- Teachers use Study-Island, 10marks, self-created websites and materials, and a school-wide learning management platform.

Online Presence: The Portal



Lit. & Comp. II Period 1(A) Lizz Maurer



- Home
- Calendar
- Resources
- DropBox
- Quizzes
- Media
- Bulletins
- Blog
- Discussions
- Members

Home Page: [Customize](#) [Copy](#)

Good, better, best. Never let it rest, till the good is better, and the better best. -S.T. Johnson

Bulletins

Manage Bulletins

Hamlet Weekly Response Due Friday Lizz Maurer 4/9/2014 02:21 PM

What piece of work is a man...

Upload your Hamlet Weekly Response to the DropBox. Thanks!



Resources

manage resources

- Hamlet
- Research Paper

[All Resources >](#)

settings

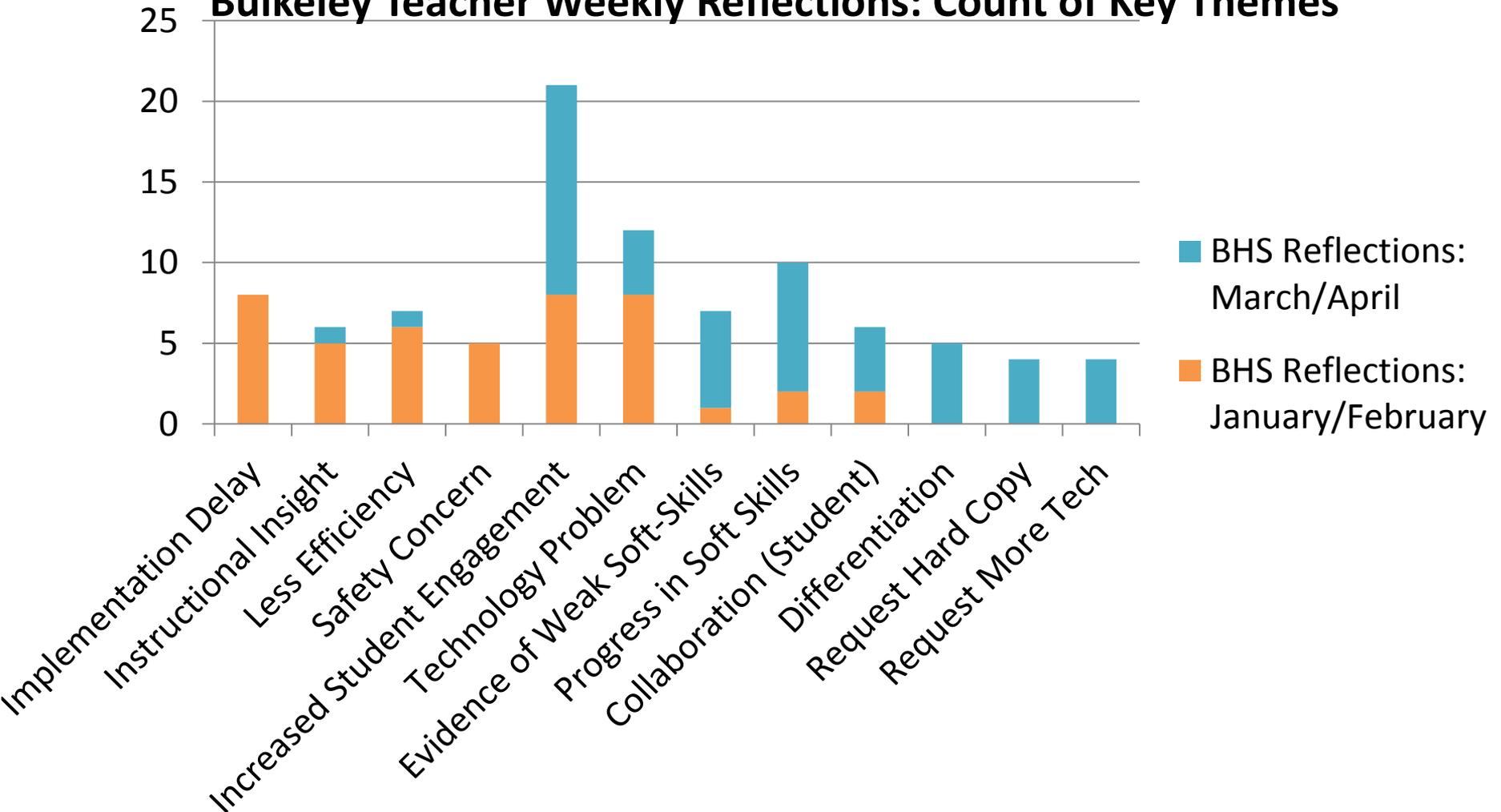
Doubt thou that the stars
are fire;
Doubt that the sun doth move;
Doubt truth to be a liar;
But never doubt I love.

