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**LEVEL UP Rural Ed: Leveling the Field
with Blended Learning**

OETC Conference
Feb. 14, 2018



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Presentation Team

Dr. Lauren Angelone, TransformEd Consulting

Mr. Brian Binion, High School BL Teacher Leader

Mr. Daniel Rothwell, Middle School BL Teacher Leader

Dr. Kathy Frye, Curriculum Director



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How can we make sure that students are prepared for life after graduation?

How can we increase opportunities for collaboration, communication, critical thinking, and improving tech skills?



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District Straight A Grant Application for:

- 1) Infrastructure Improvements
- 2) Devices for Students
- 3) Blended Learning PD for Teachers

A) APPLICANT INFORMATION

1. Project Title **LEVEL UP Rural Ed: Leveling the playing field for rural students with online and blended learning**
2. Project Tweet: Please limit your responses to **140 characters**. *This is an ultra-concise introduction to the project.*

Rural schooling gets a makeover at Felicity Franklin: Students are opening doors to the rest of the world. #levelup #blended

EEP Character Count (>140)

Programmatic Rubric (PR) Questions Addressed: PR1: Bold/Innovative Solution to clearly defined problem. PR2: Clearly described innovative solution. PR3: Impressive and reasonable outcomes.
Sustainability Rubric (SR) Questions Addressed:

3. Estimate of total students at each grade level to be directly impacted each year.

	Grant Year	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	July 2016 - June 2017	2017-18 school year	2018-19 school year	2019-20 school year	2020-21 school year	2021-22 school year	All combined
Pre-K							
SpecEd							
K							
1							
2							
3							
4							
5				80	80	80	240
6	80	80	80	80	80	80	480
7		80	80	80	80	80	400
8			80	80	80	80	320
9	80	80	80	80	80	80	480
10		80	80	80	80	80	400
11			80	80	80	80	320
12	80	80	80	80	80	80	480
TOTALS	240	400	560	640	640	640	3,120



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District Straight A Grant Partners

Forward Edge - Infrastructure assistance, student devices, Desktop Engineer, Technology Integration Specialist, professional development

TransformEd Consulting - Ongoing large group, small group, and individual professional development on using blended learning in the classroom



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Layers of Support

Lauren Angelone - TransformEd Consulting

Michael Roush - Technology Integrationist, Forward Edge

Rob Trecost - Desktop Engineer, Forward Edge

Katie Siemer, Google PD Consultant, Forward Edge

Brian Binion, Blended Learning Teacher Leader - HS

Daniel Rothwell, Blended Learning Teacher Leader - MS



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Teacher Expectations

Complete 2 blended modules
in Schoology

Follow the district requirements
on the district digital roadmap
for Schoology



Felicity-Franklin Digital Roadmap - Schoology

The following standards for the use of Schoology are required for quality assurance and consistent student experience. Teachers are encouraged to strive for use at Level 1 during this second year of implementation. All blended teachers are required to follow the non-negotiables.

Non-Negotiables

- All courses are named using the following convention: **Last Name – Course Name.**
- Assignments are posted to Schoology using the assignment feature.
- Courses taught in grades 5-12 must have a course created in Schoology.
- Folders are used to promote organization.
- Course materials and resources are made available via Schoology (e.g. syllabus, class rules, textbook)
- All resources and files posted are compatible for all students (i.e. PDFs, Google Docs)

Level 1

BL Planning Team will update during the fall of 2017

Level 2



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What is blended learning?



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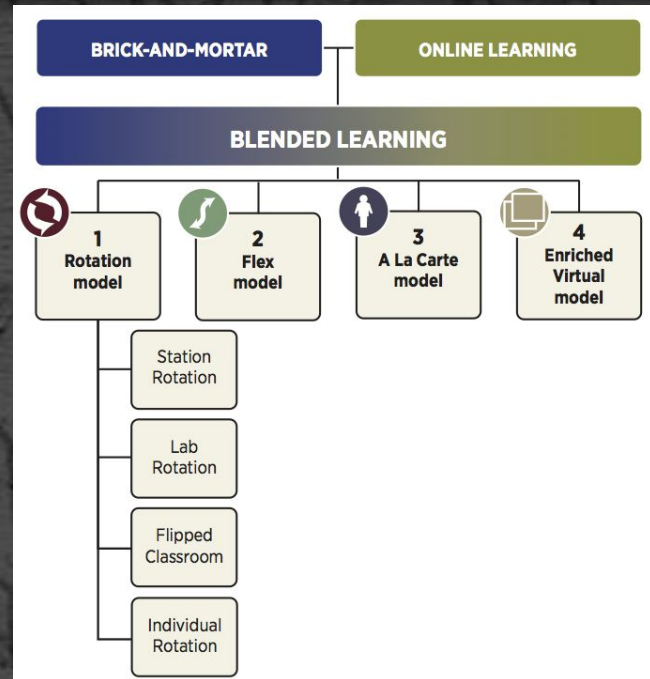
According to the Christensen Institute the definition of blended learning is a formal education program in which a student learns:

1. at least in part through online learning, with some element of student control over time, place, path, and/or pace;
2. at least in part in a supervised brick-and-mortar location away from home;
3. and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.



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Blended Learning Models - Christensen Institute





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Growth of Blended Learning in Ohio

- Language in the Ohio Revised Code
- Ohio Blended Learning Network



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Structure of Ongoing PD

- Initial PD
- Teacher Visits
- Schoology Group

The screenshot shows the Schoology interface for the "Felicity Blended Learning Group". The top navigation bar includes links for Home, Courses, Groups, and Resources. The group's profile features the cardinal logo and a description: "Felicity-Franklin Local School District". A sidebar on the left lists "Updates", "Discussions", "Albums", "Members (45)", "Resources", and "Discovery Education". Below this is an "Access Code" section with the code "S3N53-ZFSQZ" and a "Reset" button. The main content area displays a post by "Lauren Angelone" titled "PROFESSIONAL DEVELOPMENT: To continue our work on **Domain 1: Mindsets** on the Blended Learning Teacher Competency Framework, we'll be focusing on personalized learning this week. Blended learning supports a more personalized learning experience for your students. To get a better idea about what personalized classrooms look like participate in this online PD, sometime before my next visit on...". The post includes a "Show More" link and two links: "Ten Tips for Personalized Learning via ..." and "ISTE | Turn your classroom into a personalized ...". A video player is visible at the bottom of the post.



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Teacher Expectations

Felicity Blended Module Checklist

Based on iNACOL's National
Standards for Quality Online Courses

Felicity Blended Module Checklist

Name:
Course:
Module/Folder name:

Check the components that are part of your module. Reflect on your module below.

1. Overview of module included in folder description OR as the first page of the module. Overview includes:

- ☐ Standards covered (Or "I can" statements)
- ☐ Expectations for behavior during work time, with other students online, and quality of work.
- ☐ Time the module will take.
- ☐ Explanation for which portions will be online and which will be face-to-face.
- ☐ How to contact the teacher ("ask 3 then me", or send a message in Schoology, or raise hand).
- ☐ Any information on technology use that is outside of the norm (new tools that need a new account or a specific browser, etc.)

2. Shows evidence of personalization. Include 2 of the following:

- ☐ Includes a preassessment that guides students to small groups or individual work based on their learning needs.
- ☐ Requires that students rewrite learning objectives in their own words.
- ☐ Requires that students set goals for the module and reflects on those goals at the end.
- ☐ Allows for student choice of content, process, or product in at least one assignment.
- ☐ Allows students to move at their own pace for at least a portion of the module.
- ☐ Allows students to participate in flexible groupings of students; groups could include a small group working with the teacher.

3. Make use of a variety of materials. Include 2 of the following:

- ☐ Interactive website
- ☐ Simulation/Game
- ☐ Embedded video OR embedded interactive video (EDpuzzle or PlayPosit)
- ☐ Collaborative Google Doc, Sheet, or Slides presentation (multiple students to be editing the same document in small groups or as a class)

4. Make use of a variety of assessments. Include 2 of the following:

- ☐ Graded Schoology assignment (with rubric)
- ☐ Schoology quiz (as formative or summative assessment)
- ☐ Discussion board (as a formative assessment with rubric)

