Blended Learning at Ferry Farm Elementary

Cindy Sypolt and Jennifer Wolfenbarger
What is Blended Learning?

**Blended learning** is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace.
The Ingredients

- Learning Goals
- End Product
- Playlists
- PLT - Personal Learning Time
- CT - Collaborative Time
- Assessment
- Relevancy
- Balance
What do the students think?
Student Quotes

- I like that you can have **hands-on learning** with playlists and if you still don't get it there is a teacher station.
- I like when we use a playlist to help us learn. It is **more interesting** because there is more things to choose from and the videos are interesting and funny.
- I like when I can **stay on a slide if something is harder** and the teacher can talk to me and explain more. When something is easier, I can **move through more quickly**.
- When **Mom and Dad** see me get on the playlist at home, **we can talk about what I am learning**.
Teacher Quotes

- I like that the students are able to take accountability for their learning -- by taking notes and focusing on what they actually don't understand.
- I like that I can pull small groups and know that the students who are working on the playlist are engaged and the activities are beneficial and not just fillers or busy work. I also like the accountability factor involved.
- I liked that it caters to all student needs. The students can work at their own pace and spend more time with any particular skill that they need.
Setting Instructional Goals

What problem(s) are we trying to solve by implementing blended learning?

- To better our use of technology during station rotations (more focused on instructional goals)
- To have more time for small group, differentiated instruction
- To better meet the needs of students working above the standard
- To better meet the needs of students with learning gaps
- To provide immediate feedback.
- To meet different learning modalities.
- To help children learn to how to assimilate information and summarize what is important.
Benefits of Blended Learning in the Classroom

- personalized learning
- student engagement
- collaboration
- self advocacy
- making decisions
- study skills
- responsibility for learning
Our Journey to Get Here

- support from admin to proceed with blended learning
- establish Google tools and Google Classroom training with teachers
- create playlists
- start small - select a few interested teachers
- offer/participate in professional development
- obtain devices in all classrooms
  - We currently have 12 chromebooks/ laptops in 1-5, 7 iPads in K
- secure classroom support if possible
- offer/participate in a support PD to create playlists and project ideas
Blended Learning at FFES

- We use the station rotation model.
- Start slow with just a few teachers at a time.
  - stations need to be in place
  - classroom management needs to be solid
- Decide what concepts you want to cover for your first playlists.
- Think about incorporating collaborative projects.
- We use Google Apps and Google Classroom.
- Assessment: Interactive Achievement/Google Forms
- Checklists/Anchor Activities
- Incorporate note-taking
# Organizing Rotations

<table>
<thead>
<tr>
<th>Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10-10:30</td>
<td></td>
<td>1 Table Time</td>
<td>2 Stations</td>
<td>3 Blended Learning</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2 Stations</td>
<td>3 Stations</td>
<td>4 Stations</td>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30-10:50</td>
<td>1</td>
<td>2 Table Time</td>
<td>3 Stations</td>
<td>4 Blended Learning</td>
</tr>
<tr>
<td></td>
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<td>2 Blended Learning</td>
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<td>4 Table Time</td>
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<td>2 Stations</td>
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</tr>
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Organizing Rotations
Organizing Rotations
Professional Development

Online Blended Learning Basics (most teachers started here)

Online Blended Learning Book Study (resource teachers and admin)

Blended Learning Course 2 (Follow-up with additional resources on assessments and project/product ideas)
Professional Development

Blended Learning Make and Take - Informal meetings twice a month for teachers to collaborate on creating playlists, projects and classroom management ideas.

Blended Learning Newsletters to share resources and how teachers are implementing blended learning.
Example Playlists

FFES K Number Sense

FFES 1st Grade Measurement

FFES 2nd Grade Place Value and Comparing Numbers

FFES 3rd Grade Perimeter and Area

FFES 4th Grade Rounding

FFES 5th Grade Multiplication

FFES 4th Grade Drawing Conclusions and Inferences

FFES 1st Grade Sequencing
Sample Journal Pages
(slide 4)
**What is rounding?**
Rounding is when your ____________ or
______________ to a
near ten, hundred, or even thousand.
When you hear the word _______________ you
know you need to round.
(slide 5)
**What is rounding?**
My number

Round-to the nearest 10

Round to the nearest 100
(slide 6)
**Rounding Rules**
Underline the digit look ________________
______________.
If it's __________ or greater add __________ more.
If it's __________ than 5 ________________
for sure.
Everything after is a ___________ , not more.

**Rounding rollercoaster (Fill in the numbers**
in the boxes above)
- __________ or less--STAY THE
- ___________ or more--- GO

(slide 7)
**Rounding Charts**
Label the pictures
Below with the title missing.
Example Projects

Make a Wanted Poster for a Villainous 6-digit Number

5th Grade Multiplication Video

Multiplication Rap

Disappearing Cookie Exemplar Explanation
Creating Playlists

Step by step:
1. Use curriculum framework to guide content and vocabulary
2. Google Slides to illustrate vocabulary, content and link resources

Go to resources:
1. Brainpop (fee)
2. Learn Zillion
3. Virtual Nerd
4. Khan Academy
5. YouTube
6. Study Jams
7. Power My Learning
8. Math Antics
9. ABCya
10. Illuminations
11. Matific
Google Classroom

