BLENDED LEARNING

Franklin Elementary School Innovative Program Plan, Phase3

Abstract

Through Blended Learning, Franklin Elementary School students will learn to solve problems through multiple lenses; to analyze information, make connections, and apply understanding to their learning and relate it to their experience.

Jo Fetterly
Principal

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"If you would not be forgotten as soon as you are dead and rotten,
Write something worth reading or do something worth writing."
— Benjamin Franklin

Introduction Franklin Blended Learning Innovative Plan

"***If you would not be forgotten as soon as you are dead and rotten,***
write something worth reading or do something worth writing."
— Benjamin Franklin

Benjamin Franklin, whom our school is named after, is famous for his observations and homespun wisdom every bit as much as his work as a statesman, inventor, philosopher, and scientist. Franklin's various foci serve as an inspiration to us on the importance, within education, on working on real world problems and recognizing and working with multiple perspectives.

One of Benjamin Franklin's inventions, the bifocals, serves as a perfect example of this metaphor because they enable a person to see at different distances. Through the Franklin Blended Learning Program, Franklin Elementary School students will be learning to solve problems by looking through multiple lenses; to analyze information, make connections, and apply understanding to their learning and relate it to their experience. (Blooms Taxonomy) This integrated, collaborative, science based component of our program will provide students with the foundational skills needed to become innovative, flexible thinkers and problem solvers through hands-on experience and collaborative group learning

Tom Freeman wrote "The World is Flat" in 2004. This best seller spoke of globalization and how technology has connected the world in ways never before imagined, thus flattening it. Fast forward to 2015 and Freeman now speaks of hyper connectivity. AirBnB is the biggest hotel provider in the world yet it owns no real-estate. Uber is the biggest transportation provider in the world, yet it owns no vehicles. Allibaba is the largest retailer in the world, yet they own no merchandise. Each has caused massive disruption in their industries to become the largest providers in their industries and they own nothing. Each of these businesses are changing the way services are provided through "Disruptive Innovation." None of these organizations existed in 2004. Education, in order to prepare students for the industry needs, will benefit from reducing the brick and mortar borders of the schoolhouse and opening opportunities for critical thinking and problem solving through integration of science and technology as a means for preparing students for future endeavors.

Blended Learning

The Clayton Christensen Institute, a nonpartisan think tank that focuses on disruptive innovations, defines blended learning as ": 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) The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."][1]

Blended Learning is not the same as technology-rich instruction. It goes beyond one-to-one computers and high-tech gadgets. Blended Learning involves leveraging the Internet to afford each student a more personalized learning experience, meaning increased student control over the time, place, path, and/or pace of his or her learning. Blended Learning is the "Disruptive Innovation" public education has to face as public education is losing students to online learning, outdated text books and instructional practices that have been in place for over a century.

In order to change instructional practice, Franklin has been investigating Blended Learning. Through experimentation with various methods to create increased differentiated instructional opportunities for students; individualized instruction, implementing a rotation model through science workshops, utilizing technology enriched instruction and through multiple levels of teacher collaboration; Franklin aspires to modify existing structures. Blended Learning provides the pedagogy to support this effort by shifting accepted and commonly used routines or practices toward an alternative that is more engaging and leads toward more effective learning and outcomes for students.

The Rodgers Foundation believes that Blended Learning can leverage and improve four primary areas of instructional practice:[2]

- Personalization of content and instruction
- Data Driven instruction
- Small group instruction
- Student ownership of their learning

[1] Clayton Christensen Institute Accessed from http://www.christenseninstitute.org/key-concepts/blended-learning-2/#sthash.oVkLrxfF.dpuf

[2] Blended Learning Pilot: Rodgers Foundation Accessed from http: http://rogersfoundation.org/system/resources/0000/0022/BlendedLearning_final.pdf

Why Blended Learning?

Time: Defined opportunities and spaces for teachers to work with small groups of students to address learning goal (individualization), enhance or extend the curriculum (rigor), or spend time analyzing student data (monitoring).

Differentiated Experiences (Rotational Model): Face-to-Face Instruction, Independent & Collaborative Practice, and Online Curricla

Personalized Learning for Students: Adaptive and assignable, online curricula individualizes instructional pathways aligned with academic goals.

Digital Literacy: Reinforcement and application of National Educational Technology Standards (NETS).

Data to info Practice: Small Group Learning Stations provide multiple data points to measure student growth.

"…Blended learning environments can create more and better opportunities for teacher collaboration, enable differentiated staffing and boost meaningful professional development opportunities…With sophisticated data systems, teachers have a flood of expanded and enhanced student data at their fingertips-improving efficiency and cutting down on time spent without routine tasks and recordkeeping. Time saves from the thoughtful implementation of technology can be reinvested working with students, collaborating with other teachers and developing new roles…Truly understanding the potential of blended learning leads to the realization that teachers become even more important in a personalized learning environment." – Digital Learning Now[3]

[3] Accessed from http://digitallearningnow.com/policy/publications/smart-series/

Program Description *Franklin Blended Learning Innovative Plan*

The three key elements of this proposal are: (a) the increased implementation of Blended Learning at Franklin Elementary school, (b) an initial focus on expanding the science curricula, and (c) an increased faculty collaboration time with a hired coach. Implementation of these elements will lead to innovative new pedagogical practice among Franklin teachers and a richer more meaningful experience for students.

Element One: Blended Learning

Blended Learning involves a student learning, at least in part, at a supervised location away from home and then at least in part through online delivery with some element of student control over time, place, path, and, pace (Insight Institute, 2011). Blended learning involves modalities along each student's learning path within a course or subject inter-connecting to provide an integrated learning experience (Clayton Christensen Institute). The strength of this instructional approach is its combination of both face to face and online teaching methods into one integrated instructional approach.

Blended learning is not the same as technology-rich instruction. Blended learning is the "Disruptive Innovation" public education has to face as public schools lose students to online learning, outdated textbooks, overcrowded classrooms, and instructional practices that have been in place for over a century (T. Freeman: The world Is Flat, 2004). The blended learning approach to schooling combines face-to-face instruction with online learning and has yielded strong results since officially being researched as an education strategy. In fact, according to a 2010 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents (6 Models of Blended Learning, n.d.).

Identifying effective variations within the Blended Learning palette and skills needed to best suit our site have been the focus of this planning effort : Initial implementation efforts with this innovative pedagogy at other locations indicate a variety of blended learning formats that use online and other digital technology to effectively individualize and accelerate student learning (http://www.knewton.com/blended-learning/ ; See also What is Blended Learning? Video by the Learning Accelerator).

Blended Learning at Franklin Elementary

Blended Learning at Franklin will focus on a Rotation Model (E. Brooke, Lexia Learning, 2014) Students work in a number of different activities or centers, including whole group instruction, small group instruction, peer-to-peer activities,

pencil & paper activities, and individual work on a computer or tablet. Within the rotation model, there are several different implementation settings planned:

a. Station Rotation- similar to existing classroom rotation center rotation, students work through a circuit of activities in the classroom (or classrooms) during one or more class periods, with at least one of these activities involving technology
b. Individual Rotation- Students work through some or all of the classroom centers based on an individual prescription determined by the teacher with the help of a technology-driven assessment tool.

Element Two: Expand Science Curricula

At Franklin School we strongly believe that the **science curricula** is the best choice for increased digital content focus. Our professional content development and instructional delivery will start there. Increasing access to both interactive and visual, digital demonstrations of scientific principles and examples is a highly effective method that can be used to increase engagement and understanding. This initial learning lens will then become a springboard to using blended learning in many settings and within many curricular areas at Franklin school. We will begin with exploring the elements of the FossWeb that all teachers already have access to, but have neither been trained upon nor provided the time to utilize fully. Other digital databases, video collections, and content sites such as Discovery Education, PBS Teacher, Kahn Academy, WatchKnowLearn will also be explored. During the first year of the Blended Learning initiative, staff looks forward to having the time to research and align currently adopted AUSD science curricula with digitally accessible published and functional curricula to implement the blended learning initiative. We expect to enable our students to most effectively and efficiently access science curricula while at the same time maintaining the benefits of increasing small group and interactive instruction with our teachers piloted in our Science With A Purpose program these last 4 years (more on SWAP below): Franklin's innovative scheduling in the area of science has taught us will both solidify and extend this practice with blended learning. Our science program will therefore be enriched rather than replaced as a result of this initiative.

Element Three: Increased Collaboration

Increased collaboration is essential to this innovative plan as we learn from each other and move theory into practice while also sharing successful innovations from one class to the other. We currently have a few teacher leaders who have piloted significant aspects of blended learning and our staff as a whole is eager to join them. The addition of a paid coach will enable the staff to strategically implement the *Franklin Innovative Blended Learning Plan.* Franklin has also submitted a waiver to add and then bank 5 minutes each day at Franklin to

allow for monthly collaboration meetings. We envision hiring and working with a coach/consultant who is knowledgeable regarding blended learning and collaboration. Our research, best ideas, and practice leading into this innovative process will be honored and built upon. The path we outline here is, therefore, flexible and dynamic and highlights the best of what we know now with the hope for innovation and increased positive outcomes for students, teachers, parents and our learning community. Lessons learned will be of interest and benefit to other teachers, schools, and administrators in the AUSD school district.

Vision *Franklin Blended Learning Innovative Plan*

Students from Franklin School are globally minded with a more analytical, critical thinking and learning style and have more investment and control over their own learning.

Mission *Franklin Blended Learning Innovative Plan*

The mission of Franklin School is to provide an education that is accessible to all learners. Students will be learning to solve problems by looking at multiple lenses to analyze information, make connections, and become scholars that use different sources for research and discovery. Blended Learning will foster a more inquisitive learner as well as one that collaborates with others to maximize their learning experience. With a strong focus on science Blended Learning ensures that science will be taught five days a week. Along with hands on experiences in science, technology can help enhance the learning with small group instruction.

The vision and mission for Franklin School through blended learning aligns well with:

- The proposed Theory of Action
- The Vision and Mission of Alameda Unified School District
- The Common Core Curriculum
- The New Generation Science Standards

"If everyone is thinking alike, then no one is thinking."
— Benjamin Franklin

Goals for *Franklin Blended Learning Innovative Plan*

Improve student academic outcomes, especially with targeted students (SED/ELD/Tier II).

- Increase student ownership of learning.
- Increase student awareness of science as inquiry-based learning.
- Increase student engagement.
- Increase teacher opportunity for leadership and collaboration.
- Increase teacher skills and instructional practices through collaboration and coaching.

Objectives for *Franklin Blended Learning Innovative Plan*

- Utilize Blended Learning to creatively leverage adult time to better maximize expertise and equalize student-teacher ratios.
- Utilize digital content to increase science exposure in every grade level.
- Utilize ongoing professional development and coaching in science integration and blended learning models to enhance student's use of critical thinking and skill building activities in science and technology.
- Ensure science literacy across subject areas and instill 21st Century learning skills.
- Combine blended learning, an emphasis on science, and teacher collaboration to increase: information literacy, analysis through student discourse and writing, computing skills, resource allocation, Google Apps, independent learning, data collection, and multi-level presentations.