Reflecting on the Experience

<p>What strategies did you implement this week? Did you implement the strategy for the first time or are you continuing a strategy? If continuing, did you modify the strategy in any way?</p>	<p>What soft-skill development outcomes did you observe or measure with your students this week? Describe the skills you observed. Can you associate these results with a particular factor? Why?</p>
<p>As you implemented your strategy, what were your teacher actions? What student actions did you observe?</p>	<p>What changes have you noticed in your own practice this week?</p>
<p>What observations or evidence of student engagement did you collect this week? Can you associate these results with a particular factor? Why?</p>	<p>What professional development have you engaged in this week?</p> <p>What overall improvements or challenges have you observed in your classes?</p>
<p>What student achievement outcomes did you observe or measure this week? Can you associate these results with a particular factor? Why?</p>	<p>What student/parent/colleague reactions have you observed?</p> <p>What notes, reflections, or other insights do you have for next week?</p>
	<p>18</p>

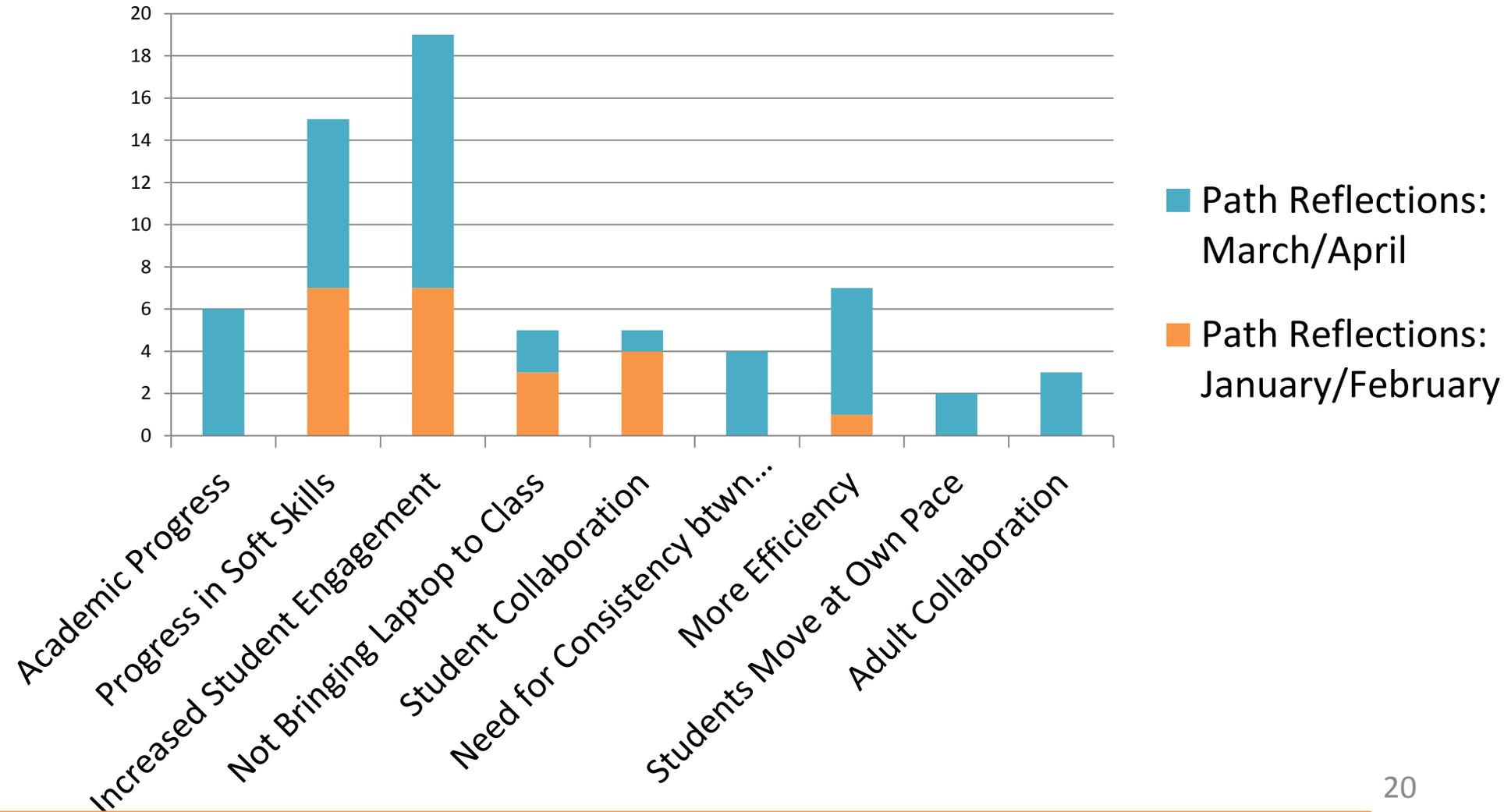
Themes From Teacher Reflections

Bulkeley Teacher Weekly Reflections: Count of Key Themes



Themes From Teacher Reflections

Pathways Teacher Weekly Reflections: Count of Key Themes



Reflections from Teachers

In terms of changes to my own practice, I am working to be less controlling of the class, specifically allowing students to ask and answer each other's questions without automatically answering myself; allowing students to fully engage in discourse without my interruption.

Shayna Chomko, Social Studies Teacher



Massive amount of education software available – finding the software with the right fit, level of rigor, alignment to standards and high engagement factor is a difficult task



Where does Blended Learning fit in your district?

Goal: To develop an understanding of the potential role of blended learning in your school or district, the opportunities, the challenges and the prerequisites for success.

Exercise

1. What are the most compelling opportunities that blended learning can provide for our students?
2. What are the challenges, risks, concerns with blended learning?
3. What would need to be true for my classroom/our school/our district to advance blended learning as a core instructional tool?
4. What is one step I/we can take to move this forward?

Final Comments

- Importance of a vision and open mindset
- Research and planning pave the way
 - Policy, family support and involvement, community partners, facility and operational needs, IT infrastructure, professional development, curriculum and instruction, budget and finance
- VISIT: <http://blendedlearningct.wordpress.com/>
- Q and A