More information on Google Classroom
Classroom Example - Kindergarten
Classroom Example - 1st Grade
Classroom Example - 3rd Grade
Classroom Example - 5th Grade
End of Year Follow-up

End of year 2016 Blended Learning Survey

Status on Blended Learning Report to Staff (June 2016)

End of Year Survey Results

- 24 responses
  - 18 use blended learning
  - 6 not this year, but all interested for next school year

I am glad that my school is a blended learning school. (18 responses)
### SOL Data from 2013–2015

#### 5th Grade Blended Learning Math

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>SOL</td>
<td>55%</td>
<td>86%</td>
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</table>
5th Grade Blended Learning Teacher

### Reporting Category Mean Scaled Scores

Reporting category mean scaled scores range from 0 to 50. A reporting category mean scaled score of 40 or above indicates a potential area of strength for students in the group who attempted this test. A reporting category mean scaled score below 30 indicates a potential area where students may benefit from additional instruction.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>NNS</th>
<th>CE</th>
<th>M and G</th>
<th>PPSFA</th>
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<tbody>
<tr>
<td>Blended</td>
<td>35.8</td>
<td>34.2</td>
<td><strong>37.5</strong></td>
<td>36.8</td>
</tr>
<tr>
<td>1</td>
<td>36.9</td>
<td>39.2</td>
<td>36.4</td>
<td>36.9</td>
</tr>
<tr>
<td>2</td>
<td>32.0</td>
<td>35.6</td>
<td>36.7</td>
<td>37.5</td>
</tr>
<tr>
<td>3</td>
<td>34.4</td>
<td>34.1</td>
<td>35.5</td>
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## SOL Data 2015–2016

<table>
<thead>
<tr>
<th>Teacher</th>
<th>2015</th>
<th>2016</th>
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<tbody>
<tr>
<td>3rd Grade Teacher 1</td>
<td></td>
<td>90%</td>
</tr>
<tr>
<td>3rd Grade Teacher 2</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>3rd Grade Teacher 3</td>
<td>96%</td>
<td>100%</td>
</tr>
<tr>
<td>3rd Grade Overall</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>
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<tr>
<th>Teacher</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>4th Grade Overall</td>
<td>87%</td>
<td>97%</td>
</tr>
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</table>
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<thead>
<tr>
<th></th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade Math Teacher 1</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>5th Grade Math Teacher 2</td>
<td>84%</td>
<td>97%</td>
</tr>
<tr>
<td>5th Grade Overall</td>
<td>81%</td>
<td>72%</td>
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Primary Math

1st grade math - This work has been very exciting! The students are engaged and I am able to meet with small groups on a more regular basis. I would like to begin blended learning work with my first graders by October next year.

Kindergarten Math - In the afternoon, I do not have that support, but blended learning afforded me the opportunity to teach math the way I know it should be taught. When my students were on the chrome books, they interacted with playlists that offered a variety of learning opportunities that targeted different learning modalities (I loved this aspect of the program!!!). The playlists were also differentiated; therefore, I felt like my students were learning with material that was appropriate for their needs.
### Blended Learning Teaching Competencies

#### iNACOL Blended Learning Teaching Competencies

<table>
<thead>
<tr>
<th>MINDSETS</th>
<th>QUALITIES</th>
<th>ADAPTIVE SKILLS</th>
<th>TECHNICAL SKILLS</th>
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<tbody>
<tr>
<td><strong>What</strong></td>
<td><strong>What</strong></td>
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<td><strong>What</strong></td>
</tr>
<tr>
<td>Core values or beliefs that guide thinking, behaviors and actions that align with goals of educational change and mission</td>
<td>Personal characteristics and patterns of behavior that help an educator make the transition to new ways of teaching and learning</td>
<td>Higher complexity that are generalized across domains/jobs, help people tackle problems and tasks where the solution might be unknown or that require organizational learning and innovation</td>
<td>Skills that are known and specific to task and domain, observable “know-how” and basic mechanics and expertise helpful for execution and implementation of day-to-day job</td>
</tr>
<tr>
<td><strong>How</strong></td>
<td><strong>How</strong></td>
<td><strong>How</strong></td>
<td><strong>How</strong></td>
</tr>
<tr>
<td>Understood, adopted, and committed to</td>
<td>Coached, encouraged, and reinforced</td>
<td>Developed through modeling, coaching, and reflective practice</td>
<td>Acquired and mastered through instruction, training, and practice</td>
</tr>
</tbody>
</table>
Music to Our Ears

“The students have totally taken to it and are functioning very independently!!!! I never dreamed it would be this easy - I absolutely LOVE it!! I am so much more aware of who is getting concepts and who isn't because I'm working with smaller groups every day.”

3rd Grade FFES Veteran Teacher
What’s Next?

Continue to build our library of playlists
Create projects
Making sure to build in student collaboration
Checklists
Note-taking strategies (LD teacher and ESL teacher support)
Vocabulary
How do we do things differently?

Some Things Never Change

1801: Invention of the Blackboard
Read the passage I have written on the board and answer QNS 1-6.

1960: Invention of Photocopying
I've run off some worksheets for you. Read the passage and answer QNS 1-6.

1985: First Computers Hit Schools
I've used a computer to create a worksheet! Read the passage and answer QNS 1-6.

2009: Web 2.0
I've created a blog! Read the passage and answer QNS 1-6.
Questions?

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