Theory of Action *Franklin Blended Learning Innovative Plan*

Innovations in education are ideas, practices, and content that shift an accepted and commonly used routine or practice toward an alternative that is more engaging or leads toward more effective learning and outcomes for students. Innovation is often rapid and disruptive. Innovations guided by research or best practice will incorporate strategies and curricula (digital and published) previously piloted and studied here and elsewhere.
We see Blended Learning as a "Disruptive Innovation" changing the face of education in the 21st century.

The goal for educational innovation at Franklin School is one that leads to changes that better prepare students to:

1. research and interact with content,
2. learn research skills, writing, and presentation skills,
3. provide an example and path for other schools and teachers to follow.

Franklin Elementary School is one of the smallest elementary schools in the Alameda Unified School District. Our students represent a diverse cross-section of families in Alameda. As a small school, Franklin has the benefit of functioning as a close-knit community with collaborative relationships between teachers, staff, and families. Implementation of the *Franklin Innovative Plan for Blended Learning* will enable stakeholders to work together to further student skills in digital content, science and inquiry based learning, and technology.

IF we define innovation as ideas, practices, and content that shift an accepted and commonly used routine or practice toward an alternative that is more engaging or leads toward more effective learning and outcomes for students:

then blended learning and small group instruction is innovative.

IF we expand the use of technology in daily instruction establishing a blended learning model and utilizing best practices:

then we ensure that we are engaging all students' learning styles and interests.

IF we establish access to and excitement around our science curriculum and extend the curriculum beyond the classroom through blended learning:

then we extend learning into homes and the community.

Actions Franklin Blended Learning Innovative Plan

- Implement blended learning in each grade
- purchase technology that will allow all students access to curriculum
- apply for a waiver to allow time for monthly teacher collaboration
- provide ongoing professional development on blended learning
- work with parents who are employed with high tech companies to expose students to the latest technology as well as technological careers

Consequences Resulting From Actions *Franklin Blended Learning Innovative Plan*

- Blended Learning will allow teachers to work in small groups including combinations classes
- Blended Learning allows teachers to address the needs of the SED and EL learner with customized lessons
- Blended Learning will allow teachers to present science in an innovative manner
- Teachers will be able to collaborate with teachers in other school districts through learning management systems
- Students will be better prepared technologically
- Blended learning will level the playing field for students who usually don't have daily access to computers
- Blended Learning builds a bridge of learning between home and school
- Teachers and students will be exposed to the most current curriculum with online resources and E-books

Science Focus that builds 21st Century Skills in *The Franklin Blended Learning Innovative Plan*

The Blended Learning program at Franklin Elementary will leverage the work being done by AUSD to implement the Next Generation Science Standards (NGSS). Franklin will expand the district NGSS framework and use technology to ensure science literacy across subject areas and instill 21st Century learning skills such as:

- information literacy- teaching students how to access, interpret and connect information to meaning
- analysis through student discourse and writing
- computing skills- keyboarding, navigation, collaboration, paperless- in the cloud, support AUSD Technology Plan, revision, knowing how to get to info
- Google Apps based on the AUSD Technology Plan
- Independent learning, data collection- working at home on the computer especially through Blended learning
- Presentations- various methods of demonstrating mastery of content

Accountability and Evaluation

Data
The staff will annually evaluate data as a method of evaluating program effectiveness. Data will include: California Assessment of Student Performance and Progress (CAASPP) to include grade five science scores and grades 3-5 scores in English Language Arts (ELA) and math. Staff will look for trends and increases in student longitudinal data.

Where we came from, where we are, and where we want to be: *The Franklin Blended Learning Innovative Plan*

> The National Science Teachers Association supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level. In the last decade, numerous reports have been published calling for reform in education. Each report has highlighted the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world."
> www.nsta.org/about/positions/**elementary**.aspx

Franklin has been piloting a *Science with a Purpose* (SWAP) program for 4 years and would like to expand this into a more robust, inclusive, integrated, sustainable, and effective Blended Learning program. In the past Franklin was able to use a dedicated teacher to combine and teach science to half of each classroom per grade level for one period each week. While this happened, each teacher at that grade level thereby had half of their students in their room and could teach curricula that required the most individualization to just half of their class at a time. At some point each week this process was repeated for the other half. Standard curricula requirements were taught at both locations rather than as enrichment- allowing for greater curricular coverage as well as increased individualization and decreased class sizes for those few periods each week. We can achieve this same differentiation within classrooms with the addition of technologically appropriate options that portions of any class can access while the other portion is engaged directly with the teacher-- in essence leveraging the internet to provide content for some portion of the day. Blending Learning is all about the interaction between online content and engaging face to face instruction. (Highlander Institute, nod) With a school wide science focus and by integrating technology into daily instruction, Blended Learning will establish a blended learning model with significant promise. Blended Learning models allow for positive changes to instructional practices improving student

academic success though personalized instruction and small-group lessons. (Money, 2015)

Franklin Blended Learning Innovative Plan in the Classroom

Blended Learning will look different at different grade levels depending on developmental milestones reached and skills available to students. A few examples of what some teachers are doing now and how these practices can serve as a stepping stone to what will come next are presented below:

Kindergarten:

At the kindergarten level initial use and interaction with technology is heavily skewed to viewing and interacting within high-quality activity sites and programs. Each kindergarten teacher at Franklin currently blends technology into the daily routine by using a bank of desktop computers and/or iPad with small group stations or learning centers that students rotate through during a morning over the course of the week. One group is linked to content through the computer/internet which allows for more individualization for the other groups. When the technology is also individualized (with programs like Success Maker) all groups benefit. The use of Chromebooks for students will shift the ways in which groups can be arranged.

Fourth Grade:

The fourth grade classroom has set a goal to be paperless this year. Student homework is posted on the classroom webpage. Students access tutorials online instead of through teacher lecture and the hands on presentation is completed in class with the teacher or collaborative groups. All students have a Google Docs account, and papers and projects are shared with the teacher or each other through docs. Students work on Khan Academy for math individually, and students are also learning programing on Khan. SpellingCity, Classcraft and Storybird are programs that students can access for individualization and assessment.

Media Center:

All students 3-5 have been taught: (a) how to log on to Google app accounts, (b)how to create and format a Google Doc, (c)how to create a Google presentation, and (d) how to present their work in order to garner feedback and collaborate with others. Students utilize these skills for a variety of reasons, depending largely on class requirements. These skills allow the students to work and collaborate online whether they are in class via Chromebook, in the media center on a computer, or at home from any computer attached to the internet. This technology has allowed students to go paperless and to work on their assignments whenever they have time outside of class.

Where do we expect to be going?

As we add resources and train additional teachers, Franklin will be able to expand implementation of apps to include more projects and more collaboration. Applications can be applied from an interdisciplinary focus and are applicable to diverse projects and assignments. Coupled with high-quality online content, there is potential for application toward information literacy, and science. By increasing student access to digital content at home, as well as in the media center and in class, a nexus would be formed to support online learning. This could also help the whole school to go paperless and, in many ways, to extend the learning done in a day beyond the classroom.

To truly be able to move this initiative forward Franklin will facilitate an increase in the technology footprint-- initially utilizing readily available shared Chromebooks and moving quickly to grade level and classroom sets of Chromebooks. Every child will therefore increasingly be expected to work with technology daily in classroom settings or in the lab. In addition every student will work on keyboarding technique as a necessary skill for efficiency. The use of a media rich program will help students learn how to be effective communicators and collaborators of their learning. In addition, blended learning will allow teachers to have real time data and to differentiate instruction for multiple levels in a focused manner that will extend the gains realized with the SWAP pilot program.

The Three Year Plan: Franklin Blended Learning Innovative Plan

Research Year (2014-2015)

- Visit Mountain House High School to observe Blended Learning
- Media Center instruction for grades 3-5 regarding how to use Google Docs
- One teacher is already "blended" and has begun talking to staff about "how a blended classroom looks"
- Innovation plan team has given updates to PTA and SSC
- Staff investigated digital content for web based learning
- Staff created a list of E-books and databases that need to be purchased
- A parent from Google, Inc. facilitated an informative presentation on the Google Suite of Apps
- Franklin has a total of 135 Chromebooks
- Franklin has a total of 4 carts for Chromebooks

Year 1 (2015-2016)

- Hire a .4 Blended Learning Coach
- I teacher per grade to attend Leading Edge Certification Course on Blended Learning Instructional Design
- Begin monthly PD to train teachers and build capacity of tech skills
- Add the internet piece to science lessons (FOSSweb)
- Have an information night for parents on "What is Blended Learning?"
- Continue to make monthly reports to SSC and PTA
- K-2 students will begin using computers and keyboard awareness
- Grades 3-5 will all use FOSSweb to supplement science
- Purchase 108 Chromebooks
- Purchase 3 carts
- Purchase 108 "mic" and headphones
- Begin purchasing digital databases & eBooks
- Determine which web based learning sites grades 3-5 will implement for Blended Learning
- Begin researching what is developmentally appropriate for students in grade K-2 for blended learning
- Adjust year 2 goals

Year 2 (2016-2017)

- I teacher per grade to attend Leading Edge Certification Course on Blended Learning Instructional Design
- Purchase 36 Chromebooks
- Purchase 36 mice and headphones
- Purchase 5 interactive projectors for all of the 3-5 grades and Media Center
- Purchase 3 interactive projectors for grades K-2
- Send newly hired teachers to a one day conference or PD about Blended Learning
- Have a Family Night that will engage and inform families about blended learning
- Continue monthly minimum days for PD and collaboration
- Hire a.4 blended learning coach
- Continue to develop a curriculum that is developmentally appropriate for grades k-2
- Adjust year 3 goals
- Purchase E-books

Year 3 (2017-2018)

- Send newly hired teachers to conference on blended learning
- Continue minimum days for PD and collaboration for teachers
- Begin a check out system for student to take Chromebooks home (for students who do not have computers at home0
- Purchase insurance for Chromebooks check out system
- Purchase 85 Chromebooks and mice and headphones
- Purchase carts for Chromebooks
- Each class will have a class set of Chromebooks including the media center
- Hire a .4 Blended Learning Coach
- Every class in grades 3-5 will have use blended learning at some point during the day every day
- Purchase E-books

Stakeholder Engagement and Communication of *the Franklin Blended Learning Innovative Plan*

Introducing our Proposal to the Community

We plan to implement a variety of communication methods to gain support and involvement toward the implementation of this proposal. The methods we plan to use are: weekly PTA online newsletters, teacher reports at every PTA meeting, online surveys, discussions and reports at every SSC meetings. We also plan to use our school's website for updates and pertinent web links for more information on curriculum.

For the teaching staff, the plan includes monthly minimum days to allow teachers the opportunity to be trained and collaborate. This professional development allows the staff to set and execute the timetable of implementation and to work collaboratively with a hired coach.

Our community's involvement is essential to the implementation of this proposal. We have been working together for the past three years since the introduction of our small group instruction program through science, to keep everyone in the communication loop. During the school year of 2014-2015 we began speaking to our community about Blended Learning. We have kept the PTA, SSC, teaching staff, and students involved in this process.

Staff Engagement: *Franklin Blended Learning Innovative Plan*

Our leadership team has engaged the teaching staff at Franklin throughout this planning process.

- Staff work groups
- Pilot ideas: Blended Learning, Flipped learning, online tools & apps
- Surveys
- Bi-monthly staff meetings with updates of progress of the proposal
- Teacher reports at PTA meetings on the progress of the proposal
- Discussions and reports given at SSC meeting on the progress of the plan
- Monthly minimum days for professional development which would involve training and curriculum building.

