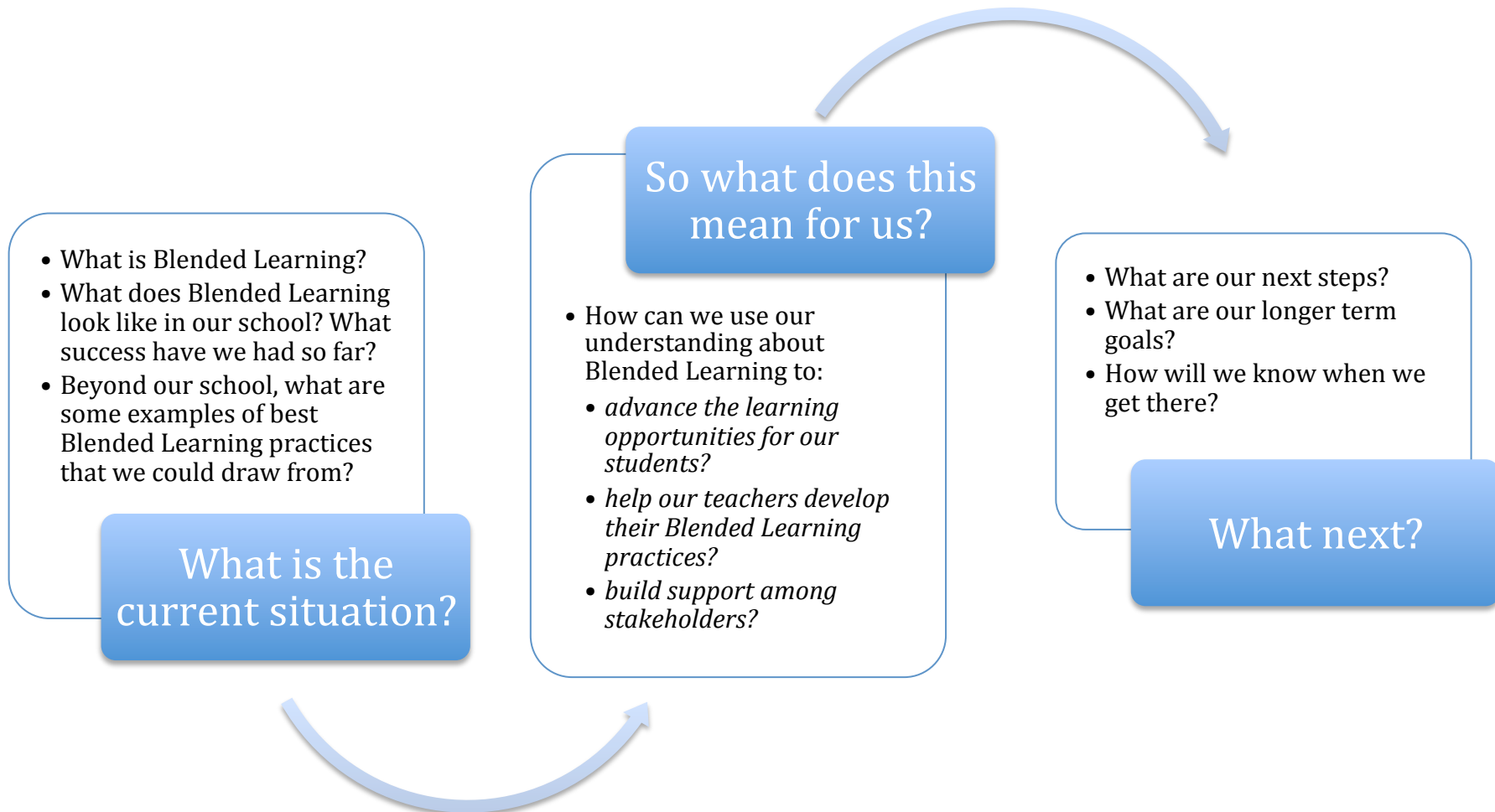# Planning for Blended Learning Success

What steps do we need to take at our school to implement and develop Blended Learning?

