


**What is the Recipe for  
"Blended Learning" in  
Wisconsin School  
Districts?**



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Agency #9  
[www.wisconsinvirtualschool.org](http://www.wisconsinvirtualschool.org)  
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**Blended Learning Recipe**



- **Who's cooking? Where's the kitchen?**
  - Wisconsin Digital Learning Collaborative (Chief Chef)
    - Wisconsin Virtual School, Wisconsin eSchool Network, and Wisconsin Department of Public Instruction (Sou Chefs)
- **First Ingredients**
  - Learn the Definition of Blended Learning
  - Learn the Models: What does it look like in classrooms?
  - Prep the kitchen (infrastructure)
- **Second Ingredients**
  - What School Districts (Chefs) & Teachers/Leaders (Sou Chefs) are asking for?
  - Resource Developed and Shared
  - Future Ingredients

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**Meet Your Chef and Sou Chefs:  
The Power of ALL of US in ONE Place**



Wisconsin  
eSchool Network

<http://dai.wi.gov/omt/digital-learning/collaborative>

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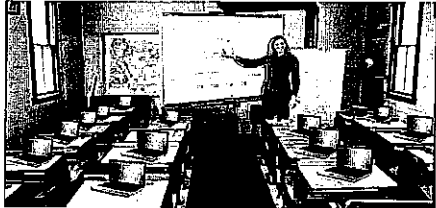
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Blended Learning 101

**BLENDO**

Blended learning is not...



**BLENDO** #BLENDO

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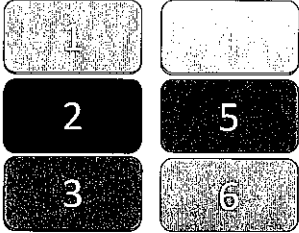
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**B**

Technology rich or blended learning?



**BLENDO** #BLENDO

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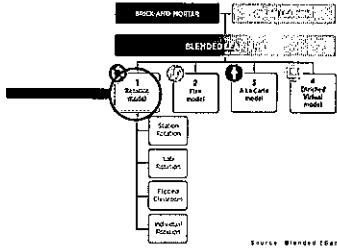
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**B**

Models of K-12 blended learning



**BLENDO** #BLENDO

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Ready to **BLEND**

### Station Rotation

Online Instruction

Teacher-led Instruction

Collaborative activities and projects

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Source: Blended (San Francisco Work, 2016) 10

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### Models of K-12 blended learning

1 Flipped model

2 Flex model

3 A La Carte model

4 Enriched Virtual model

Online Instruction

Self-Paced

Flipped Classroom

Personalized Learning

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Source: Blended (San Francisco Work, 2016) 11

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### Flex Model

8:25	Project time (math and science)
10:20	Break
10:35	Core Skills
11:35	PE or sustained reading time
12:35	Lunch and recess outside
1:20	Project time (English and history)
3:15	End of day; students can stay to work on personalized learning plans

Note: On Fridays, students spend most of the day in Core Skills and meeting 1-on-1 with their mentors

The Learning Cycle

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Source: Public Academy and Dunnic Public Schools 11

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**B**

### Models of K-12 blended learning

Blended Learning Models:

- 1. Station Rotation
- 2. Self-Paced
- 3. Flipped Classroom
- 4. Inverted Classroom

SOURCE: BLENDED LEARNING FROM FRANCISCO, WEINIG, 2015

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### First Ingredients & Prep the Kitchen

- Online & Blended Resources
  - Experience, knowledge, and reputation
  - Online courses, digital content access for blended delivery, technology
  - Policy and procedure assistance
  - Learning Management System (LMS)
  - Student Information System (SIS)
  - Professional Development (Teachers and District Liaisons)
  - Online and Blended Student Support

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### Second Ingredients

- What School Districts (chefs) & Teachers/Leaders (Sou Chefs) are asking for?
- Resource Developed and Shared
- Future Ingredients

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### Specific Ingredients to Consider

#### ❖ Meeting Standards, RtI, and BL Together

- Specific groups of students – how can BL help?
- Younger students and RtI, can BL help?
- Involve elementary and middle school students in BL?
- Need models, examples, and pilots

#### ❖ Opportunities for Networking

- Monthly webinar
- Fall, Winter, and Spring F2F meetings
- PLCs for content teachers

#### ❖ Online and Blended Student Orientation or Readiness for Students

#### ❖ Technology Support

- What support can be shared?
- Help Desk?
- 24/7 Homework Help?
- Others?