A byproduct of the current Science SWAP program has been an increase in the teachers' opportunities to provide more dedicated, targeted instruction in smaller groups. The Blended Learning program will include this byproduct as a strategy for needed RTI instruction that can provide targeted instruction for every area of academic need as well as address the needs of all student groups including SED, ELL, GATE & SPED. Expansion of the Franklin Blended Learning program also supports district wide initiatives such as:

- AUSD Math Priority- The Mathematics Coaching Consortium (MCC)
- AUSD Literacy Priority- Inquiry By Design (IBD)
- AUSD Science Partnership- BaySci
    - 6. Allocation of funds must support our vision, mission, and guiding principles.

Parent Engagement: *Franklin Blended Learning Innovative Plan*

The Franklin community overwhelmingly supports both the augmentation of increased science education and technology hours for all students. The community was involved in planning in multiple ways:

- Surveys for students, parents, and staff about technology needs and interests
- Surveys about science needs and interests from teachers and students
- Family nights to engage families in the blended learning and science curriculum
- Teacher reports at PTA meetings on the progress of the proposal

Student Engagement

Students have been actively involved in the Blended Learning planning process. Throughout the school year, students have sampled multiple digital content services and given the Innovative Plan Leadership Team feedback through time in the Media Center. Student trails, students have participated in surveys gauging interest in digital

content and access to technology in the home. Science, games and coding were all areas of student interest that will be address as our Blended Learning program is implemented.

Next Steps

The Franklin team has already presented the proposal to the teaching staff. The Franklin team has also presented the proposal at the SSC meeting and began discussing applying for a waiver to bank minutes for professional development time.

Franklin will also include a survey for students and parents on the topics of technology and science. The survey will provide information about the number of students who have access to computers at home and who use Google Apps. The science survey would include student interests and parental concerns about science curriculum and technology.

Link to Middle School

Franklin has also begun having conversations with administration at Wood Middle School regarding the program and how it could be a bridge to middle school. Franklin would like to leverage the terrific works at Wood and develop a Makers component to the Franklin science program. Any effort in this area would support but not duplicate the Wood Middle School's Makers Program. These discussions will enable collaboration and scope and sequence.

Building Capacity

Business and Community Partnerships

As the Franklin proposal moves forward staff will begin to create new partners with businesses and other school districts.

Staff has visited the Mountain House High School which is in its 2nd year of the blended learning. The Franklin principal has open communication with their principal and will continue to implement ideas that we can use at the elementary level.

Franklin staff has also received training from one of Franklin's parents who works for Google, Inc.. We are actively pursuing additional professional development through the Google Educator program. This PD is available online and at no cost to all educators.

Franklin has begun to build relationships with potential vendors:

- Chromebooks
- Discovery Streaming
- Google Apps for Education
- SmartBoard
- Makers Science
- World Book Online
- Gale Trials
- SIRS/Proquest
- Canvas Learning Management System
- Blended School Network
- Mackin (E-books)
- Kahn Academy
- Google Classroom
- Everyoneon.com (service for affordable internet)
- Student Insurance Partners
- Titlewise.com

Facilities

Blended Learning is clearly aligned with the AUSD Technology plan[4] and will be supported by the Bond Measure I Implementation Plan 5a approved by the BOE on March 24, 2015. This plan indicates that AUSD will be providing the following facilities maintenance and upgrades[5]:

Because of the move to Blended Learning, we would also like to request an in-depth planning meeting with Rob van Herk, Director of Technology Services prior to the end of the 2014-15 school year to ensure that work completed over the summer aligns with our 3 year plan.

Franklin appreciates that AUSD had instituted Facilities Education Specifications (Ed Specs)[6] and is bringing Franklin up to these minimum requirements including the appropriate infrastructure to support classroom technology, classroom audio-visual systems, and wireless access in every classroom. Franklin also needs to establish a dedicated class room for a Science Lab. We used the AUSD Classroom and Campus set up for all grades per AUSD Facilities, elementary

[4] AUSD 2013-2016 Education Technology Plan, http://www.alameda.k12.ca.us/file/1356608741790/1298113610125/7656615782037966164.pdf

[5] As cited in AUSD BOE Agenda for 3/24/15, http://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=4869&MeetingID=249

[6] AUSD Education Specifications pg. 6 as cited on http://alamedausd.ca.schoolloop.com/file/1311480966453/1376459767278/1257076150958825653.pdf

school Education Specifications[7] to determine the facilities requirements that would improve instruction at Franklin and specifically support the Blended Learning program and the AUSD Vision for Science Education program.

- Page 11- class room technology & audio-Visual systems should be provided *(AND WORKING)* in all classrooms
- Page 11- small group instruction
- Page 12- Science Lab/Project Room
- Appendix C- Attractive School Options
- Appendix F- Elementary School District Standards
- Page 154- Science Classroom

While the Blended Learning does not provide a 1:1 technology plan as outline by AUSD, our plan is moving in that direction. Blended Learning at Franklin is an integration of the AUSD Technology plan, the AUSD Vision for Science Education and the AUSD Learning Expectations for Elementary School and beyond.

Equipment needs

Franklin currently has 4 Chromebook carts serving 12 classrooms. 2 carts have been provided by AUSD for state testing requirements. The PTA and school site funds have provided the additional carts. The Franklin community is actively fundraising for 5 additional sets of Chromebooks and carts. Our goal is to provide one set per grade level to be used in the classroom in a rotational model, utilizing blended learning on a daily basis. One cart can support two classrooms in this way. One cart will be permanently located and used in the media center three days a week. One cart will be allocated towards home use and will be available for checkout to social economically disadvantaged (SED) students identified through the Free and Reduced Meal Plan, and Tier II students who are predominately English Language Development students (ELD).

Software and Network Options currently at Franklin

Currently at Franklin	**Blended Learning Tools**	**Function**	**Cost**
Dragon Speak		Speech to text	
	Discovery Streaming**		$2600 per year
Follet Destiney* (Library Management)	Ebooks through Titlewave- Follet	eBooks- Library Common Core Content	$1000 Per year
Google Earth*	Google Docs**	Cloud based word processing,	0

[7] AUSD 2013-2016 Education Technology Plan, http://www.alameda.k12.ca.us/file/1356608741790/1298113610125/7656615782037966164.pdf

		presentation, spreadsheet, file sharing	
	DropBox**	File Sharing	0
Mavis Beacon		Typing Skills	0
Microsoft Word	FOSSweb	Science	0
Power Point	WorldBook Online	Online Reference DataBase	Est requested
Photostory 3 Windows	Kids InfoBits by Cengage/GALE	Online Reference DataBase	Est. $650/yr
Rosetta Stone-English	SIRS Discoverer	Online Reference DataBase	Est. $650/yr
School Loop*		Student Information System	
Scott Foresman	SmartyAnts	ELA Intervention	$1500
SuccessMaker 5	DreamBox	Math Intervention	$1500 site License
Talking Typer	Brain Pop**	Interactive Digital Content	1695
Tux Math	BrainPop Jr**	Interactive Digital Content	1350
Tux Typing	BrainPopELS	ELS Interactive Digital Content	545
Type to Learn	BrainPop Combo	Interactive Digital Conten	$2295
Website*			

- At all AUSD Sites

** At other AUSD elementary schools

Professional Development tools:
Discovery Streaming- in product PD- Free
FOSSweb- online, need access code from FOSS Kits- Online request
BrainPop PD- Online- Free
Ebook Management Software- Follet Destiney & Follet Shelf

Staffing

The Franklin community will benefit from the hiring of a Blended Learning Coach. The Blended Learning Coach will provide support for teachers at the school. He or she will assist teachers and staff in adopting new practices and technologies in blended learning environments, assist administrators in devising school-wide technology plans, provide professional development for teachers and staff, and

act as a liaison with external partners. A job description can be found in Appendix C.

Schedules

Daily Schedule

The Teacher Team has submitted a waiver to extend the school day by 5 min per day. We plan to bank 5 minutes a day to allow for additional teacher PD and collaboration. The 5 minutes would be added to the end of the day for minimal interruption of student learning. Staff plan to use the minutes for half day teacher training and collaboration.

Current bell schedule:

Regular school hours:
Grades 1-5, 8:20 am - 2:50 pm, Wednesdays 1:50 pm
Kindergarten 8:10 am -12:40 pm/1:40 pm

Early Release Schedule:
Grade 1-5 8:20am -1:50pm
Kindergarten- 8:20am- 11:40am

Half Day Schedule:
Grade 1-5, 8: 20am-12:30pm
Kindergarten, 8:20am-11:40am

Based on 180 school days, this 5 minute increase adds 900 minutes instructional time. These additional minutes will allow 15 hours of additional professional development and collaboration supporting the BLENDED LEARNING program.

New bell schedule in waiver request:

Regular school hours:
Grades 1-5, 8:20 am - 2:55 pm, Wednesdays 1:55 pm
Kindergarten 8:20 am -12:45 pm/1:45 pm

Early Release Schedule:
Grade 1-5 8:20am -1:55pm
Kindergarten- 8:20am- 11:45am

Half Day Schedule:
Grade 1-5, 8: 20am-12:35pm
Kindergarten, 8:20am-11:45am

Changes to Calendars

In an effort to be sensitive to the needs of families, Franklin found there was overwhelming support for the suggested changes to the student calendar. Parents requested that additional early release days for student be aligned with the existing AUSD calendar to ensure early communication of the changes and limit possible disruptions caused by needed additional childcare. Based on the AUSD 2015-16 Approved Calendar[8], staff proposed the following dates in our Waiver Application for additional professional development and collaboration to support the BLENDED LEARNING program.

- September 11, 2015- early release or Half day schedule
- October 9, 2015 - early release or Half day schedule
- November 20, 2015 – early release or Half day schedule
- December 17, 2015 - early release or Half day schedule
- January 15, 2016 – early release or Half day schedule
- February 11, 2016 - early release or Half day schedule
- March 11, 2016 – early release or Half day schedule
- May 27, 2016 - early release or Half day schedule

Professional Development

A central part of teaching the skills necessary to bring our students successfully through the 21st Century will include having time to collaborate so that staff can work together to develop, teach, refine, and analyze our plans. T**eachers at Franklin unanimously approved a plan to go on a waiver schedule to bank time that staff can use toward professional development related to this innovative plan.**

Staff has identified areas for future learning that coincide with our areas of focus – science and technology – and align with ideas about life-long learning in the 21st century.

Having a cycle of inquiry approach that includes science and technology seemed a logical fit with the big-picture vision of teaching students to think more like scientists (who gather information all day and then use it to come to a conclusion) than by default (starting with a particular take and then gravitating toward information that matches that take and avoiding or declining evidence that doesn't match what we already believe).