1. Work through the following process: '**What? – So What? – Now What?**'

What is the current situation?

- What is Blended Learning?
- What does Blended Learning look like in our school? What success have we had so far?
- Beyond our school, what are some examples of best Blended Learning practices that we could draw from?

So what does this mean for us?

- How can we use our understanding about Blended Learning to:
  - *advance the learning opportunities for our students?*
  - *help our teachers develop their Blended Learning practices?*
  - *build support among stakeholders?*

What next?

- What are our next steps?
- What are our longer term goals?
- How will we know when we get there?

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015

2. **Co-construct Stage 1** of the '**Blended Learning Progression Plan'** *(see below)* with school community members.
   - *Use the questions in the* '*Implementation Planning' (below) tool to help* ***focus thinking*** *and* ***clarify purpose***

3. **Implement** your Blended Learning program

4. **Formatively assess** your progress **continually** (at least once per school year) and **add** to your Progression Plan accordingly. Treat the 'BL Progression Plan' as a <u>dynamic, evolving</u> document.

_____

Tools *(see following pages)*

A. ***Blended Learning Progression Plan:*** *use as a template to build a plan for your school*

B. ***Personal Role reflection tool***: *for personal use by individual teachers*

C. ***Implementation planning tool***: *work through the questions to help focus thinking and clarify purpose for "**Stage 1**" of the Progression Plan*

D. ***Sample Progression Plan***: *example goals, objectives, targets and supports*

(A) Blended Learning Progression Plan

School: _____ *Grades/Classes/Programs:* _____

PROGRESSION

Students = *Owners and Drivers*	Stage 1 *Implementation**	Stage 2 *Movement*	Stage 3 *Transition*	Stage 4 *Redefinition*
	Goals			
	#1 - #2 -	#3 - #4 -	#5 - #6 -	#7 - #8 -
	Key Questions			
	What underlined actions must students take in order to progress as Blended Learners? *How do we measure student progress as Blended Learners?* *What supports will students need as Blended Learners?*			
	Actions and Measures			
	#1: **Objective:** Students will . . . **Target:** By *(date)*, students will . . . *(measurable/quantifiable)*	**#3** **Objective:** Students will . . . **Target:** By *(date)*, students will . . . *(measurable/quantifiable)*	**#5** **Objective:** Students will . . . **Target:** By *(date)*, students will . . . *(measurable/quantifiable)*	**#7** **Objective:** Students will . . . **Target:** By *(date)*, students will . . . *(measurable/quantifiable)*
	#2 **Objective:** Students will . . .	**#4** **Objective:** Students will . . .	**#6** **Objective:** Students will . . .	**#8** **Objective:** Students will . . .

	Target: By *(date)*, students will . . . *(measurable/quantifiable)*	Target: By *(date)*, students will . . . *(measurable/quantifiable)*	Target: By *(date)*, students will . . . *(measurable/quantifiable)*	Target: By *(date)*, students will . . . *(measurable/quantifiable)*
	Supports			

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015

Teachers = *Designers and Activators*	**Stage 1** *Implementation**	**Stage 2** *Movement*	**Stage 3** *Transition*	**Stage 4** *Redefinition*
	Goals			
	#1 - #2 -	#3 #4 -	#5 #6 -	#7 - #8 -
	Key Questions			
	What <u>actions</u> do our Teaching and Leadership Teams need to take to ensure that Blended Learning shows growth and progress? How do we <u>measure</u> the growth of our school's Blended Learning approach? What <u>supports</u> do teachers need to develop pedagogical competencies in a Blended Learning approach?			
	Actions and Measures			
	#1 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#3 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#5 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#7 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*
	#2 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#4 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#6 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*	#8 **Objective:** Teachers will . . . **Target:** By *(date)*, teachers will . . . *(measurable/quantifiable)*
	Supports			

