1) 10 minutes - Chalk Talk - Posters will be put up around the room with the following questions:
Where is the 'human element' present in your program? How is it defined?
When you hear the words 'human element', what comes to mind? What do you see? What do you hear? What do you feel?
How important are relationships in your learning environment?
What is blended Learning?
2) 10 minutes - Presenters will go through a brief introduction into the HTA model of blended learning, and identify the key components to the 5 C's.
3) 10 minutes - group discussion on the soft skills of education, how do the participants incorporate things like Character, Creativity, Critical Thinking, and Communication into learning? What does the research say?
4) 10 minutes - defining the 5 C's and the student core continuum. How is this used in our program, and what elements can you use in your program. Key points, grading students for ability to master standards and capability within the content is part of their course grade, their attendance, late work, etc. is part of their core reflections.
5) 10 minutes - what kinds of student activities are part of the 5 C's - Think, Pair, Share activities within the tables and large groups. Collaboration - what do you see? Hear?
   Critical thinking - what does this look like? Sound like?
   Communication, creativity, character, etc
6) 10 minutes - ways to make connections - Advisory, Face to Face connections - Turn and Talk with a partner, what ways do you work to encourage connections within your school community?
7) 20 min Collaboration time - what are the soft skills that are focus within your classroom, school or community? Participants will complete a task where they identify the skills, assign characteristics to the skills, and produce a next steps activity. The take away will be a plan of action to implement at least one skill with achievable action points. Participants will have a digital implementation document with their reflections and notes as well that they can move forward with the implementat
8) 10 minutes Easy Hacks and Share Out/Questions - the presenters will share the 'easy' hacks and ways to include student displays of work, parent communication and connections and build a sense of community within a blended program.
Entry Slideshow (Select link to play loop)

Soft start" Gallery walk - chart paper hung on the walls with markers set up; video playing with quotes and images to support the human element

Where is the 'human element' present in your program? How is it defined?

When you hear the words 'human element', what comes to mind? What do you see? What do you hear? What do you feel?
Hear: students' names being called
Phrases like "Tell me more about that."
Respectful listening; students taking turns to speak
Students all contributing
Silence - the right to pass (honoring comfort levels of students)
Students are speaking more than the teacher

Use Gallery walk of responses as a starting point for the presentation
Chalk Talk

There are two poster themes out there please contribute to both no talking

1. Where is the “human element” present in your program? How is it defined?

2. When you hear the words ‘human element’, what comes to mind? What do you see? What do you hear? What do you feel?
Relationships First: Increasing the Human Element in Blended learning
Hawaii Technology Academy

- Public Charter School
- Statewide
- Grades K-12
- Blended Learning Model
Human Element in Blended?

Homeschool/
Lab Setting,
Online,
Parent Led

Brick and Mortar
School,
F2F 5 days,
Teacher Led
What does the research say?

By teaching students to be proactive, set goals, develop cooperative relationships, and build personal emotional and social capacity, these principles improve learning outcomes, enhance student experiences, and ensure the cultivation of skills that strengthen student achievement (Character Education Partnership).

Students who participated in schools that included Social Emotional Learning programs showed an 11 point percentile gain in academic achievement compared to students who attended schools that did not have these programs. Students also showed improved classroom behavior, an increased ability to manage stress and depress, and better attitudes about themselves, others and school (Collaborative for Social and Emotional Learning).

A national study found that statistically significant correlations between Social Emotional Learning skills starting in kindergarten and key outcomes for young adults years later in their educational achievement, overall employment options, limited criminal activity and substances uses, and overall mental health (American Journal of Public Health).
The 5 C’s
Think, Pair, Share
Assessing & Monitoring Core Values
<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
<th>Added By</th>
<th>User Type</th>
<th>Validate</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/09/2018</td>
<td>thank you for serving as a moderator for Thursday's academic discussion in English class. Thanks to your leadership, encouragement, and strong sense of purpose, everyone in class was able to earn five points of extra credit on an assignment. Your class thanks you for volunteering. Keep up the great work as a role model.</td>
<td>Staff</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>12/22/2017</td>
<td>Introduction to General Art included a collaborative project as well as other art assignments which involved and were shown evidence in participation by yourself and your peers included.</td>
<td>Staff</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>12/12/2017</td>
<td>In Art class, we had to work in groups on a big project. All of us had to collaborate to create the project, and we had to communicate and decide who was going to do each part of the project.</td>
<td>Student</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>11/02/2017</td>
<td>worked diligently on the artwork (painting) for her Tarot Reading sign for the haunted carnival, exhibiting creativity.</td>
<td>Staff</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>09/20/2017</td>
<td>During STEM, on Tuesday, I partnered with two classmates and conducted an experiment. We worked together to come up with hypotheses, executed the experiment, and recorded all of the data.</td>
<td>Student</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>09/15/2017</td>
<td>spent hours working on multiple derivatives of her design for a balloon powered vehicle. She continued to modify the design in order to ensure it met the criteria for the assignment. She demonstrated great perseverance and a positive attitude through numerous revisions.</td>
<td>Learning Coach</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
**Staff**
- Collaboration: Always (100%)
- Critical Thinking: Always (100%)
- Communication: Always (100%)
- Creativity: Always (100%)
- Character: Always (100%)