[8] AUSD 2015-2016 School Calendar https://alamedausd-ca.schoolloop.com/file/1219689623425/1298113610125/7033593646514269327.pdf

Professional Development Plan

The focus of professional development is based on the International Association for K-12 Online Learning (iNACOL)[9] and International Society for Technology in Education (ISTE[10]) standards

1. Technology Platform
    a. Learning to use Chromebooks in the classroom
    b. SchoolLoop as a tool in Blended Learning
    c. Online collaboration
    d. Student centers
    e. Equitable access
    f. Modeling digital age work and learn habits
2. People & Pedagogy
    a. Skills needed to teach with Blended Learning
    b. Empowered to change and try something new
    c. New Response to Intervention (RTI) models trough Blended Learning
3. Assessment
    a. Online/ adaptive
    b. Personalization engines
    c. Performance-based
    d. Integration into
4. Content
    a. Evaluating content to use in the classroom
        i. Common Sense Media: Elementary School Curriculum Training (Online, no cost)
    b. Common Core alignment
    c. Student Centered- Personalization for student use
    d. Designing digital content and assessments
    e. Collaboration across classrooms and grade levels
    f. Expansion to home use to supplement classroom instruction
5. Leading Edge Certification[11]: 1 teacher per grade level to take Online and Blended Learning Certification course to improve instructional design of blended learning course work. 6 week online course over summer 2015- Syllabus in appendix
6. Onsite Professional Development to be provided by Computer-Using Educators (CUE) (5 sessions in year one)

[9] http://www.inacol.org/resource/inacol-blended-learning-teacher-competency-framework/
[10] http://www.iste.org/standards/ISTE-standards/standards-for-teachers
[11] http://www.acoe.org/acoe/EdServices/instructional-tech/LeadingEdgeOBT

Professional Learning Community
The Professional Development Plan will also focus on building a Professional Learning Community around Blended Learning. Many resources are available online and teachers are currently building a self-driven network of learning around best practices. The focus will be sharing best practices and building time into PD for collaboration and experimentation as staff develop and implements Blended Learning curriculum for each grade level.

Staff also plans to include Franklin parents and families in the Professional Learning Community. Franklin will develop an outreach plan with the PTA and plan to include the following:

- kids doing take home work to teach parents
- demo nights- media center,
- science nights- hands on- kids doing experiments, ability awareness like week around science and tech- kids demonstrations from scope and sequence- kids can to at home or at school

Curriculum Considerations

Blended Learning

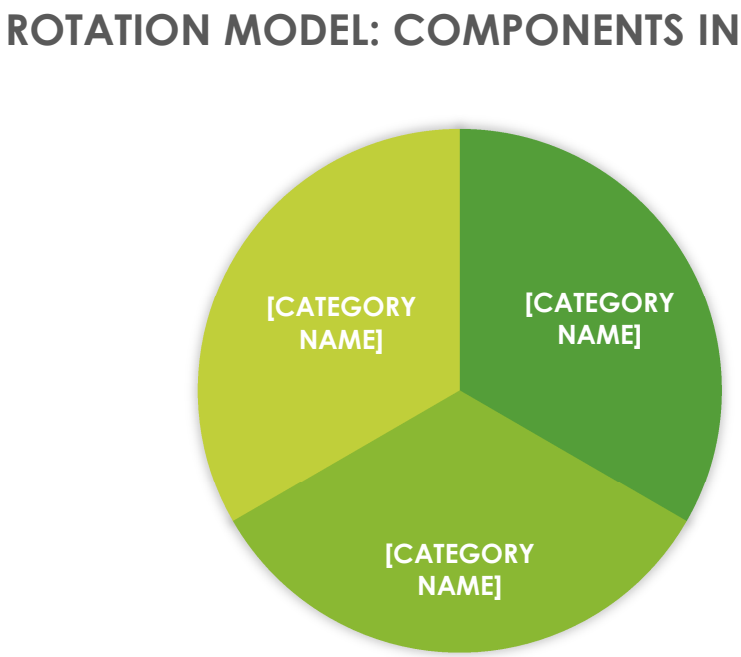
This approach to schooling combines face-to-face instruction with online learning and has yielded strong results since officially being researched as an education strategy. In fact, according to a 2010 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents (6 Models of Blended Learning, n.d.) Blended learning is when a student learns, at least in part, in/at a supervised location away from home and then at least in part through online delivery with some element of student control over time, place, path, and/or pace. (Insight Institute, 2011). The strength of this instructional approach is its combination of both face to face and online teaching methods into one integrated instructional approach. At Franklin School science will be our focus and our learning lens as we move in the direction many educators and researchers believe to be most fruitful in this digital age but we envision using blended learning in many settings and within many curricular areas here at Franklin school. Initial implementation efforts with this innovative pedagogy at other locations indicate a variety of blended learning formats that use online and other digital technology to effectively individualize and accelerate student learning (http://www.knewton.com/blended-learning/).

(Station) Rotation Model: Components in Action[12]

Franklin will utilize the classroom-based, (station) rotation model. The (Station) Rotation Model is a common implementation of Blended Learning, especially in the K-5 setting. During a 90-minute instructional block, for example, students in small, differentiated

[12] Blended Learning 101 Handbooks, Aspire Public Schools

groups rotate across learning stations at 30-minute intervals:



Group 1 = Teacher-Led (Small Group) Instruction

Group 2 = Independent & Collaborative Practice

Group 3 = Personalized, Online Instruction

Timeframes will vary, in order to be responsive and proactive to meet students' needs. Additional, whole group instruction provides experiences for students to learn and discuss common texts and concepts.

Science has a Digital Content Focus

During the first year of the Blended Learning initiative staff will work to align currently adopted AUSD science curricula with more digitally accessible published and functional curricula to implement our blended learning initiative. Given that increasing access to both interactive and visual digital demonstrations of scientific principles and examples is a highly effective method that can be used to increase engagement and understanding Franklin Elementary school would like to extend our SWAP program to incorporate these advantages of technology. Staff expects to enable students to effectively and efficiently access science curricula while at the same time maintaining the benefits of increasing small group and interactive instruction with teachers as piloted in the SWAP program these last 4 years. Franklin's innovative scheduling

in the area of science has heightened awareness of shared responsibility and access to the science curricula with our students and staff would like to both solidify and extend this practice with blended learning.

In Alameda, as in California, "The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of standards in kindergarten to grade 12 to help ensure that all students are literate and college and career ready no later than the end of high school." Staff believes that moving to a blended learning model will best help students to meet the core learning and work habits identified by the California Department of Education that will make them successful:

Students demonstrate independence.
Students build strong content knowledge.
Students respond to the varying demands of audience, task, purpose, And discipline.
Students comprehend as well as critique.
Students value evidence.
Students use technology and digital media strategically and capably.
Students come to understand other perspectives and cultures.

Specifically what will this mean for Franklin students?

To truly be able to move this initiative forward Franklin will need an increase in the technology footprint-- initially utilizing readily available shared Chromebooks and moving quickly to grade level and classroom sets of Chromebooks. Every child will therefore increasingly be expected to work with technology daily in classroom settings or in the lab. In addition every student will work on keyboarding technique as a necessary skill for efficiency. The use of a media rich program will help students learn how to be effective communicators and collaborators of their learning. In addition, blended learning will allow teachers to have real time data and to differentiate instruction for multiple levels in a focused manner that will extend the gains realized with our SWAP pilot program.

The science program will be enriched rather than replaced as a result of this initiative. Franklin staff believes that all involved with science teaching and learning should have a common, accurate view of the nature of science. Science is characterized by the systematic gathering of information through various forms of direct and indirect observations and the testing of this information by methods including, but not limited to, experimentation. The principal product of science is knowledge in the form of naturalistic concepts and the laws and theories related to those concepts. (*National Science*

Teachers Association Position Statement on the Nature of Science). Some portion of the proposed in service and collaboration time will be spent on the research and use of science curricula and concepts as a staff and at grade level groups where specific scientific concepts warrant.

Franklin sees Blended Learning as a key component for ongoing science expansion efforts. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts and Core ideas …*[13] defines eight scientific and engineering practices that students should engage in throughout their K-12 education. These practices represent the skills that scientists and engineers use "on the job." ...The practices include:

1. Asking Questions and Defining Problems
2. Developing and Using Models
3. Planning and Carrying out Investigations
4. Analyzing and Interpreting Data
5. Using Mathematics, Information and Computer Technology, and Computational Thinking
6. Constructing Explanations and Designing Solutions
7. Engaging in Argument from Evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Elements*:* The framework identifies seven crosscutting concepts. These are "concepts that bridge disciplinary boundaries, having explanatory value throughout much of science and engineering... These concepts help provide students with an organizational framework for connecting knowledge from the various disciplines into a coherent and scientifically based view of the world" (pg. 4-1). ... Blended Learning enhances these practices across all subject matter.

Program Evaluation

Franklin plans to use a "Cycle of Inquiry" model that is cylical: collaborate -> implement -> evaluate -> reflect.

Some of the ways Franklin plans to measure success:

- Pre- and Post - surveys of students, teachers, and parents, including evaluations of skills as well as changes in attitudes and behaviors.
- Implementation of "blended" learning across the curriculum.

[13] Next Generation Science Standards for States, By State, accessed on http://www.nextgenscience.org/framework-k%E2%80%9312-science-education

- Reflecting on evidence of student acquisition and use of technology skills, according to our scope and sequence table (e.g. Google docs, presentations, and forms).
- Increase in test scores.
- Increase in student engagement.
- Increase in quality of student work and evidence of a move away from the "confirmation bias" and toward a more "scientific" method of thinking that is often described as "critical thinking."
- More technology embedded in student instruction.
- Greater use of the school website.
- Increased information literacy and greater use of quality research sources.
- Higher levels of questioning and critical thinking.
- Replication of Franklin initiatives at other sites.

Staff will be using professional development time to create evaluations and to reflect on practice. This will include creating, analyzing, and evaluating rubrics, surveys, and strategies. Staff will be sharing findings amongst ourselves and with focus groups as well as the SSC and PTA.

The cycle of inquiry approach will enable Franklin to continually monitor and improve the plan as needed.

Cost Summary and Analysis

Franklin has developed an extensive budget including equipment needed to implement Blended Learning in all classrooms. The full budget can be seen in the Appendix or online at https://docs.google.com/spreadsheets/d/1RmxDU18dPSmzfGWEtUOfgfusNocIpBohNIdGDt24riI/edit#gid=1752219585

We are asking AUSD to provide $123,523 over the next three years to support the employment of a Blended Learning Coach, expanded professional development and the purchase of digital content for the Franklin elementary School Blended Learning Program.

Total AUSD Request

	Request to AUSD	Franklin Community Match	Total
Digital Content	$12,080	$10,000	$22,080
PD	$22,443	$5,000	$27,443
Coach	$35,600	$0	$35,600
	$70,123	$15,000	$85,123
	$225.48	per student cost year one	
	$397.18	per student per year cost	

Three Year Budget for AUSD Request

	2015-16		2016-17		2017-18		**Total Request to AUSD**	Total Other Contributions	Grand Total
	AUSD	Other	AUSD	Other	AUSD	Other			
Content Total	$3,360	$4,000	$4,360	$3,000	$4,360	$3,000	**$12,080**	$10,000	$22,080
PD Total	$9,621	$5,000	$10,011	$0	$2,811	$0	**$22,443**	$5,000	$27,443
Coach	$35,600	$0	$35,600	$0	$17,800	$0	**$89,000**	$0	$89,000
Total	**$48,581**	**$9,000**	**$49,971**	**$3,000**	**$24,971**	**$3,000**	**$123,523**	$15,000	$138,523

- PTA expenses are expected in following years but cannot be projected beyond one year out per CA PTA bylaws.

