Technology and the Flexibly Paced Class

goo.gl/oiwYkV - Presentation
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Farmington - Why Personalize

A New Design for Education
Why Flexibly Paced?

● Better use of Teacher and Student time
  ○ Students are not held back by other students
● Teaching on Demand instead of Learning on Demand
● Students practice important skills
  ○ Advocate for themselves
  ○ Learn to manage their workflow
  ○ Accept challenges
  ○ Handle failing through perseverance and grit
How Class is Run
Average Day in Mrs. Beckman’s Class

1. Announcements
2. Unit Intro (if necessary)
3. Progress Check Off
4. Student Conferences
5. Work Time
   a. Watch a Video
   b. Do assignment and check answers
   c. Take a Quiz
   d. Flex Time
Announcements - **Google Calendar**

- Odds and ends
- Discuss the learning target for the day as well as upcoming expectations
Unit Intro - Quiz Learning Target Handout

- Provide a basic example of every learning target in that half of the unit
- Encourage students to stay on pace
- Provide a small direct lecture

### Unit 1: Linear Equations and Inequalities

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Resources</th>
<th>Practice</th>
<th>Demonstration of Mastery Assessment(s)</th>
<th>Check-Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can solve multi-step equations.</td>
<td>Video - Unit 1 Notes 1: Solving Equations</td>
<td>Unit 1 Practice 1: Solving Equations</td>
<td>Unit 1 Quiz 1 3 questions</td>
<td>Check-Off</td>
</tr>
</tbody>
</table>

**Example:** $8x - 3 = 5(2x + 1)$
Progress Check Off

- Move around the classroom and check in with each student about their progress
- Binder with Roster to check off note sheets and assignments
- Briefly discuss plans with students who have fallen behind
- The help list
Student Conferences - Conference Chart

- Meet with 3 students a day
  - Put names on the board
- Students roll a dice
  - Learning from Mistakes
  - Accepting Feedback
  - Practicing
  - Perseverance
  - Asking Questions
- Are you Mixed, Growth or Fixed mindset
<table>
<thead>
<tr>
<th></th>
<th>Fixed Mindset</th>
<th>Mixed Mindset</th>
<th>Growth Mindset</th>
</tr>
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<tr>
<td><strong>Learning from Mistakes</strong></td>
<td>I see mistakes as failures and you may hide them.</td>
<td>I am willing to learn from mistakes, but don’t know how to move forward.</td>
<td>I reflect on what I have learned from the mistake and I will apply it and try again.</td>
</tr>
<tr>
<td><strong>Accepting Feedback</strong></td>
<td>I feel defeated by negative feedback and want to quit.</td>
<td>I might feel okay about the negative feedback if I really want the help.</td>
<td>I see feedback as supporting my learning goal and I learn from it.</td>
</tr>
<tr>
<td><strong>Practicing</strong></td>
<td>I do not use strategies to complete the tasks, or I do not practice using any skills.</td>
<td>I like to practice, but only if I feel I am “good at it” already.</td>
<td>I enjoy the process of practicing and getting really good at something. I may set my own practice plans.</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>I give up at the first sign of struggle.</td>
<td>I may persevere, but only when prompted or supported.</td>
<td>I “stick to it” and keep working confidently until the task is complete.</td>
</tr>
<tr>
<td><strong>Asking Questions</strong></td>
<td>I don’t ask questions or don’t know which questions to ask.</td>
<td>If I think it’s too hard for me, I won’t ask questions.</td>
<td>I ask questions of the teacher, peer, the task, and/or myself.</td>
</tr>
<tr>
<td><strong>Taking Risks</strong></td>
<td>I am not engaged in the task. If it’s too hard for me, I turn in incomplete or copied work.</td>
<td>I will take risks if I have been successful with something similar before.</td>
<td>I begin confidently, risk making mistakes, and openly sharing my work.</td>
</tr>
</tbody>
</table>
Work Time - the Videos

- Students have a notesheet to accompany the video
- Try to keep the video around 10 minutes
- Must have completed notesheet as part of assignment
Assignments

- Graded based on completion
- Access to answer keys to check answers
- Get help if needed
  - No blank responses
  - No yes or no questions
Quizzes

- Must achieve 70%
  - If below
    - 70% complete
    - Do corrections on mistakes
    - Retake
- Quizzes has form A and form B
- Classroom seating arrangement for testing

\[ 2 > -3 \]

\[ 0.999... = 1 \]

\[ \pi \approx 3.14 \]

\[ \sqrt{2} \]

\[ 1 + 2 \cdot 3 = 5 \]

\[ (1 - 2) + 3 = 0 \]

\[ 5 \]

\[ 101_2 = 5_{10} \]
Flex Time

- Must have completed notesheet and assignment on the calendar that day
  - Check answers
- Quizzes must be above 70%
- Flexible Learning Options
  - Media Center
  - Chamber of Silence
  - Student Commons
  - New Flexible Learning Space
Syllabus
Grades and Assessments

- **Grade Breakdown**
  - 75% Assessments
  - 10% Assignments
  - 15% Final Exam and Midterm

- **Assignments**
  - Graded based on completion
  - Answer keys available to check answers
  - Must have all assignments completed to take the quiz

- **Assessments**
  - Must achieve score of 70% or higher
  - Quizzes retaken until score is achieved
  - Must make corrections to retake
  - Can elect to do corrections for half credit

- **Final Exam/Midterm**
  - No retakes
  - Multiple choice given on schoology
How We Run Class - Student’s Roles

- Finish the class in a timely manner
- Ask for help
- Use class time effectively
- Check Schoology Frequently
How We Run Class - Teacher’s Role

- Prepare quality lesson videos
- Address group or individual questions
- Provide Additional Support
  - Academic Support
How We Run Class - Parents’ Role

- Encourage student to participate in lesson video
- Maintain open communication with teacher and student
  - Sign up for Schoology
Incompletes

● Time is the variable, learning is the constant
● Students making progress continue working on class into the next trimester
● Receive a grade of an “I”
● Attend Night School and work in their next trimester’s class
● Taking an extra trimester grade is ET for extended time
Technology
Youtube

- Use Smart Notebook on iPad and Quicktime Recorder on Macbook
- Upload Videos to Youtube
- National Honor Society students provide closed captioning for Hard of Hearing
- Playlist of each units’ videos
Schoology

- Learning Management System
- Attach video and worksheets to assignments
- Student Completion Rules
- Contact with Teacher
  - Post Announcements
- Access to other teachers’ videos and previous lessons
Other Features of Schoology

- Completion rules
- Discussion boards
- Calendar of all Classes
  - Can be downloaded by students/parents
- Parent access code
- Syncs to all devices
Playposit

- Video Management
- Work around for students with You-Tube restrictions
- Prevent students from fast forwarding
- Insert questions along the way
  - Require a certain score
  - Jump to a part of the video based on response
- Part of completion rules on schoology
- Monitor page for easy assessment of student progress
Other Features of Playposit

- Discussion questions based on location time in the video
- Video responses to questions
- Flipped Professional Learning
- Premade Bulbs and Teacher community
- Student generated bulbs
Google Docs

- Active Document of students who are ahead and behind
- Shared folder of resources
- Yet Another Mail Merge Add on for parent contact
Questions?

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