Wind Chimes & Steel Footings: National Insights for Compelling Blended Learning Architectural Plans

A Presentation for the Colorado Blended and Online Learning Flipped Conference

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Today's Conversation Outline

I. Brief Intro of John & TLA

II. Blended learning trends from across America

III. Competency-based progression: the chief difference-maker in blended learning

IV. Measuring BL's impact, holistically

V. Key elements of the next generation blended learning educator competencies

Trends & Insights from Across America

1. E-rate reform. $2.5 billion being made available for connectivity.
2. Districts are becoming much more sophisticated in BL.
3. Boards and community members are becoming more involved.
4. BL shows resilience. Super & COOs departures but BL continues.
5. New roles, titles, and job descriptions are emerging.
6. Lots of additional implementation guides, blogs, orgs in the space.
7. Competency-based progression is emerging as a key component.
8. Districts are now seeing the opportunity to rethink measurement.

Competency-based Progression: the chief difference-maker in BL

(from CompetencyWorks & iNACOL)

1. Students advance upon mastery.
2. Competencies include explicit, measureable, transferable learning objectives that empower students.
3. Assessment is meaningful and positive.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills & dispositions (non-cogs).

1. Competency's next steps in CO.

Measuring BL's Impact, Holistically

Framing – Why, Why, Why?

- How do we traditionally measure student achievement?
- Are historical approaches to measurement still sufficient?
- Might this be the right moment to shift what, and how, we measure?
- Why is it important to measure the elements we're proposing?
- How would this connect with PARC?
- Common district surveys vs. tools that produce valid & reliable results.

TLA's Measurement Tool

- How was thetool developed?
- The Logic Model: Inputs, Activities, Outputs, OUTCOMES, IMPACTS

The Mechanics

- Who?
- How?
- When?
- Next Steps (including how we might deploy this)?

Unique Elements of this Measurement Tool

- Solicits input from students, teachers and parents.
- Designed to produce *valid* and *reliable* results.
- Collects student-level demographic information.
- Invites reflections on school culture.
- Asks students to provide feedback on their teachers.
- Gathers data about the technology used (by teachers and students) including devices and software.
- Measures student's non-cognitive skills: grit, optimism, school work & interpersonal self-control, gratitude, social intelligence, curiosity, zest, and self-confidence.
- Measures teacher job satisfaction (Q12).

BL Measurement Logic Model's Definition of Terms

- **Inputs:** The context, resources, and local circumstances that affect implementation (and, ideally, program design).
- **Activities**: What the program *is* i.e. what is it that you "do" when you implement BL?
- **Outputs:** Counts of things affected by the program, # of students, # of teachers trained, # of schools implementing.
- **Outcomes:** Near-term expected effects of your activities.
- **Impacts:** Long-term goals/anticipated changes your activities aim to achieve.

TLA's BL Measurement Tool's Logic Model

Students

Teachers

Technology

Parents

Districts

Implement BL in classrooms (Flipped; Station Rotation; Flex; A La Carte; or Enriched Virtual)

Anchor student progression with competency-based performance measures

Right the student-to-device ratio

Deliver appropriate web access speed

Make informed software choices

Conduct student-level, teacher-led data driven decision analysis.

Support students transitioning into BL environments

Conduct weekly student goal planning.

Provide relevant, timely teacher PD

BL classrooms

BL students

BL teachers

students with 24/7 access (device/ broadband)

More differentiated personalized instruction

Improved student attitudes towards learning

Greater student engagement

More dynamic classroom learning experiences

More targeted teacher support for each student

Improved technology-to-student engagement

Improved technology–to-teacher engagement

Improved parent awareness of student progress

Better student & teacher experiences in BL environs (compared to traditional classrooms)

Improved school climate

Reduced risk of academic failure (esp. for high-risk grps.)

Greater teacher understanding of students' attitudes towards learning and technology

Increased understanding by students about their attitudes towards tech & learning

Improved academic mastery (via competency-based progression)

Improved non-cognitive student skills: grit, optimism, school work & interpersonal self-control, gratitude, social intelligence, curiousity, zest, self-confid nce