Digital Content (Year One):

			Total Request to AUSD	Total Other Contributions
Online Reference DataBase- WorldBook Online	$565.00	As determined by Media Center & Staff	$65	$500
Online eBooks- TitleWave- Links with Follet Destiny	$1,500.00		$1,000	$500
SuccessMaker or Replacement (DreamBox)	$1,500.00	SM changing platforms and may no longer be compatible with Chromebooks, staff is trying DreamBox for Math	$0	$1,500
SmartyAnts (ELA Support)	$1,500.00	Lower grade EL intervention	$0	$1,500
BarinPoP Combo	$2,295.00	Digital Content for all grades	$2,295	
FOSSWeb	$0.00	Online supplement to FOSSKits		
		Total	$3,360	$4000

Professional Development (Year One):

			Total Request to AUSD	Total Other Contributions
NTSA- NGG Virtual Conferences	$99.00	Virtual PD via Webinar on current NGSS practices	$396	
Membership in CSTA/NSTA	$105.00	Annual Joint Membership in Ca Science Teachers Association and National Science Teacher Association	$105	
CUE Membership	$110.00	three year membership to Computer Using Educators	$110	
iNACOL Membership	$60.00	International Association for Online K-12 Learning	$60	
Leading Edge Certification	$450.00	1 teacher per grade level @ $450 each- Online and Blended Teacher Certification Course to improve instructional design of blended learning course work	$2,700	
Onsite PD by CUE	$2,250.00	PD based on staff skills development plan	$6,250	$5,000
Additional Tech Support- Value TBD		District and Volunteer networking and ongoing support		
		Total	$9,621	$5,000

Appendix

A: Leadership Team

B. Blended Learning Readiness Evaluation

C. Blended Learning Expanded Budget with external funding for full implementation

D. Blended Learning Coach Job Description

Appendix A: Leadership Team

Name of Team Leader: Jo Fetterly
Cell Phone: 510.316.2272
District Email Address: jfetterling@alameda.k12.ca.us
Personal Email Address: jofetterly10@gmail.com

Other Leadership Team Participants
Names of teachers on the leadership team
Barry Arbreton (K), Ben Lundholm (Media Center)
Debby Meyer (3), Darlene Norman (5)

Names of any other participants on leadership team
Christine Strena (SSC), Page Tomblin (PTA)

Appendix B: Blended Learning Readiness Evaluation[14]

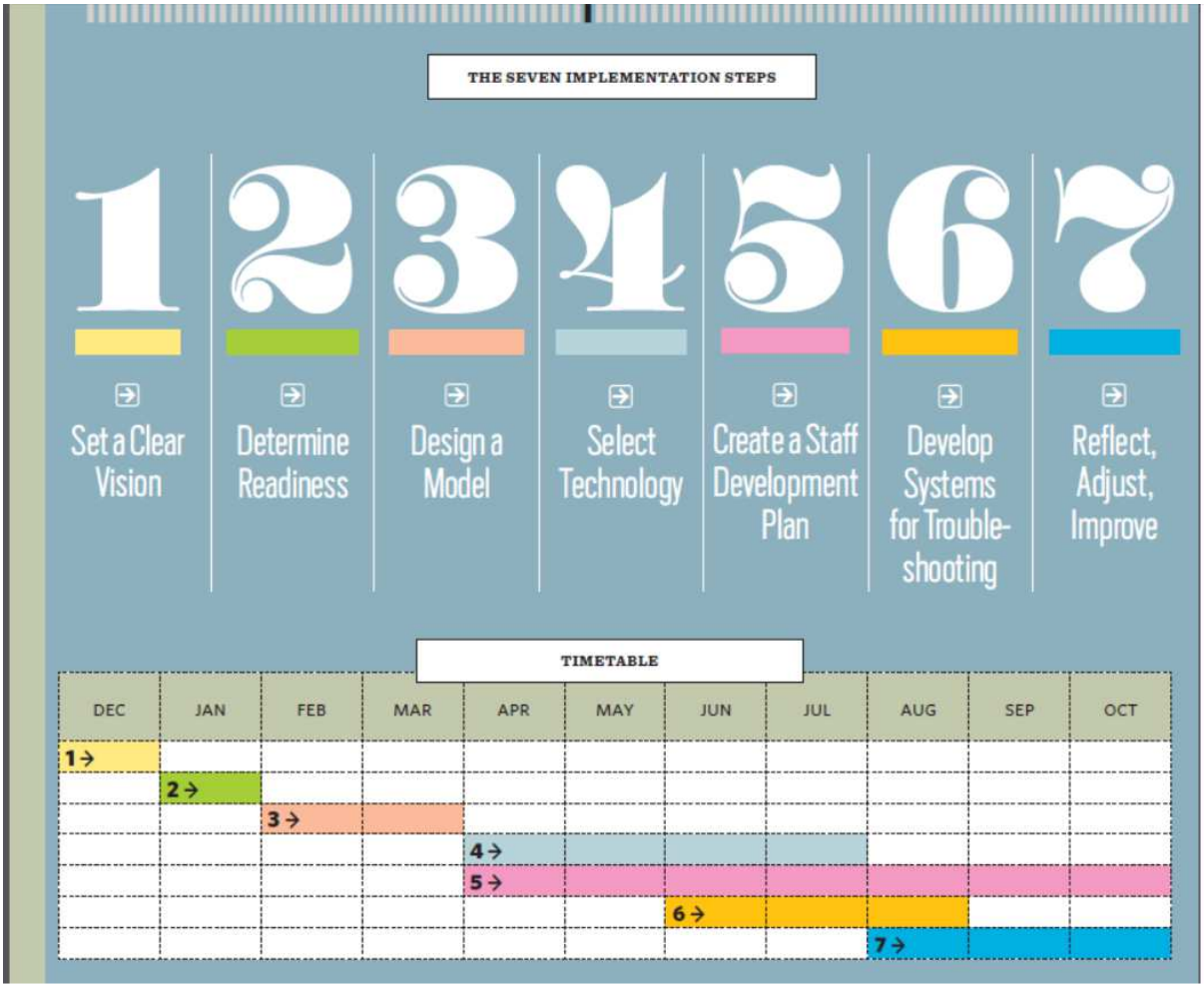


Image Source: National Center on Time & Learning: Supporting Student Success through Time and Technology, pg 46

Franklin has been working on our Innovative Plan Application and using this effort to create a common goal for our site. Blended Learning provides a pedagogy to support changes in instructional practice and deeper learning for all our students. Multiple studies show Blended Learning improves academic outcomes, especially for struggling students who would receive Tier II interventions. We see Blended Learning as a way to actively engage all our students in deeper learning and are excited about the opportunities to expand our science curriculum through FOSSweb and other digital content.

Vision: Franklin is a partnership of school, home and community committed to providing effective instruction and quality programs which recognize individual differences, develop respect for self and others and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to have students discover and achieve their personal best. We promote Lifelong Guidelines and use Lifeskill learning to create a safe learning community at our school.

[14] National Center on Time & Learning: Supporting Student Success through Time and Technology

1. Determine Readiness
    a. Teacher Survey
    b. Equipment Survey
    c. PD on available technology currently used in classrooms
    d. PD on Flipped and Blended Instructional Techniques
    e. Community input
    f. Teacher & Student testing of digital content

2. Design a Model
   Rotation Model (E. Brooke, Lexia Learning, 2014)
   Students working in a number of different activities or centers, including whole group instruction, small group instruction, peer-to-peer activities, pencil & paper activities, as well as individual work on a computer or tablet, Within the rotation model, there are several different implementation settings we are working with:
    a. Station Rotation- similar to existing classroom rotation center rotation, students work through a circuit of activities in the classroom (or classrooms) during one or more class periods, with at least one of these activities involving technology
    b. Individual Rotation- Students work through some or all of the classroom centers based on an individual prescription determined by the teacher with the help of a technology-driven assessment tool.
3. Select Technology
   Franklin will be utilizing the District Technology plan. Investments in additional equipment include the following:
    a. Chromebooks- 1 cart per grade Level, 1 cart for Media Center, 1 cart for targeted students (SED/ELDS/Tier II) to check out based on expected homework/project load
        i. 5 sets of Chromebooks and Carts need to be purchased
    b. Digital Microscopes- 1 per grades 2-5
        i. 4 to be purchased
    c. Interactive Projectors- one for each classroom
        i. To be provided by ASUD based on AUSD Technology Plan, AUSD Master Facilities Plan and AUSD Education Specifications
        ii. 8 classroom need to be upgraded
    d. Digital Content
        i. The Franklin Blended Learning Plan will implement digital content vetted through the Alameda County Office of Education Blended Learning & Core Learning teams, digital content vetted by the International Association for K-12 Online Learning (iNACOL), and other open source content developed specifically for K-5 use.
4. Create a Staff Development Plan
    a. Teacher have submitted a Waiver Request to lengthen the school day by 5 minutes. This will result in 15 hours of banked time to be used for professional development specifically to support this effort
    b. PD Dates
        i. September 11, 2015- early release or Half day schedule
        ii. October 9, 2015 - early release or Half day schedule
        iii. November 20, 2015 – early release or Half day schedule
        iv. December 17, 2015 - early release or Half day schedule
        v. January 15, 2016 – early release or Half day schedule
        vi. February 11, 2016 - early release or Half day schedule
        vii. March 11, 2016 – early release or Half day schedule
        viii. May 27, 2016 - early release or Half day schedule

c. PD Focus is based on the iNACOL and ISTE standards
    i. Technology Platform
        1. Learning to use Chromebooks in the classroom
        2. Online collaboration
        3. Student centers
        4. Equitable access
    ii. People & Pedagogy
        1. Skills needed to teach with Blended Learning
        2. Empowered to change and try something new
        3. New Response to Intervention (RTI) models trough Blended Learning
    iii. Assessment
        1. Online/ adaptive
        2. Personalization engines
        3. Performance-based
        4. Integration into
    iv. Content
        1. Evaluating content to use in the classroom
        2. Common Core alignment
        3. Student Centered- Personalization for student use
        4. Collaboration across classrooms and grade levels
        5. Expansion to home use to supplement classroom instruction
d. Leading Edge Certification: 1 teacher pre grade level to take Online and Blended Learning Certification course to improve instructional design of blended learning course work. 6 week online course over summer 2015
e. Onsite Professional Development to be provided by Computer-Using Educators (CUE) (5 sessions in year one)

5. Develop Systems for Trouble Shooting
    a. This is being investigated and will be a primary focus for year one. An agreement with ASUD will need to be established for additional technical support than maybe required arising from additional wireless access and additional bandwidth needs.
    b. Verify AUSD acceptable use policy for students and parents applies to Blended Learning activities
    c. Designate staff to provide immediate support for minor technology issues
    d. Designate staff to provide regular maintenance and upkeep of devices
    e. Develop consistent expectations and routines in the use and treatment of devices
    f. Support teachers in the development of back-up activities/materials, and clear expectations for students when technology malfunctions

Sample Troubleshooting chart[15]

Problem	Solution
The Power Goes Out!	You have pre-copied packets of seat work for students to work on, or books to read, in lieu of computers.
The Internet goes Down mid-rotation	You have prepared students for the situation! They know to get their boos boxes and to sit at their computer station

[15] [15] Blended Learning 101 Handbooks, Aspire Public Schools

	and read.
A message box pops up on the student's computer.	You have taught the students to look for the X and click it, or to click OK if they can.