5. Module organized logically within one folder (subfolders may or may not be utilized).



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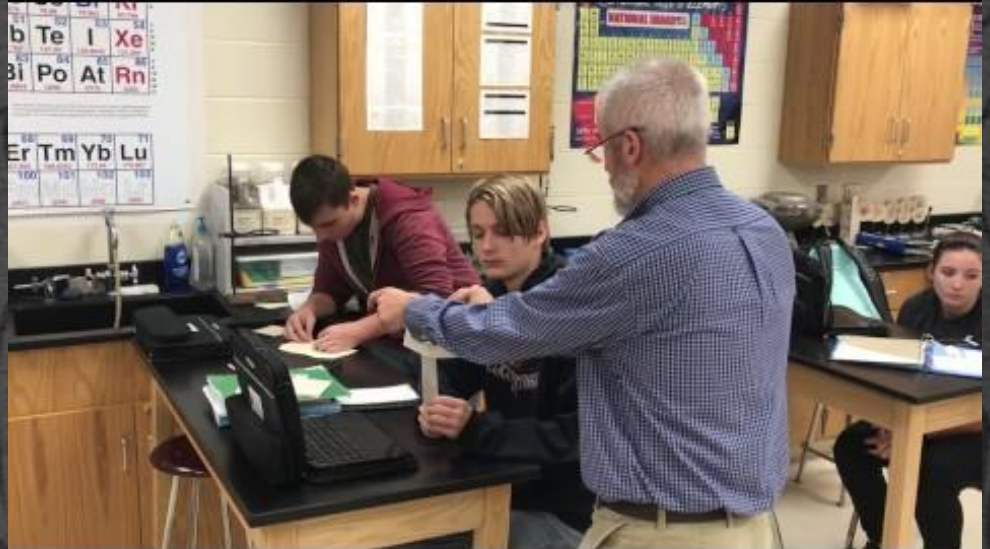
6th Grade Math Class





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HS Physics Class





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Sample Blended Modules



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Overview of high school
module within Schoology



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Overview of middle school
module within Schoology



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- Put due dates on assignments
- Organize grading groups
- Utilize assessment tools
- Try new things



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- Free up time with planning
- Use pictures
- Use Google Tools
- Make videos



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Then & Now



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Campfires, Caves, and Watering Holes

By Ann W. Davis and Kim Kappler-Hewitt

Australia's Campfires, Caves, and Watering Holes



Students visit the "campfire" to hear a story at Northern Beaches School in Sydney. Visit vimeo.com/49876386 to take a video tour of the school and see how educators are creating learning spaces that personalize and differentiate instruction.

Educators recognize that they need to create new learning and teaching environments where the curriculum and instructional tools reflect today's world. Our schools are full of students who want to engage, socialize, communicate, create, and collaborate in meaningful ways that reflect the world in which they live. How can education re-create itself to engage these learners and keep up with the pace of this change? What can educators do in response to change and to reach their digital students?

These questions led our group of 17 educators (university professors,

directors of technology, classroom teachers, tech coordinators, library media specialists, corporate representatives, researchers, ISTE's president, and two board members) from the United States and Norway on a two-week study tour to Australia to seek answers.

Transforming Learning Spaces

Australia has long been known for setting the pace in ed tech pedagogy and practices. To get a sample of what educators are doing in this country, the study group visited the Australian Council for Computers in Education conference (ACCE). While

there, several of our group members presented and led sessions during the week. We also visited a variety of schools, libraries, professional development centers, and educational organizations in Perth, Melbourne, and Sydney. One concept that caught our attention was the construction of learning spaces to support personalized and differentiated instruction in several schools.

Futurist David Thornburg identifies three archetypal learning spaces—the campfire, cave, and watering hole—that schools can use as physical spaces and virtual spaces for student and adult learning (bit.ly/YvRuWC).

Watering Holes

to create new learning and teaching environments where curriculum and instructional tools meet the digital age.

The **campfire** is a space where people gather to learn from an expert. In the days of yore, wise elders passed down insights through storytelling, and in doing so replicated culture for the next generation. In today's schools, the experts are not only teachers and guest speakers, but also students who are empowered to share their learning with peers and other teachers.

The **watering hole** is an informal space where peers can share information and discoveries, acting as both learner and teacher simultaneously. This shared space can serve as an incubator for ideas and can promote a sense of shared culture.

The **cave** is a private space where an individual can think, reflect, and transform learning from external knowledge to internal belief. Schools across Australia had both posters and places to encourage this private individual time.

Students visit the campfire to hear the story we want to tell through our instruction. They are able to share in this experience in person or via technology in a flipped classroom.

The watering hole used to be the walk home after school or the phone calls after dinner. Now students gather with peers online using Facebook, Edmodo, blog posts, or text messages. Their opportunities to share have multiplied astronomically and can benefit from the guidance provided by school-created platforms for discussion.