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015

Parents and Community Members = *Engaged Supporters*	**Stage 1** *Implementation**	**Stage 2** *Movement*	**Stage 3** *Transition*	**Stage 4** *Redefinition*
	Goals			
	#1	#2	#3	#4
	Key Questions			
	What <u>actions</u> should parents and community members take to ensure student success as Blended Learners? *How do we <u>measure</u> the engagement of parents and community members in our Blended Learning approach?* *What <u>supports</u> are needed to help parents and community members engage in Blended Learning?*			
	Actions and Measures			
	#1	#2	#3	#4
	Supports			

(B) **'Personal Role'** reflection tool

Teacher: _____   *Grades/Classes/Programs:* _____

Personal Role	**My Goals**
	#1
	#2
	Key Questions
	What <u>actions</u> do I need to take? *How will I <u>measure</u> my growth?* *What <u>supports</u> do I need?*
	Actions and Measures
	#1 **Objective:** I will . . . **Target:** By *(date)*, I will . . . *(measurable/quantifiable)*
	#2 **Objective:** I will . . . **Target:** By *(date)*, I will . . . *(measurable/quantifiable)*
	Supports

(C) Blended Learning 'Implementation Planning' tool

1. SCHOOL VISION:

- How does the vision for your Blended Learning project support the school Growth Plan?
- Is the vision for your Blended Learning project primarily about improving student learning?
-
- Is there flexibility for the new competency curriculum, new graduation program?
- Is the plan aligned with Department initiatives (Rural, Literacy, Student Resiliency, Engagement)?

2. STRATEGIC PLANNING:

- Team members (good cross representation)? What is the role of the team? *Do not work only with early adopters or people with only the same view.
- Do you have staff members with expertise for technology support? Will they be given time to support others?
- Implications for new SIS implementation and training?
- What are the connections to SBT and strategies for personalized student support?
- Does your core support team (teachers, students, technology specialists, consultants) have a clear strategy that includes prioritizing help requests, training, and nurturing peer mentors?

3. DEPLOYMENT PLAN:

- How will you implement change progressively?
- YTA considerations for introducing technological change (Section 42.01 of YTA Collective Agreement)
- How will this be reflected in your **PD Plan**?

4. IT CONSIDERATIONS:

- Bandwidth: What is your current service? Are any changes planned for your community and/ or school)?
- How will you use/distribute your current IT devices?
- How will the school care for mobile devices?
- Other peripherals (Apple TV, Prometheans, projectors)?
- Enterprise Wireless ready:
  - *Coverage* (WiFi everywhere) versus *density* (quantity of devices that can connect at the same time in one area)

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015

Note: Student owned devices are not currently supported by ITSS.

5. PARTNERSHIPS AND FUNDING:

- What will you need from where – additional devices? PD facilitators?
- Other methods to access devices (e.g. cost sharing with students and parents, First Nation, lease)?
- Learning environment considerations (couches, device plugins)?

6. ENGAGING THE COMMUNITY:

- How is the school partnering with the First Nation(s) Government and representatives?
- How is the school engaging councils (meetings, brochures, school website)?
- Can you clearly rationalize your decision to implement a BL project?

7. CONTENT AND INSTRUCTIONAL PRACTICES:

- Competency-based learning: *Communication, Thinking, Personal and Social*
- Alignment with the SAMR model?
- Blended as a transformational instructional approach:
    - Facilitating Self-directed learning
    - Support for students with gaps
    - Increased options for learning
    - Individualized instruction
    - Flexibility to extend learning time
- Culture of collaboration encouraging teachers to explore and share with other. Will time be allotted for teachers?
- Connections to **PD PLAN**

8. PROFESSIONAL DEVELOPMENT:

- How will your PD days be used to inform the Deployment Plan?
- What are the implications for funding needs?
- How will you build your internal network of support amongst your own staff members?

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015

- How can your school intentionally network with other blended teachers?

9. MEASURING SUCCESS:

- How will you know you have been successful (link to back mission and vision)?
- What to measure and how to measure (attendance, course completion, transitions between grades)?
- Control group in school?
- Teacher and student engagement changes?

Reference:

Mitchell, A. (2013, November). *Leading technological change.* Apple Education Leadership Institute.

