Blended Learning

Planning Framework

a tool for planning a blended learning model classroom implementation

Planning Framework Components

1. **Establish the Base**

This section focuses on the "Why" of moving to a blended model and on the goals to be accomplished.

2. **Physical Environment**

Considerations for infrastructure to support blended learning will be examined in this section. This includes the physical space as well as technology needed for a successful implementation.

3. **Capacity Building**

Capacity building addresses the skills that need to be developed in both teachers and students to be successful in a blended model implementation. It focuses primarily on independent learning skills and an understanding of how to use the tools for digital learning processes and workflow.

4. **Daily Operations**

This is the nuts and bolts of the day to day flow of the class. It encompasses classroom management, schedules, routines and procedures.

5. **Instructional Design**

As you begin to lesson plan, consider these points for each unit of instruction.

1.
Establish the base

Start with the “Why”
Focus on the learning
Student-centered
Use your data to drive decisions

What instructional needs do I want to target? What are my goals? What problem do I hope to address using a blended model of instruction?

Consider differentiation needs, student achievement, student attitudes/motivation.

Which subject would most benefit from pedagogical improvement?

Start with one subject. Which subject are you most comfortable with? Which subject has a specific issue you are trying to address?

Which model best suits my classroom situation? Start with one of the rotation models.

Station Rotation, Individual Rotation, lab Rotation, Flipped. Consider the variables below.

What types of learning opportunities are a high priority? What resources for are available?

Examples- Hands-on, use of manipulatives, materials, writing, reflection, journaling, collaborative projects, problem solving, independent projects, research

What available online tool(s) will best meet my students content needs while providing me with actionable data?

Think Through Math, Prodigy Math, Compass Pathblazer, iStation, ALEKS, ST Math, Read 180, Dreambox, Apex, Think Central, Raz Kids...

How will I respond to the data?

Students who do not master concepts, students who need more challenges, students who are not progressing at an adequate pace

2.
Physical Environment

What spatial changes can I make to enhance learning? How does the space contribute to the learning environment?

What space design changes will need to be made in order to better facilitate model implementation?

Does the space contribute to or detract from the quality of the learning experience? Think about the types of learning that needs to happen in the space; Quiet, independent work, projects, collaborations, direct instruction, reflection, assessment.

How can I incorporate student agency in the classroom design?

Is the space designed by you or is the learning space for the students designed by the students? Who owns the space?

What technology do I need to successfully implement this change?

Consider compatibility of tools across platforms, access to power, storage and types of devices available.

Describe ideas for your classroom set up-

3.
Capacity Building

What training and support do you need?
What prerequisite skills do students need for success?

What skills will I need to develop in my students to increase independent learning success?

Technology troubleshooting, how to use online tools, personal problem solving (what do I do if), expectations for quality work completion, How to comment, communicate with teacher, give feedback to others…

What opportunities will I introduce early to build student agency? What will I add as students become more independent?

Choice menus, choose your path, work at home, choose your space, choose a partner, goal setting, self-evaluation, genius hour...

What supports do I need to successfully implement this change?

What permissions or considerations do you need from the principal? Who are your support teachers and how can they help you? How can technology services help minimize issues?

What specific training do I (the teacher) need?

Consider technology and pedagogy, what is the priority of this need?

4.
Daily Operations

What do I need to have in place for my classroom to run smoothly each day? What routines, procedures and structures will ensure student success?

What routines, structures, procedures will I need to establish?

Transitions, what to do if you need help, self-starting, CHAMPS, materials management, clean up, reflection/journalling…

How will I address student goal setting, progress tracking, motivators, ownership of learning (student agency)?

Things to consider- what if a student finishes independent work early? What if they are struggling to complete work or work independently? How can I encourage students to extend learning beyond school in meaningful ways? How can I personalize the learning experience?

How will I communicate with students? Parents? Peers? Leadership? Frequency?

Consider what digital and traditional tools are available. Do you need to use a variety?

How do I include student reflection as a part of the process?

Daily reflection is important! Can be individual (journals) or as a group. Start simple (sentence stems) then add choice and variety as they improve. Examples- blogs, video reflections (recap, flipgrid) physical twitter board, exit tickets

How will I reflect on my practice? How will I use this to iterate and improve?

Weekly reflection will help you improve your practice. Create a personal blog or a public blog to communicate with community. Traditional journaling.

5.
Instructional Design

Consider these elements for each week or unit you plan.

Learning Objectives *What do we expect students to learn?*

- Reference your curriculum documents. Identify the TEKS to be taught
- Identify vocabulary, misconceptions
- Which objectives are best for online learning? Offline learning?

Online Station Content *Considerations- differentiation for various learning needs, what prior skills or learning pre-requisites are critical for success, are there supports students can access independently?*

- What *ready-to-go* online resources are available?
- Are these online resources better for some objectives more than others?
- For which objectives will I need to create learning resources?
- How will students access content that is not contained in my primary program?
- How will I assess completion and quality?

Offline Station Content *Considerations- differentiation for various learning needs, what prior skills or learning pre-requisites are critical for success, are there supports students can access independently?*

- Collaborative activities
- Independent activities

Workshop (small group instruction) *How will we respond when they don't learn?*

- What reteaching workshops do I anticipate? What resources do I have for this?
- How will I use workshop with advanced students?
- Are there concepts that would be better introduced in workshop before online learning?

Assessment

- Online and Offline assessments
- Formative assessments

Extensions *How will we respond if they already know it?*

- What will students do if they finish their online work?
- How will I offer students choices?
- What learning styles do I need to accommodate?