6. Reflect, Adjust, Improve
    a. Utilizing the Cycle of Inquiry currently in place at Franklin, teachers and staff will evaluate all Blended Learning efforts to ensure they are meeting our expected goals and outcomes

Appendix C: Blended Learning Coach Job Description

General Statement of Job:

Primary responsibility is a trainer, coach, and support for teachers in implementing learner-driven approaches based on the latest education research on technology-infused blended and personalized learning environments through on-site professional development using Professional Learning Communities (PLC).

Qualifications, Knowledge, and Skills:

Bachelor's degree required and advanced degree preferred. Five years' experience in the classroom setting and experience in teacher development, coaching, working as a member of a team, technology, and curriculum and instruction. Knowledge of International Association for K-12 Online Learning (iNACOL)[16] and International Society for Technology in Education (ISTE[17]) standards and Common Core Standards. Strong technology background.

Specific Duties and Responsibilities:

- Collaborate with exceptional children and ESL specialists to identify, share, and coach best practices for reaching students with disabilities, ELL, and other specialized needs.
- Provide targeted teachers and administrators with professional learning on the use of student data including identifying trends and gaps in student mastery of content and how to develop targeted plans to address identified trends.
- Review lesson plans, articles, books, and provide suggestions for learning opportunities.
- Attend and participate in school leadership team meetings.
- Assist in plan implementation and professional development, support digital curriculum implementation, and model personalization strategies for targeted schools.
- Serve on Personalized Learning Teams and serve as a resource to guide ongoing analysis and design a plan that fits the needs of the targeted schools.
- Assist educators in making the critical shift to facilitator of student learning through intensive professional development plans.
- Support the creation of personalized learning environments including modeling blended learning approaches and instructional strategies.
- Meet at least quarterly with each Professional Learning Community to mentor, model, demonstrate, and work through issues related to implementation.
- Provide follow-up in classroom observations, walkthroughs, coaching, and feedback to staff.
- Work with educators to develop individual learning plans.
- Provide educators professional learning opportunities to equip each teacher and school leader with the ability to use formal and informal student data to refine instructional strategies and plan and provide appropriate small group or individualized instruction and interventions.
- Support educators with analyzing student performance, examining students' educational plans and needs, and assess students' college- and career-readiness.
- Work with instructional staff to create digital recordings of classroom lectures or demonstrations on essential concepts to be posted to our Instructional Improvement System.
- Act in a professional and ethical manner and adhere at all times.
- Comply with district policies, procedures, and programs.

[16] http://www.inacol.org/resource/inacol-blended-learning-teacher-competency-framework/
[17] http://www.iste.org/standards/ISTE-standards/standards-for-teachers

Appendix D: Leading Edge Certification Abridged Syllabus

Leading Edge Online and Blended Teacher Certification Course

COURSE DESCRIPTION

Online education can provide the opportunity for students and professional learners to communicate and demonstrate mastery in ways that would be challenging in the traditional setting. Aligning effective pedagogy with engaging curriculum and a variety of online learning tools offers an empowering alternative for tomorrow's leaders. Preparing teachers for that opportunity is the sincere goal of the Leading Edge Certification course - to help each participant become a more effective online instructor.

LEC participants will integrate contemporary technology into teaching practices and learning activities using software, cloudware, and resources that serve curriculum objectives and educational goals. This class includes both theoretical and experiential components; participants will explore research and examples of effective practices in online instruction, but will also spend a substantial portion of course time developing educationally meaningful and personally relevant products to support their online course and their LEC portfolio.

LEC participants can expect to spend 6-7 hours of work per week for the eight to ten weeks of the course. The work will include:

- Reading course materials and exploring examples
- Completing projects and assignments including LEC ePortfolio (electronic portfolio)
- Sharing and reflecting with other class participants in discussion forums.

LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

- compare and contrast the pedagogy of face to face, blended, and online instruction.
- select and model a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery.
- plan and design strategies to encourage active learning, interaction, participation and collaboration in an online environment.

- support student success through regular feedback, prompt response, and clear expectations.
- model legal, ethical, safe and healthy behavior related to technology use.
- create multiple paths to address diverse learning styles, abilities, and needs for accommodation.
- collaborate with colleagues through the use of web-based technologies.
- demonstrate appropriate use of technologies to enhance student learning.

PREREQUISITE CHARACTERISTICS & SKILLS

Leading Edge Certification learners should possess the following prerequisite characteristics and skills:

- Independent learner
- Self-disciplined
- Average to advanced computer skills

COURSE STRUCTURE

This course will be delivered entirely online through the course management system Haiku. You will receive an email before the first day of class with your login information. In Haiku you will access online lessons, course materials, and a variety of multimedia resources. Throughout the course, you will participate in a blend of self-paced and adaptive released (instructor-paced) activities using Haiku and alternative Internet-based technologies. The participants that tend to have the most success in this virtual environment set aside a specific time each week for their coursework.

TEXTBOOK & COURSE MATERIALS

There is no required textbook for this course. Everything you need for this course will be found online. An office productivity suite such as Microsoft Office or Apple iWork is recommended but not required. A wider range of free alternatives, such as the Open Office suite of programs, Zoho, ThinkFree Online, and Google Docs, can be used as an alternative. A Google Docs account is required; additional free accounts with a variety of Web 2.0 tools will be needed as well.

TECHNICAL REQUIREMENTS

Required:

- Headset/microphone for portfolio projects.
- Free online accounts for Google, VoiceThread, Glogster, YouTube and other Web 2.0 tools that emerge in the course

- Current web browser with appropriate plugins
    - QuickTime Player for Mac or Windows
    - Windows Media Player
    - Flash Player
    - Adobe PDF Reader

Optional:

- JingPro ($14.95) and Techsmith/Screencast (included with JingPro) account for storage
- Web cam for expanding your "presence" within the course

CERTIFICATION REQUIREMENTS & EXPECTATIONS

The Leading Edge Certification is a 60 hour (approximate) course of study, including the development of a professional portfolio. To earn Leading Edge Certification, you must successfully complete all coursework and assignments (activities, discussion posts, and reflections) in accordance with the course calendar. Each assignment has a rubric. In addition to receiving a passing grade in all Pass/ No Pass assignments, each module (with the exception of the Introduction module) has one Portfolio assignment that students submit for grading. These Portfolio assignments will be compiled and submitted in an ePortfolio (electronic portfolio). The course facilitator(s) will review your Portfolio assignments and provide you with feedback so you improve upon and resubmit them. Please remember to check for feedback comments from your course facilitator(s). Participants have one year from the start date of the course to complete their professional portfolio for certification.

All assignments for this course will be submitted electronically through Haiku unless otherwise described. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. Under emergency/special circumstances, participants may petition for an incomplete status in the course, and resume at a later date.

REFLECTION ASSIGNMENTS

Throughout this course you will be writing reflections that address topics within the modules. All of these reflections will be transferred to your LEC Portfolio at the end of the course. Written reflections are handled in a variety of different ways, including a personal journal, or posts in a wiki or blog. Your LEC instructor(s) will explain the preferred process for your particular course. If you already have a professional blog, it is likely that you will be able to use that to post your reflections during the course.

All reflection assignments should show a thoughtful consideration of the topic. Reflections are expected to be written in standard English, and are typically 300-500 words in length. Reflections may include hyperlinks to outside resources, embedded Web 2.0 tools from this course, and/or properly cited images.

PORTFOLIO

To earn Leading Edge Certification you need to successfully complete all coursework and assignments and submit a passing LEC Portfolio.

Your LEC Portfolio will be assessed by 3 educators - 1 peer reviewer, your course facilitator, and an additional LEC professional developer. These individuals will review your Portfolio based on the following 3 criteria:

1) Portfolio assignments will be assessed using the appropriate 3 point rubric. To pass, a score of 3 needs to be achieved for each portfolio assignment.
2) After all module portfolio assignments are assessed, a portfolio rubric will be used to assess the ePortfolio as a whole. Again, a score of 3 is required in each rubric category.
3) Students will be given feedback on their ePortfolio. If students don't achieve a score of 3 on their ePortfolios, they will be given one chance to revise and resubmit their ePortfolios for grading.

TOPICS AND LEARNING OBJECTIVES

Module 1: Introduction and Overview

Learning Objectives:

In this module, participants will:

- Assess readiness for online learning.
- Identify tips for being a successful online learner.
- Identify technical requirements for this course.
- Review the syllabus and course requirements.

Module 2: Online Learning: History and Concepts

Learning Objectives:

In this module, participants will:

- Compare and contrast the pedagogy of face-to-face, blended, and online teaching.
- Collaborate with colleagues through the use of web-based tools.
- Demonstrate appropriate use of technologies to enhance student learning.

Module 3: Pedagogy

Learning Objectives:

In this module, participants will:

- Identify appropriate levels of Bloom's Taxonomy for a variety of Web 2.0 tools.
- Use student-centered instructional strategies to encourage active learning and interaction.
- Select and use a variety of Web 2.0 tools appropriate for higher levels of cognition.
- Collaborate with colleagues on the development of a Web 2.0 presentation.
- Identify technology tools and strategies to move Project-based learning into the online environment.

Module 4: Building Community

Learning Objectives:

In this module, participants will:

- Identify and understand techniques for building community in an online environment.
- Develop and implement a discussion prompt that supports student internalization of academic content.
- Experience alternative asynchronous discussion tools.
- Reflect on social media tools and how they may impact students' lifelong learning.

Module 5: Online Accessibility

Learning Objectives:

In this module, participants will:

- Review concepts related to accessibility.
- Review relevant laws and regulations related to Section 508 and the Americans with Disabilities Act (ADA).
- Reflect on their current practice and materials in relationship to accessibility.
- Create a video resource that meets ADA accessibility requirements through captioning and transcription.

Module 6: Assessment and Evaluation

Learning Objectives:

In this module, participants will:

- Differentiate and identify the similarities and differences between successful online and face-to-face assessments.
- Understand the rationale behind creating and implementing assessments in online learning environments.
- Identify and review components of formative assessments.
- Review and demonstrate effective and authentic use of grading rubrics.

- Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.

Module 7: Policies and Preparation

Learning Objectives:

In this module, participants will:

- Assess teacher readiness for online learning and teaching.
- Understand the changing role of the online teacher to an online coach.
- Create a personal learning plan to gain or strengthen online coaching skills.
- Understand the essential elements and develop an online syllabus.
- Review academic honesty, copyright, and fair use.

Module 8: Closure and Summation

Learning Objectives:

In this module, participants will:

- Summarize their areas of strength and areas for growth needed to become a quality online teacher.
- Synthesize what they have learned in this course in relation to the iNACOL Standards for Quality Online Teaching.
- Assemble their Leading Edge Certification Portfolio.

Appendix E: External Links for Students and Families

Lawrence Hall of Science

Full Option Science System (FOSSweb)
Marine Activities, Resources & Education (MARE)

Arcademic Skill Builders

California Science Center: Do It Yourself Science
The California Science Center has a rich collection of hands on science experiments for kids to explore right at home.

Kids Discovery
Activities, games, puzzles and crafts all emphasizing science exploration.

Kinetic City
This site has an amazing collection of Science Experiments, Games and Projects.