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### Specific Ingredients to Consider

#### ❖ Teacher Professional Learning Needs

- Knowledge and research on BL
- Communication strategies
- Awareness for stakeholders
- Familiarity of the tools and models
- Online/Blended Training Opportunities (WDLC), i.e. Teaching Strategies I and II (6-week online foundational course for online/blended learning (6-week online series for administrators)
- Onsite training

#### ❖ School Leaders Learning about the Delivery of PD and Support

- Messaging for different audiences
- Laws, funding, policy, and student handbook
- Assistance in fostering commitment and culture
- Bring a “plan” to the table
- Allocate resources differently
- Teacher “schedule” – what does it look like?

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### Cooking Up New Initiatives

#### • WDLC Priorities for 2017-18:

- Professional development for teachers, administrators, board members, other stakeholders
  - *Planning, Implementing & Evaluating your Digital Initiatives*- online/blended course in development
- Opportunities for networking and sharing what’s going on in your schools (OL and BL models, policy issues, professional learning options etc.)
- Expanding awareness of WDLC and building an organization for online and blended learning networking in Wisconsin
- Offering another *Blended Live* event in April 2018

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### Cookbooks

*Student Centered Learning is not a single tool/solution it is a pedagogy requiring many tools in the tool belt to meet the many needs of unique learners.*



Heather Staker and Michael Horn

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### Mobilizing: Start with the Rallying Cry

What problem are you trying to solve?

Develop Your SMART Goal: Heather Staker and Birdville ISD

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### Mobilizing: Organize to Innovate

How did you organize the right team to lead the project?

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**Designing: Motivate Students**

What do students like about blended learning? What are they finding as challenges?

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**Challenges: Student Voice**  
What did you like the least about using digital (online) content as part of your coursework?

- "It was with work."
- "I can't focus as much with digital content than I can with pencil and paper."
- "Turning in assignments are confusing."
- "I disliked that I never got class time to work with my teacher on things and that I had to learn everything on my own with no instruction."
- "I found it useful in some ways, but it was no different than paper work."

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**Successes: Student Voice**  
What did you like the best about using digital (online) content as part of your coursework?

- "I think that my course work was fun to do this year because I got to help some of my classmates when they ask for help this whole year. My teachers help and I help my classmates too. I kinda pass it on by helping them when needed."
- "What I liked best about using online content was that it was self-paced, so I could work ahead or if I missed a day I wouldn't have to worry about trying to make up the in-class lesson."
- "What I liked most about online classes are that you can work on classes when you want and there is a reasonable due date on the assignments."
- "I can work at my own pace and I can learn my own way within the courses."
- "What I liked is that, it had lessons for you to look back on to find the answers."

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### Designing: Elevate Teaching

How have you gained or how will you plan to get teacher "buy-in"?

Examples: professional learning, training (choice of place and pace), webinar/presentations, mentors/coaches, team planning time, support/resources, motivational strategies

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### Designing: Design the Virtual & Physical Setup

Did you decide to build your own online content? Use an outside provider? Combine multiple providers?

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### Designing: Design the Virtual & Physical Setup

What level of modularity of operating systems (Apple, Windows, Chromebooks, etc.) have you chosen? And why?

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**Designing: Design the Virtual & Physical Setup**

**Any changes to the physical space (furniture and location) in your blended learning models?**

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**Student Voice**

If you were to design a blended learning space where you and your classmates could receive:

- 1) direct instruction from a teacher,
  - 2) work in small groups,
  - 3) work independently both offline and using digital content,
  - 4) and have some station activities you rotated through on your own or in groups,
- what would that space look like or how would it look different than your classroom space you use now?