DRAFT

(D) **Sample Progression Plan**

Blended Learning Progression Plan: EXAMPLES

PROGRESSION →

Students = *Owners and Drivers*	Stage 1 *Initiation*	Stage 2 *Movement*	Stage 3 *Transition*	Stage 4 *Redefinition*
	Goals			
	#9 *Use the Yukon Moodle Learning Management System* **#10** *Learn how to Plan for Success in a Blended Learning experience*	**#11** *Set Goals based on Choice* **#12** *Enhance Metacognitive competencies*	**#13** *Learning becomes Interdisciplinary and Project/Competency-based* **#14** *Learning becomes Student-owned/Teacher-guided*	**#15** *Learning is Personalized* **#16** *Learning is largely Self-Directed by the students*
	Key Questions			
	What <u>actions</u> must students take in order to progress as Blended Learners? *How do we <u>measure</u> student progress as Blended Learners?* *What <u>supports</u> will students need as Blended Learners?*			
	Actions and Measures			
	#1: *Moodle* **Objective:** Students will gain comfort in the basic use of the Moodle platform as a learning tool **Target:** By *(date)*, all students will be able to: ➤ Log into the Yukon Moodle site ➤ Navigate to and around their course(s) ➤ Submit assignments online ➤ Check their grades online	**#3:** *Set goals* **Objective:** Students will determine their activity for non-set ('open') classes on a weekly basis **Target:** By *(date)*, all students will regularly complete their own weekly schedules in consultation with their teacher-advisor	**#5:** *Project/Competency-based* **Objective:** Students will work on cross-curricular projects **Target:** By *(date)*, students will complete (meet the learning outcomes/competencies for) two cross-curricular Blended Learning projects	**#7:** *Personalized* **Objective:** Students will exercise personal choice in determining cross-curricular projects **Target:**

	#2: *Plan for Success*	#4: *Metacognition/Self-Direction*	#6: *Student-owned/Teacher-guided*	#8: *Self-Directed Learning*
	Objective: Students will work with minimum direct supervision i.e. stay on task, seek help when needed, work collaboratively with peers when appropriate **Target:** By *(date),* all students will be able to work with less direct teacher supervision compared with the start of the program, as measured by the *'Supervising My Learning'* self-assessment tool	**Objective:** Students will begin to practice the skills of self-directed effective, independent thinking - *planning, monitoring and evaluating* - to take charge of their own learning **Target:** By (date), all students will complete a *'Knowing Myself as a Learner'* self-assessment tool, in consultation with their teacher-advisor	**Objective:** Students will be able to set and formatively assess one learning goal for themselves, in collaboration with teachers and a peer **Target:** By *(date),* students will . . .	**Objective:** **Target:**
	Supports			
	Blended Learning program teachers Technology Assisted Learning (Blended Learning) and Secondary consultants			

PROGRESSION

Teachers = Designers and Activators	Stage 1 Initiation	Stage 2 Movement	Stage 3 Transition	Stage 4 Redefinition
	Goals			
	#9 *Become competent using the Yukon Moodle Learning Management System* #10 *Facilitate learning as a Teacher-Advisor*	#11 *Design engaging Blended Learning experiences* #12 *Begin to Network and use Deeper Learning to build Blended Learning competency*	#13 *Design Flexible Personalized Learning experiences through Sharing of Ideas with Colleagues* #14 *Build Local Content into courses*	#15 *Activate Flexible Personalized Learning experiences* #16 *Design for Ongoing Evolution of Blended Learning*
	Key Questions			
	What <u>actions</u> do our Teaching and Leadership Teams need to take to ensure that Blended Learning shows growth and progress? How do we <u>measure</u> the growth of our school's Blended Learning approach? What <u>supports</u> do teachers need to develop pedagogical competencies in a Blended Learning approach?			
	Actions and Measures			
	#1: Moodle competency **Objective:** Teachers will increase their competency in using the Yukon Moodle Learning Management System **Target:** By *(date)*, all BL teachers will be able to: ➤ Log into and navigate around the Yukon Moodle site ➤ Access the course editing tools	*#3: Design engaging experiences* **Objective:** Teachers will incorporate a blend of learning components into their course(s) **Target:** By *(date)*, all BL courses will consist, at least in part, of some co-present (face-to-face, in-person) learning components AND at least in part, of some online (Moodle) learning component	*#5: Design for personalized learning* **Objective:** Teachers will incorporate a balance of learning components into their course(s) **Target:** By *(date)*, all BL courses will consist of a balance of co-present (face-to-face, in-person) learning components AND online (Moodle) learning components AND some element of student control of pace, path, place	*#7: Activate personalized learning* **Objective:** **Target:**

