Create a Blended Learning Classroom

WeTeach CS Summit
June 17, 2019
1:15–2:15 p.m.

• Kelli Allen, PD Coordinator
• Jackie Burniske, Director of K–12 Initiatives

Agenda

• Engage
  – Share past experiences with Blended Learning
• Explore
  – Blended Learning Station Rotation
• Explain
  – Share findings, review questions and more samples
  – Discuss technology-enhanced active learning and assessment strategies
• Elaborate
  – Share out samples and ideas
• Evaluate
  – Complete KWL Chart
• UTeach Blended Learning Professional Development

Session Objectives

• Participants will explore blended learning resources.
• Participants will gain strategies to implement in personal teaching settings.
What is Blended Learning?

• Blended learning combines technology-driven learning activities with teacher-led instruction to maximize a personalized learning experience.

• Combine best instructional strategies with technology to enhance individualized student engagement.

Elaborate

ISTE Blended Learning Infographic

The 5E Learning Cycle

• The 5E Learning Cycle was developed in 1987 by the BSCS (Biological Sciences Curriculum Study).
  – Encourages the development of hands-on, minds-on skills needed in the 21st century

• The UTeach program has adopted inquiry teaching and the 5E learning cycle as the basis of its nationally recognized teacher preparation program.
The 5E Learning Cycle (cont.)

- **Engage**—Gain interest.
  - Evaluate: What are their initial ideas?
- **Explore**—Try it out.
  - Evaluate: What ideas are they trying out?
- **Explain**—Student explains what they learn.
  - Evaluate: What are they saying?
- **Elaborate**—Go farther.
  - Can they apply what they have learned?
- **Evaluate**—Gauge understanding.
  - What did they understand?

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Engage

- **Introductions**
- **Share past experiences with Blended Learning (K)**
  - KWL Chart
- **Questions over Blended Learning (W)**

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Kelli’s Blended Learning Progression

Kelli’s Blended Learning Progression
(2007–present)

Explore
Station Rotation Simulation
Explore

Blended Learning Station Rotation

<table>
<thead>
<tr>
<th>Direct/Teacher</th>
<th>Independent/Online</th>
<th>Collaboration</th>
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- Direct/Teacher (1)
  - Blended Learning

- Independent Online (2)
  - Blended Learning Video

- Collaborative Station (3)
  - Blended Learning FAQ's

Explain

- Share findings from station rotation simulation
  - 3-2-1 share out
    - 3 things you learned
    - 2 observations to point out
    - 1 question you have

- Questions
  - What elements will you be able to implement in your own blended classroom?
  - Describe elements that will be challenging for you to emulate.
Explore

ISTE Blended Learning Infographic

There are many degrees of blended learning. You can stick to one model or mix and match.

Explain

Discuss management strategies for station rotation implementation:

- Whole group activities before/after station work
- Time per station
- Materials needed at each station
- Cue to move to next station
- Accountability at each station
- Number of stations will vary according to class size, arrangement, etc.

Elaboration

- Table: Teacher, Lesson Topic/Description, Learning Target, Standards, Station Rotation Model, Collaboratives, Active Learning Ideas, Assessment Ideas
Evaluation

What have we learned?

• Complete (L) Section of the KWL

<table>
<thead>
<tr>
<th>K (Know)</th>
<th>W (Want to know)</th>
<th>L (Learned)</th>
</tr>
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Final Comments

Closing Remarks and Questions

Thank you!

Contact information:

Kelli Allen
Professional Development Coordinator
and Master Teacher
UTeach
allen@uteach.utexas.edu

UTeach Blended Learning Course

1. Blended Learning: Where Do I Start? (4 hours)
2. Differentiation in the Blended Classroom (6 hours, GT eligible)
3. Tools and Strategies for Managing a Blended Learning Environment (8 hours)
4. Capstone: Transforming Classrooms for the Digital Age (12 hours)

Under Development: Advanced Blended Learning
**Additional Features of the Blended Learning Course**

- 2-3 hours per week of work
- 3 month timeframe; 30 CPE units
- Two live webinars per cohort
- Blended learning readiness survey for participants and district
- Success coach to support course completion
- The learning management system (LMS) for coursework is Canvas

**Common Themes**

- Each section has a unique focus, but there are similarities of design: research, work products, discussion, reflection
- Each section encourages participants to combine best instructional strategies with technology enhancements to maximize each individual student’s learning experience

**Blended Learning PD Participants**

**June 2018–June 2019**

- 840 participants from 60 districts in Texas
- From 1-74 participants in a district
- Roles: Prek-12 teacher, specialist, instructional coach, director, coordinator, assistant superintendent, principal, assistant principal, counselor, and librarian
**Blended Learning PD Participant Testimonial: Elementary School**

I have certainly learned a wealth of knowledge and have started to make changes. I even received an email this week from one of my parents about how excited their child is with the changes we have made.