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**Student Voice: Physical Space**

- "It would look different because usually we are spread out the room and there would be different opinions of the problems and maybe even learn more."
- "It would look like a classroom with teachers."
- "It would probably be like an actual class that you go to physically but you are able to have the instructor teach you on certain days or you can go at your own pacing within the classroom."
- "It would look different because we would actually be getting help with the things we need when we need it. It would also help students learn more both together and on their own."
- "Teachers and students would be more interactive."

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## Designing: Choose the Model

What model(s) have you chosen or are currently implementing to match your problem and goals?

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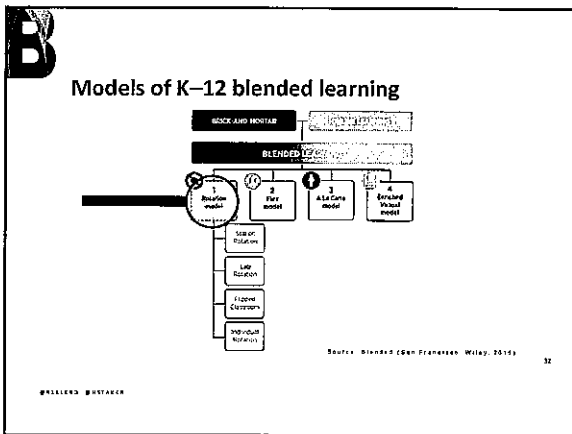
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## Implementing: Create the Culture

How is your school finding a way of working together toward common goals?

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**Implementing: Discover Your Way to Success**  
**In conclusion...where are you now as far as finding what's working and what's not?**

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**Challenges: Teacher Voice**  
What did you find the most challenging about implementing digital content in a blended format with your students?

- "Making sure students accessed the information. Many want to skip the information and go straight to a project, thinking they don't need to have the information."
- "There should be more videos for the math lessons. Students struggled to learn the material independently, so truly flipping a classroom using just the WVS material isn't really a possibility."
- "Sometime we had trouble getting the programs to load. Technology problem."
- "Navigating through it at first was confusing."

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**Successes: Teacher Voice**  
What did you find easiest about implementing digital content in a blended format with your students?

- "The amount of curriculum I had available through my own work, as well as accessing the online information about my class content."
- "The ease with which students could access the information I wanted them to. Also the format follows a typical book style format - I could set up chapters/ units, etc."
- "Was nice because always had lesson plans available. Could always allow them to work independently if necessary."
- "I liked that all the curriculum was housed in one place."

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### Why Blend Your Classroom? A Classroom Shift

- **Student-centered** instruction.
- More **interaction** than traditional classrooms.
- Customize **individualized instruction effectively**.
- Integrates **formative and summative assessment effectively**.
- Shift in **instructional strategy**.



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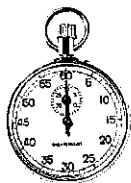
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### Why Blend Your Classroom?

#### Structured Classroom Instruction:

Opportunities and spaces for teachers to work with **small groups** of students to address learning goals (**individualization**), enhance or extend the curriculum (**rigor**), or spend time analyzing student data (**monitoring**).



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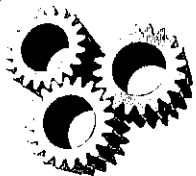
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### Why Blend Your Classroom?

#### Differentiated Experiences:

#### ROTATION MODEL EXAMPLE

- **Small Group** Instruction
- **Independent Practice**
  - Literacy
  - Reading/Writing
- **Collaboration Practice**
  - Listening/Speaking
  - Project-Based Learning
- **Online Self-Paced Curriculum**



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Why Blend Your Classroom?

**Personalized Learning:**

**Adaptive and assignable** online curriculum **individualizes** instructional **pathways** aligned to academic goals



My pace  
My path  
My education



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Why Blend Your Classroom?

**Digital Literacy:**

Reinforcement and application of **technology Skills** to meet the needs of the **Global Workforce.**



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Why Blend Your Classroom?

**Data to inform instruction:**



Small group stations and technology provide **multiple data points** to measure student **growth**

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**Dessert Anyone?**  
(Time for Sharing, Questions, or Comments)



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