		and/or time	
➢ Hide/show/delete/move course content ➢ Enter and override marks in the Moodle gradebook			
#2: Teacher-advisor role **Objective:** Teachers will understand the role of Teacher-Advisor **Target:** By *(date)*, teachers will have set-up their student advisory groups, and have prepared the '*Knowing Myself as a Learner*' self-assessment tool for use with students (online and/or print)	**#4: Network** **Objective:** BL teachers at our school will meet regularly to discuss and share BL strategies and experiences **Target:** From (*date)* to *(date)*, all BL teachers at our school will meet formally for one hour on the first Tuesday of every month from 3:30-4:30pm. Agendas will be co-constructed and minutes kept	**#6: Build local content** **Objective:** **Target:**	**#8: Design for ongoing BL evolution** **Objective:** **Target:**
Supports			
Learning Support Services consultants: • TAL – Blended Learning • Secondary Moodle Mondays Summer Academy workshops	Learning Support Services consultants: • TAL – Blended Learning • Secondary • Math • Experiential • Rural		

PROGRESSION

Parents and Community Members = *Engaged Supporters*	Stage 1 *Initiation*	Stage 2 *Movement*	Stage 3 *Transition*	Stage 4 *Redefinition*
	Goals			
	#1 Understand the concept of Blended Learning	*#2 Support the Blended Learning approach*	*#3*	*#4*
	Key Questions			
	What <u>actions</u> should parents and community members take to ensure student success as Blended Learners? *How do we <u>measure</u> the engagement of parents and community members in our Blended Learning approach?* *What <u>supports</u> are needed to help parents and community members engage in Blended Learning?*			
	Actions and Measures			
	#1 **Objective:** Parents will understand what Blended Learning means for their child **Target:** By *(date),* at least one parent/guardian of *xx*% of Blended Learning students will have had a conversation (e.g. in person, phone, email, social media) with one of our teachers about our BL program	*#2* **Objective***:* Parents and Community Members will support our Blended Learning program **Target:** By *(date),* the School Council will have discussed the Blended Learning program and expressed their support	*#3*	*#4*
	Supports			
	Technology Assisted Learning (Blended Learning) and Secondary consultants	Technology Assisted Learning (Blended Learning) and Secondary consultants School Council		

Appendix

Teacher: _____   Grades/Classes/Programs: _____

Personal Role *= Leadership*	**My Goals**
	*#1. **Improve my Moodle capabilities*** *#2. **Expand my understanding of Blended Learning***
	Key Questions
	*What **actions** do I need to take?* *How will I **measure** my growth?* *What **supports** do I need?*
	Actions and Measures
	#1 **Objective:** Develop a new Moodle unit for my Biology 11 Moodle course, **Target:** By January 31st 2016, I will have a new unit prepared that incorporates my own online content and assessment tools with hands-on experiments and field trip experiences, allowing for a true Blended Learning approach for this section of the course
	#2 **Objective:** Attend a conference focused on Blended Learning **Target:** From October 24-26th 2016, I will attend the Alberta K-12 BlendEd conference to make connections with other K-12 BL teachers, and gather ideas for BL strategies that I can use with my students
	Supports
	Moodle Mondays Technology Assisted Learning (Blended Learning) consultant – Chris Stacey

DRAFT

Chris Stacey and Tanya Lanigan; Yukon Education
December 2015