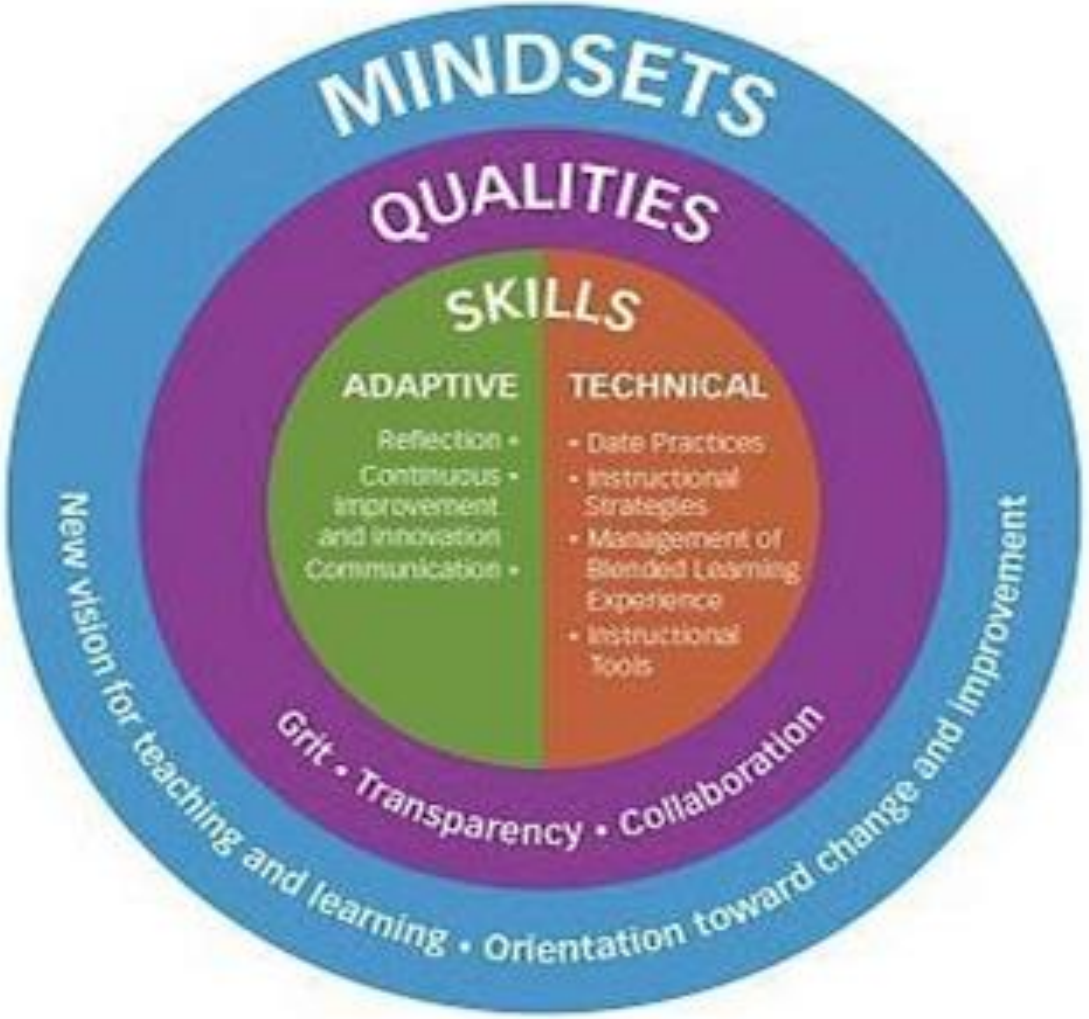
Improved student well-being

Improved teacher job satisfaction (employee engagement)

Blended Learning Educator Competencies

(from Beth Rabbitt @ TLA, iNACOL & Michigan Virtual University)

- Iterative development process – informed by research, practice, experts.
- Intended as starting point to help define the challenge and organize resources and supports.
- Focused on most critical competencies for success, building on foundation of great teaching.



Mindsets

New Vision for teaching and learning

1. Shift from teacher-led to student-centered.
2. Collaborate with various stakeholders.
3. Create flexible, personalized, data-driven environment.
4. Model growth orientation.
5. Entrepreneurial spirit, creativity, imagination, drive.

Orientation toward change and improvement

1. Embrace change and model for others.
2. Change in response to students' needs.
3. Embrace uncertainty & ambiguity.
4. Model and encourage others to be independent, self-directed learners.
5. Demonstrate self-renewal, innovation, vitality in teaching profession.

Qualities

Grit

1. Persevere toward ambitious educational and professional goals.
2. Maintain and model persistence, optimism and confidence to resolve issues.

Transparency

1. Openly and frequently share successes, failures and challenges.
2. Look objectively at results – both positive and negative, and help others in this process.

Collaboration

1. Balance individual initiative with teamwork.
2. Proactively seek to learn from and with others.

Adaptive Skills

Reflection

1. What's working/what's not working & identify plan of action.
2. Collaboratively, transparently, and proactively seek feedback for continuous improvement.
3. Apply lessons and takeaways about their own experiences as learners.

Continuous Improvement and Innovation

1. Engage in problem solving through continuous planning, designing, testing, evaluation, and re-calibration of teaching methods.
2. Use technology creatively and purposefully to work effectively and efficiently.
3. **Communication**Connect learners to sources of information beyond the classroom teacher and textbook.
4. Establish and maintain open communication channels, online and in person, with students, educators, and other stakeholders to support student learning.

Technical Skills

Data Practices

1. Use qualitative and quantitative data.
2. Assess student progress against standards, goals and outcomes.
3. Use multiple sources of data.
4. Enable student ownership of data.
5. Evaluate technologies, tools and instructional strategies for effectiveness.

Instructional Strategies

1. Provide content based resources.
2. Provide resources to demonstrate mastery.
3. Create customized learning pathways.
4. Individualize content and strategies.
5. Create pedagogical approaches aligned to content and online collaboration.
6. Design and deliver valid and reliable assessments, projects and assignments.

Instructional Tools

1. Use learning management system and/or other online collaborative tools.
2. Demonstrate skill in evaluating and selecting effective materials, tools, etc.
3. Provide assistive technologies to facilitate learning.

Questions, Comments, Discussion