Increasingly, studies of the brain and learning indicate the need for metacognition, which takes time, practice, and a quiet space to reflect.

The cave becomes not only inviting, but also essential. As students reflect on the meaning of their work, the content cements, and a new cycle of goal setting and achievement begins, allowing students to engage, socialize, communicate, create, and collaborate in meaningful learning that reflects the world in which they live.

The cave is perhaps the most challenging venue for students as they are called upon to reflect by themselves. But technology can inspire students through the examples offered in student blogs. Private thoughts made public demonstrate that personal reflection is valued, every opinion matters, and knowledge rests at your fingertips within a search box.

At the Carey Baptist Grammar School Library in Melbourne, the librarian has been experimenting with her use of space. The school is on the cusp of constructing a new library media facility. It was here that we first came across the idea of cave, campfire, and watering hole. She explained that as she planned the school's new facility, they would use Thornburg's concepts. She noted that one of the ways she experiments with the cave concept is to take desks and chairs and place them in corners and crevices that are off the main floor of the library. Inevitably, she finds these spaces occupied and even coveted by students and teachers in search of quiet and reflection. These isolated study spots are excellent examples of cave zones.

The Northern Beaches Christian School provided us with compelling examples of spaces that could simultaneously accommodate learners in multiple phases of their learning

quests. The classroom demonstrates how a campfire space to the rear conjoins with a comfortable watering hole space where students can easily move around and work next to each other in a social way. The students also created a cave-type environment by reconfiguring the removable furniture.

Personalizing Instruction

What does this concept mean for teachers? How can it transform learning and teaching? This construct of learning spaces allows teachers to adapt the learning to meet the needs of students—to personalize instruction and allow students to explore different modes of learning.

If the class uses digitized content, and students are empowered to access the content through the media that makes the most sense to them, then teachers can move throughout the classroom zones of campfire, watering hole, and cave, both personalizing and individualizing instruction.

At Carey Baptist School in Melbourne, we saw examples of teachers collaborating on a Shakespeare unit by posting their best lessons and resources on a website. All teachers maintained a blog for students to read. Students collaborated both in class and online. Formative feedback from students and teachers occurred in the physical and virtual watering holes. Students and teachers vetted and shared final projects publicly. Creating this culture requires tremendous up-front planning, but once teachers make the content accessible through the ubiquitous learning platform, they are unrestricted to meet the needs of all learners.

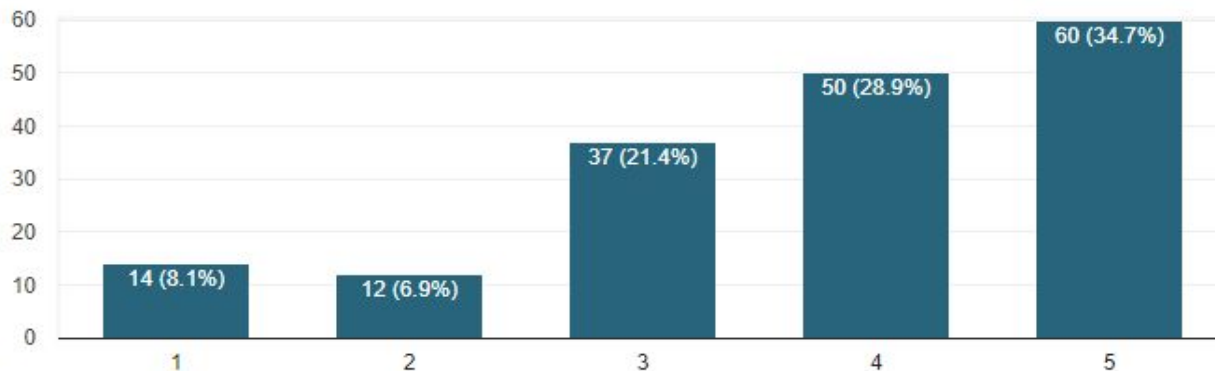


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Student Feedback

Using technology makes my classes more interesting/engaging.

173 responses





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...The chromebooks at first were very frustrating but now they are a cool resource to avoid having to carry home heavy textbooks...It makes class more interesting because you are not just doing pencil and paper work every day. There are many different things that our teachers use that are more interactive now. I think blended learning has been a huge positive for our school...

Kylie, Felicity senior



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Questions?