Neuroscience for Kids
(Recommended for K-8) This site is designed to help kids learn more about the nervous system of the human body. It has a rich collection of games, experiments and topics that relate to the brain and other parts of the body reliant upon the central nervous system.

NHM Dinosaur Institute
Go Behind the Scenes of the new Dinosaur Hall at the Natural History Museum of Los Angeles County. See a time lapse movie on the building of the exhibit. Watch museum curators explain the latest and the greatest in current studies of dinosaurs.

www.starfall.com

http://nlvm.usu.edu/

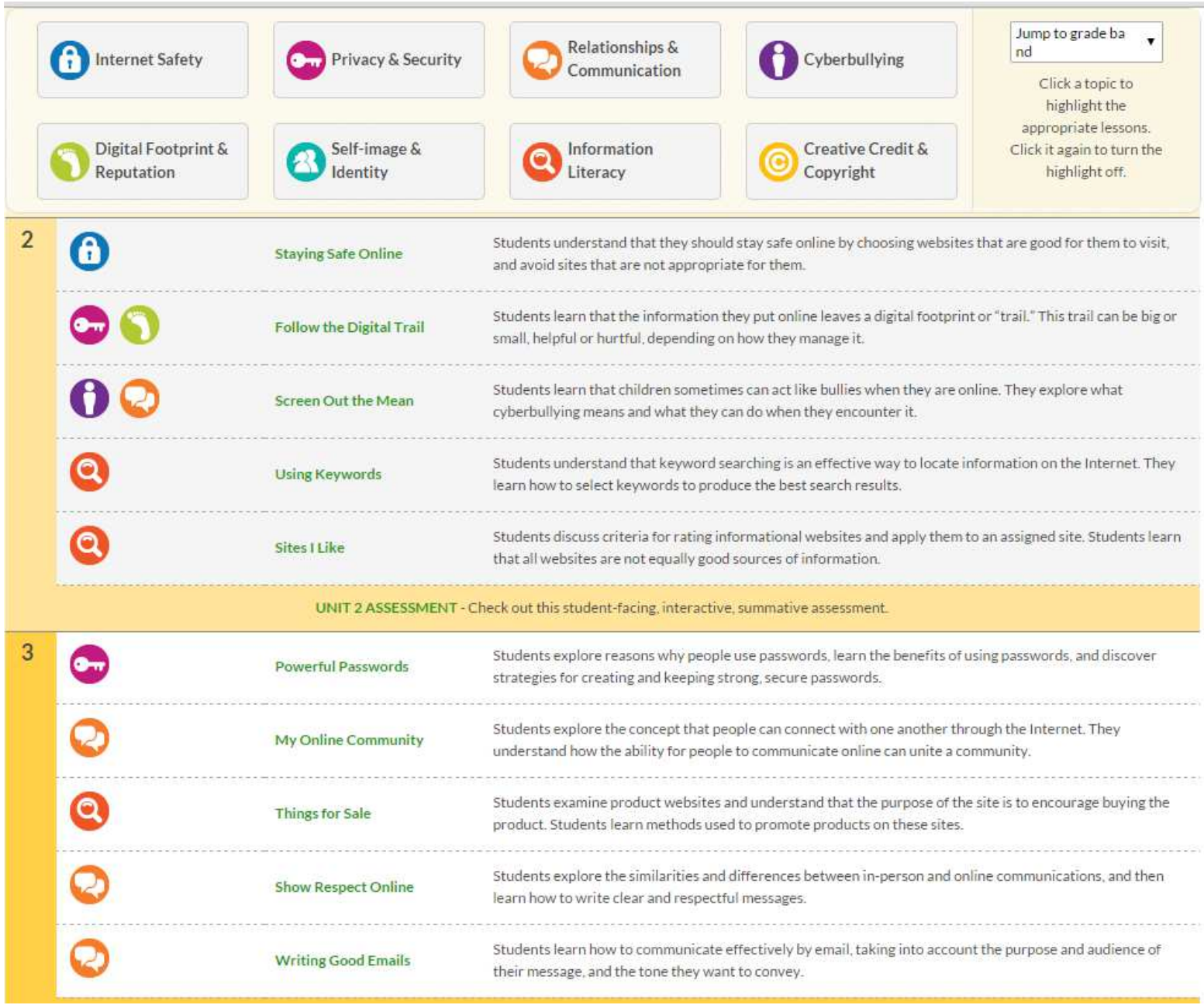
www.jason.org

commonsensemedia.org

le to Common Sense Media Curriculum[18]

Sense Media Curriculum Common Sense Media has a robust curriculum to help teachers prepare puters safely, effectively, and appropriately. The following matrix summarizes the curriculum by lesson ertain lessons are appropriate.

	Title	Description
	Going Places Safely	Students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.
	A-B-C Searching	Students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.
	Keep It Private	Students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.
	My Creative Work	Students are introduced to the concept of having ownership over creative work. They practice putting their name and date on something they produce.
	Sending Email	Students explore how they can use email to communicate with real people within their schools, families, and communities.
	UNIT 1 ASSESSMENT - Check out this student-facing, interactive, summative assessment.	


Internet Safety
Privacy & Security
Relationships & Communication
Cyberbullying
Digital Footprint & Reputation
Self-image & Identity
Information Literacy
Creative Credit & Copyright
Jump to grade band
Click a topic to highlight the appropriate lessons. Click it again to turn the highlight off.
2
Staying Safe Online
Students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.
Follow the Digital Trail
Students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.
Screen Out the Mean
Students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.
Using Keywords
Students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results.
Sites I Like
Students discuss criteria for rating informational websites and apply them to an assigned site. Students learn that all websites are not equally good sources of information.
UNIT 2 ASSESSMENT - Check out this student-facing, interactive, summative assessment.
3
Powerful Passwords
Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.
My Online Community
Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.
Things for Sale
Students examine product websites and understand that the purpose of the site is to encourage buying the product. Students learn methods used to promote products on these sites.
Show Respect Online
Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.
Writing Good Emails
Students learn how to communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.

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Grades 3 - 5

Unit	Category	Title	Description
1		Rings of Responsibility	Students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.
		Private and Personal Information	How can you protect yourself from online identity theft? Students think critically about the information they share online.
		The Power of Words	Students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Students identify actions that will make them Upstanders in the face of cyberbullying.
		The Key to Keywords	Students learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.
		Whose Is It, Anyway?	Students learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.
	UNIT 1 ASSESSMENT - Check out this student-facing, interactive, summative assessment.		
2		Strong Passwords	Students learn how to create secure passwords in order to protect their private information and accounts online.
		Digital Citizenship Pledge	Students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.
		You've Won a Prize!	Students learn what spam is, the forms it takes, and then identify strategies for dealing with it.
		How to Cite a Site	Students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources.
		Picture Perfect	Students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.
	UNIT 2 ASSESSMENT - Check out this student-facing, interactive, summative assessment.		

Appendix G: Expanded Budget

Franklin Innovative Plan Budget									AUSD Innovative Funding Period									
Enter information into blue cells	Add rows by copying and inserting rows								2015–16		2016-17		2017-18					Source of Other
Expense	Calculations							Purpose/Notes	Outside Funding Request	Other	Outside Funding Request	Other	Outside Funding Request	Other	Total Funds Requested from AUSD & Outside Agencies	Total Funds from Franklin Site Plan, PTA and Community	TOTAL PROGRAM FUNDS	(District or Not-District)
1000 Certificated Salaries			Enter calculations for ENTIRE project budget, including grant request and match						Match $ in blue cells will be subtracted from grant request									
Certificated Salaried Personnel	Ann. Sal.		Y1 FTE (including match)	Y2 FTE (including match)	Y3 FTE (including match)	Y4 FTE (including match)	COLA	Description										
							100	2 days a week (in addition to 3 days funded by AUSD) to act as Program Facilitator with Lead Teachers							$0	$0	$0	
Program Lead/Tech Coach - Assuming Teach	$53,088	Annual Salary	0.40	0.4	0.4	0.4	100%	Would need commitment from AUSD to maintain consistency in staffing of this position	$21,235	$0	$21,235		$21,235		$63,706	$0	$63,706	Yr 4 from SBCT PTA?
AEA step 10, colm 1 2014-15 Salary Schedule															$0	$0	$0	
DO NOT INCLUDE CURRENT POSITIONS								INCLUDED IN CENTRAL BUDGET							$0	$0	$0	
								SUBTOTAL	$21,235	$0	$21,235	$0	$21,235	$0	$63,706	$0	$63,706	
Certificated Hourly Personnel	# staff	$/Hr (or Day)	Hrs/Yr1	Hrs/Yr2	Hrs/Yr3	Hrs/Yr4	COLA	Description										
Substitutes (For PD)	17	$103.25	1	1	1	4	100%	Training days for Lead Teachers PD	$0	$1,755	$0	$1,755	$0	$1,755	$0	$5,265	$5,265	Site Plan
								SUBTOTAL	$0	$1,755	$0	$1,755	$0	$1,755	$0	$5,265	$5,265	
3000 Employee Benefits	Rate							Description										
Certificated Salaried Fringe/Benefits	44.00%							Fringe Benefits for Teacher	$9,343	$0	$9,343	$0	$9,343	$0	$28,030	$0	$28,030	
								SUBTOTAL	$9,344	$0	$9,344	$0	$9,343	$0	$28,030	$0	$28,030	
	108		Enter calculations for ENTIRE project budget, including grant request and match															
4000 Books and Supplies		$/Unit	# Yr1	# Yr2	# Yr3	# Yr4	Unit	Description	Match $ in blue cells will be subtracted from grant request						Match ONLY after year 3			
Supplies supporting FOCUSED PD		$100.00	10	10	10	10	Months		$1,000		$1,000		$1,000	$0	$3,000	$0	$3,000	
Chrome Books: Classroom use		$350.00	36	36			each	class sets of 36, 1 set per grade(3)	$2,600	$10,000	$12,600		$0	$0	$15,200	$10,000	$25,200	PTA Support of Plan
Chrome Books: Library Use		$350.00	36					1 Library set	$12,600		$0		$0		$12,600	$0	$12,600	
Chrome Books: Home Use for FRLM & Tier 2-3 Students		$350.00	36					Set for Check out (Free/reduced lunch, ELL Only)	$6,100	$3,500	$0		$0	$0	$6,100	$3,500	$12,600	LCFF funds
Chrome carts		$2,000.00	3	2			each		$5,800	$200	$4,000		$0	$0	$9,800	$200	$10,000	PTA purchasing 1 cart in year one
Online Reference Database - WorldBook Online		$1,000.00	1	1	1	1	Set	As determined by Media Center & Staff	$0	$1,000	$1,000		$1,000	$0	$2,000	$1,000	$3,000	PTA support of PSO efforts to determine tools for blended learning
Online eBooks - TitleWave - Links with Follett Destiny		$1,500.00	1	1	1										$0	$0	$0	
Supplemental or Replacement (Dreambox)		$1,500.00	1	1	1			Still changing platforms and may no longer be compatible with Chromebooks, staff is trying Dreambox for math	$0	$1,500	$0	$1,500	$0	$1,500	$0	$4,500	$4,500	District & Site Plan
SmartyAnts (ELA Support)		$1,500.00	1	1	1			Lower grade EL intervention	$0	$1,500	$0	$1,500	$0	$1,500	$0	$4,500	$4,500	Site Plan - Piloting in 2014-15
BrainPoP Combo		$2,295.00	1	1	1			Digital Content for all grades	$2,295		$2,295		$2,295		$6,885	$0	$6,885	
FOSSWeb		$0.00	1	1	1			Online supplement to FOSSKits							$0	$0	$0	
Digital Microscope		$585.00	2	2	0		each	one per grades 3-5	$1,170		$1,170		$0	$0	$2,340	$0	$2,340	
Interactive Projectors		$2,200.00		8			each	One for each classroom including installation	$0		$17,600		$0	$0	$17,600	$0	$17,600	AUSD Technology Plan/Facilities Master Plan Funds?
						3	each		$0		$0		$0	$0	$0	$0	$0	
No food or refreshments								SUBTOTAL	$34,565	$17,700	$39,665	$3,000	$4,295	$3,000	$78,525	$23,700	$102,225	
			Enter calculations for ENTIRE project budget, including grant request and match															
5000 Services and Other Operating Expenditures		$/Unit	# Yr1	# Yr2	# Yr3	# Yr4	Unit	Description	Match $ in blue cells will be subtracted from grant request									
NTSA- NGS Virtual Conferences		$99.00	4	4	4	4	webinar	Virtual PD via Webinar on current NGSS practices	$396		$396		$396		$1,188	$0	$1,188	
Membership in CSTA/NSTA		$105.00	1	1	1	1	Membership	Annual Joint Membership in Ca Science Teachers Association and National Science Teacher Association	$105		$105		$105		$315	$0	$315	
CUE Membership		$110.00	1					Entire year membership to Computer Using Educators	$110		$0		$0	$0	$110	$0	$110	
iNACOL Membership		$90.00	1	1	1			International Association of Online K-12 Learning	$90		$90		$90		$180	$0	$180	
Leading Edge Certification		$450.00	6	6				1 teacher per grade level @ $450 each. Online and Blended Teacher Certification Course to improve instructional design of blended learning course work	$2,700		$2,700				$5,400	$0	$5,400	
Onsite PD by CUE		$2,250.00	5	3	1			PD based on staff skills development plan	$6,250	$5,000	$6,750		$2,250		$15,250	$5,000	$20,250	PTA Support for Plan
Additional Tech Support Value TBD								District and Volunteer networking and ongoing support							$0	$0	$0	
									$0		$0			$0	$0	$0	$0	
								SUBTOTAL	$9,621	$5,000	$10,011	$0	$2,811	$0	$22,443	$5,000	$27,443	
			Enter calculations for ENTIRE project budget, including grant request and match															
Total Direct Costs									$74,765	$24,455	$80,255	$4,755	$37,685	$4,755	$192,704	$33,955	$226,659	
7000 Indirect Charges	Rate																	
Indirect	No Indirect Allowed for school site								$0	$0	$0	$0		$0	$0	$0		
Total Costs									$74,765	$24,455	$80,255	$4,755	$37,685	$4,755	$192,704	$33,955	$226,659	
								Total Budget for Innovative Program Plan			$226,670							