Christina Bell, Wise Elementary, 4th Grade Math Teacher, Chapel Hill ISD, Texas

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**Blended Learning PD Participant Testimonial: High School**

As a result of participating in The UTeach Blended Learning Course Series, I have changed and will continue to change the way I am creating lesson plans for my classes. Firstly, I am implementing pre-assessments/formative assessments as a way to use data and input from the student’s knowledge base to drive classroom instruction. Secondly, and what I feel will be the biggest change for me and the students is, I will be asking students to take part in the lesson planning; getting their input on how we as a class could research and/or discuss a topic, as well as, how to demonstrate learning of the material.

All in all, I feel this course has helped me grow as a teacher and has given me more tools to work with to help more of my students demonstrate their learning and succeed.

Melissa M. Williams, Ph.D., Chemistry Level Lead, IB, AP, and PAP Chemistry Teacher, Lamar High School, Arlington ISD, Texas

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**Blended Learning PD Participant Testimonial: Principal**

I want to thank you and your team for the timely reminders and consistent encouragement and support. I know that my team truly appreciates it. This course is the first time that I have taken online modules, where I truly felt like I gained so much from the other participants. Of course, that was through the deliberate design of the course; which I truly think is amazing.

Angela Garcia, Principal, Floresville Alternative Education Center (FAEC), Floresville, ISD, Texas
Blended Learning Sample Work Products

- 5E Differentiated Blended Lesson Plans
- 5E 21st Century Blended Lesson Plans
- 21st Century Classroom Management Plans
- Blended Learning Reflection Papers

Facilitated Interaction in the Online Blended Learning Courses

Adult Learner to Adult Learner:
Denise, I love the statement you made that it is “critical to teach students HOW to learn.” Too many of our students wait for the teacher to give them the answer instead of trying to figure it out on their own. As educators we need to ensure that our students are learning how to become independent learners. – Shanna

Course Instructor to Adult Learner:
Megan, Thank you for sharing the fact that your blended classroom will look different than the blended classroom next door. Each teacher should integrate technology that they feel confident will enhance individual student learning. – Kelli

Adult Learner to Course Instructor:
Kelli, Keep reminding me that it’s gonna be okay to give up that “control” over learning. It’s so easy to fall into teaching the way were were taught. It’s not okay to recognize it and then not improve upon teaching methods to grow students into the 21st century. That’s why I’m here. I’m excited to embark on this new digital age of learning. – Dawn

Blended Learning PD Participants June 2018–June 2019

Table 1: Subjects Taught

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<th>Total</th>
<th>Percentage</th>
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<td>315</td>
<td>36%</td>
</tr>
<tr>
<td>ELAR/Social Studies</td>
<td>237</td>
<td>27%</td>
</tr>
<tr>
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<td>169</td>
<td>20%</td>
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<td>Other</td>
<td>54</td>
<td>6%</td>
</tr>
<tr>
<td>Special Education</td>
<td>46</td>
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</tr>
<tr>
<td>Fine Arts/Languages</td>
<td>32</td>
<td>4%</td>
</tr>
<tr>
<td>ESL/Bilingual</td>
<td>10</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
<td>&lt;1%</td>
</tr>
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*Participants may teach in multiple categories.
Questions about enrolling in the UTeach Blended Learning PD?

Thank you!

Contact information:

Jackie Burniske
Director for K–12 Initiatives
UTeach Professional Development
O: 512-471-0384
M: 737-228-3897
burniske@uteach.utexas.edu

VISIT OUR BOOTH!

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Table 2: Participant Roles

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<th>Participant Roles*</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>685</td>
<td>82%</td>
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<tr>
<td>Specialist / Coach</td>
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<td>10%</td>
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<tr>
<td>Director/Ast Dir /Admin / Coordinator / Super</td>
<td>39</td>
<td>5%</td>
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<tr>
<td>Principal / Asst Principal</td>
<td>24</td>
<td>3%</td>
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<tr>
<td>Counselor</td>
<td>3</td>
<td>&lt;1%</td>
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<tr>
<td>Paraprofessional</td>
<td>3</td>
<td>&lt;1%</td>
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<tr>
<td>Librarian</td>
<td>1</td>
<td>&lt;1%</td>
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<tr>
<td>Unknown</td>
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<td>&lt;1%</td>
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</table>

*Participants may have multiple roles.

Table 3: School Levels

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<th>Participant School Levels*</th>
<th>Total</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>Middle</td>
<td>272</td>
<td>29%</td>
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<tr>
<td>High</td>
<td>282</td>
<td>30%</td>
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<tr>
<td>Central Office</td>
<td>69</td>
<td>7%</td>
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*A campus may span multiple levels (ex. Middle and High)

Join the UTeach STEM Educators Association

- Receive member pricing for your teachers to attend the UTeach STEM Educators Conference and unique opportunities to recruit UTeach STEM teachers to work at your schools.
- Contact Jo Hamilton hamilton@uteach.utexas.edu for more information.
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• facebook.com/utechalumni
• Twitter@utechalumni
• #uteachnation
• #uteachpd
• Pinterest: https://www.pinterest.com/uteachpd/blended-learning

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