---

**Student**
- Collaboration: 100
- Critical Thinking: 100
- Communication: 0
- Creativity: 100
- Character: 0

---

**Learning Coach**
- Collaboration: 0
- Critical Thinking: 100
- Communication: 0
- Creativity: 100
- Character: 100
C’s added to rubric example

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Excellent</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Audience and Purpose</td>
<td>Contains an engaging introduction; successfully entertains or presents a theme</td>
<td>Contains a somewhat engaging introduction; entertains or presents a theme</td>
<td>Contains an introduction; attempts to entertain or to present a theme</td>
<td>Begins abruptly or confusingly; leaves purpose unclear</td>
</tr>
<tr>
<td>Organization</td>
<td>Creates an interesting, clear narrative; told from a consistent point of view and develops a clear sequence of events</td>
<td>Presents a sequence of events; told from a specific point of view</td>
<td>Presents a mostly clear sequence of events; contains inconsistent points of view</td>
<td>Presents events without a logical order; lacks a consistent point of view</td>
</tr>
<tr>
<td>Elaboration</td>
<td>Provides insight into the topic; information is historically accurate and reflects the time period</td>
<td>Provides some insight into the topic; most information is historically accurate and reflects the time period</td>
<td>Provides limited insight into the topic; information may not be historically accurate or reflect the time period</td>
<td>Contains few or no details about the topic; historical references are lacking</td>
</tr>
<tr>
<td>Use of Language</td>
<td>Uses word choice and tone to reveal the story’s theme; contains very few errors in grammar, punctuation, or spelling</td>
<td>Uses interesting and fresh word choices; contains few errors in grammar, punctuation, and spelling</td>
<td>Uses clichés and trite expressions; contains some errors in grammar, punctuation, and spelling</td>
<td>Uses uninspired word choices; has many errors in grammar, punctuation, and spelling</td>
</tr>
<tr>
<td>Character</td>
<td>Meets the deadlines of the assignment, including submitting the rough draft and completing the peer review on time.</td>
<td>Meets most of the deadlines; however, does not submit one or more of the components on time.</td>
<td>Struggles to meet the deadlines, submits more than 2 components late.</td>
<td>Does not meet the deadlines; however, does submit the tasks.</td>
</tr>
<tr>
<td>Communication</td>
<td>Works with peers through peer review process and asks questions as they arise. Clearly communicates with the teacher throughout the process.</td>
<td>Works with peers through peer review and asks questions. Communicates needs in a timely manner.</td>
<td>Struggles to clearly communicate with peers, does not ask questions or communicate with the teacher if there are concerns.</td>
<td>Does not work with partners in the peer review and struggles to ask questions or clarify needs.</td>
</tr>
</tbody>
</table>
Tess' Story
Advisory Program

- Neighbor Island HS - 1 hour/weekly
- Oahu HS - 2x/week for 30 mins.
- **Naviance** - College/Career
- **PassageWorks Institute** - community

- Interest Based - *Cooking, DJ, Acoustic Jam, Yoga/Meditation, Gaming, Woodworking*
- Community building integrated into Elementary & Middle School programs
Face-to-Face Connections

- Weekly Core Classes & Workshops
- Field trips
- Ohana Days
- Enrichment & Clubs

- STEAM Night & Day at the Bay
- Learning Exhibitions & Showcases
Teacher Connections

Google+ Community

Professional Learning Communities: Share & Tell

Share & Tell Protocols

<table>
<thead>
<tr>
<th>Tentative Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 minutes</strong></td>
</tr>
<tr>
<td><strong>5-10 minutes</strong></td>
</tr>
<tr>
<td><strong>30-40 minutes</strong></td>
</tr>
<tr>
<td><strong>5-10 minutes</strong></td>
</tr>
</tbody>
</table>
Learning Coach Connections

● Built in time and space for Learning Coaches to connect with one another when students are in Face-to-Face classes
● Building relationships with other Learning Coaches and Instructional Support Team
● Providing academic and social-emotional training for Learning Coaches to support their teaching practices at home
● Quick tips, apps, and other supports
● Small group and individual support
● Providing encouragement and accolades
● Learning Coach resources website
Virtual and Social Media Connections

HTA Facebook Page

HTA Facebook Page

Instagram

Gmail

Google+ Hangouts

Twitter
Activity
Increasing the Human Element

**Initiative**
What do you want to do? Nothing is too big or too small!

**Resources**
What do you need to make this happen? What support?

**Next Steps**
Timeline! Make it happen!

myhta.org
Learning Galleries

How to go beyond bulletin boards to celebrate student learning
Easy Hacks

- Hang student work without tape!
Easy Hacks
Showcase student work
Postcard to Self
Questions?
Mahalo!

Jennifer Francis  jfrancis@myhta.org

Kristie Fetterly  kfetterly@myhta.org