	2015-16 Outside Funding Request	2015-16 Other	2016-17 Outside Funding Request	2016-17 Other	2017-18 Outside Funding Request	2017-18 Other			Grand Total
Staff Total	$30,579	$1,755	$30,579	$1,755	$30,579	$1,755	$91,736	$5,265	$97,001
Equipment & Supplies Total	$32,270	$13,700	$36,370	$0	$1,000	$0	$69,640	$13,700	$83,340
Content Total	$2,295	$4,000	$3,295	$3,000	$3,295	$3,000	$8,885	$10,000	$18,885
PD Total	$9,621	$5,000	$10,011	$0	$2,811	$0	$22,443	$5,000	$27,443

Appendix H

Open Letter to the Board

Barbara Kahn
President, Board of Education
Alameda Unified School District

Ms. Kahn and esteemed members of the Board,

The Franklin Elementary School Community is excited to present to you our plan to implement Blended Learning in our school. The Franklin Innovative Plan Teacher Leadership started with a question; "How can we integrate more science, engage our students in their own learning and use technology to improve our teaching?" **Blended Learning** is the result of exploring solutions for our school.

Blended Learning provides the pedagogy to support this effort by shifting accepted and commonly used routines or practices toward an alternative that is more engaging and leads toward more effective learning and outcomes for students. Franklin is using blended learning to creatively leverage adult time to better maximize expertise and student-teacher ratios, despite decreasing budgets, and to improve academic outcomes for all of our students. Blended Learning will also enhance our multi-year effort to bring enhanced, hands-on science to each and every student through the addition of digital content focused on and aligned with the AUSD Science Vision approved by this Board on April 28, 2015 and the Next Generation Science Standards (NGSS).

We are asking AUSD to support this effort with a financial contribution of $34,523 over the next three years. That's only $37.00 per student per year!

This additional funding will support professional development around best practices in Blended Learning and the purchase of targeted digital content as we pursue additional funding to purchase additional equipment in order to fully develop the vision of our Blended Learning plan.

Blended Learning is clearly aligned with the AUSD Technology plan[19] and will be supported by the Bond Measure I Implementation Plan 5a approved by the BOE on March 24, 2015. This plan indicates that AUSD will be providing the following facilities maintenance and upgrades[20]:

[19] AUSD 2013-2016 Education Technology Plan, http://www.alameda.k12.ca.us/file/1356608741790/1298113610125/7656615782037966164.pdf
[20] As cited in AUSD BOE Agenda for 3/24/15, http://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=4869&MeetingID=249

Summer 2015:

- Technology & Communications upgrade

Spring 2016-2018:

- Roofing project
- Reconfigure Science Classroom
- 3 new kinder classrooms
- Remove 2 modular portable classrooms
- Mechanical/ electrical

We appreciate that AUSD has instituted Facilities Education Specifications (Ed Specs)[21] and is bringing Franklin up to these minimum requirements including the appropriate infrastructure to support classroom technology, classroom audio-visual systems, and wireless access in every classroom.

Because of our move to Blended Learning, we will work closely with the technology department to ensure that work completed over the summer aligns with our 3 year plan.

Facilities Master Plan[22]

> *Technology Throughout our Ed Spec committee meetings, the topic of technology was constantly discussed. It is the goal of AUSD and the Ed Spec Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. We also discussed the likelihood that at some point in the future the District would transition to a 1:1 technology program where all students have access to a computer or tablet type device throughout the school day. The timeline and strategy for the implementation of a 1:1 program is beyond the scope of this committee, but it is agreed that long term plans should be developed with that in mind. (Also see Appendix D, AUSD Technology Plan)*

While Blended Learning does not provide a 1:1 technology plan as outlined by AUSD, our plan is moving in that direction. Blended Learning at Franklin is an integration of the AUSD Technology plan, the AUSD Vision for Science Education and the AUSD Learning Expectations for Elementary School and beyond.

Thank you for your consideration in supporting this effort. We look forward to updating the board on our progress as we implement this exciting shift in education.

Sincerely,

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[21] AUSD Education Specifications pg. 6 as cited on http://alamedausd.ca.schoolloop.com/file/1311480966453/1376459767278/1257076150958825653.pdf

[22] AUSD Education Specifications pg. 5 as cited on http://alamedausd.ca.schoolloop.com/file/1311480966453/1376459767278/1257076150958825653.pdf

The Franklin Elementary School Innovative Plan Leadership Team:
Barry Arbreton
Jo Fetterly
Ben Lundholm
Debbie Meyer
Darlene Norman
Christine Strena

Appendix I

3

BLENDED LEARNING

Franklin Elementary School Innovative Program Plan, Phase3

Abstract

Through Blended Learning, Franklin Elementary School students will learn to solve problems through multiple lenses; to analyze information, make connections, and apply understanding to their learning and relate it to their experience.

Jo Fetterly

Principal

By the Numbers

Principal: Jo Fetterly

Total Student Enrollment: 311

2013 API: 902

19.3% Free or reduced lunch

13.2% English Learners

From Franklin 2013 SARC

Request to AUSD for Innovative Plan:

$37 per student per year

$34,523 over 3 years

- Professional Development $22,443
- Digital Content $12,080

Staff Commitment:

Franklin has applied for a waiver, increasing the school day by 5 minutes per day, banking 15 hours per year for professional development and collaboration around blended learning

Community Commitment:

The Franklin Community has committed $33,965

Executive Summary

Blended Learning Implementation with a Science Focus

The Question

"How can we integrate more science, engage our students in their own learning and use technology to improve our teaching?"

The Solution

Blended Learning provides the pedagogy to support integration of science and technology by shifting accepted and commonly used routines or practices toward an alternative that is more engaging and leads toward more effective learning and outcomes for students.

The Rodgers Foundation believes that Blended Learning can leverage and improve four primary areas of instructional practice:[23]

- Personalization of content and instruction
- Data Driven instruction
- Small group instruction
- Student ownership of their learning

What is Blended Learning?

Blended Learning occurs when a student learns, at least in part, in a supervised location away from home and in part through online content delivery with some element of student control over time, place, path, and pace (Insight Institute, 2011). The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Clayton Christensen Institute). The strength of this

[23]: Rodgers Foundation Accessed 2/3/15 from http: .org/system/resources/0000/0022/BlendedLearning_final.pdf

instructional approach is its combination of both face-to-face and online teaching methods into one integrated instructional approach.

Blended learning is not the same as technology-rich instruction. Blended learning is a change that public education has to face as public schools lose students to online learning, outdated textbooks, overcrowded classrooms, and instructional practices that have been in place for over a century (T. Freeman: The world Is Flat, 2004). The blended learning approach to schooling combines face-to-face instruction with online learning and has yielded strong results since officially being researched as an education strategy. In fact, according to a 2010 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents (6 Models of Blended Learning, n.d.).

What Does Blended Learning Provide for Students?

Imagine a blended learning 5th grade classroom where students are studying math and engineering concepts. Students are working in teams to design buildings based on specific criteria provided by the teacher. The teacher provides measurement lessons. Student teams lay out sample spaces of square footage around their classroom to provide visuals. Some students feel they need more time with measurement and spend time in class and/or at home studying measurement on the Khan Academy website and/or other alternate programs made available by clicking the link on the classroom website. The teacher is able to follow the students' progress on line. Teams move forward researching architectural styles and designs via the internet.

The students collaborate on line in the evening about homework. The teacher may decide to chat with students as they collaborate. Students decide on their design and write a proposal to explain how their design meets the required criteria. They provide a sketch showing their vision and explain how function and artistry combine. The next step is designing spaces and resolving the math and engineering problems involved. The instructor brings the groups together with a computer link showing the process and the construction of a real building. The video can be saved and reviewed as needed. As the team meets the challenges they log onto Mind Craft or an alternate design program and begin building their virtual design, adding architectural details. This integration of traditional brick and mortar school practices and technology and digital content cutting across multiple curricula is an engaging experience for students and the teacher. This lesson can lead in many directions such as virtual tours of buildings of interest, online collaboration with professional builder mentors, or

online collaboration with students in classrooms from Oakland to Miami, or Paris and Hong Kong. Education is at the inception of a new era where the community of the brick and mortar classroom can reach beyond limiting boundaries allowing students and the teacher to explore and to share globally the universe of ideas with each other as well as other learners from around world.

Vision

1. Improve student academic outcomes, especially with targeted students (SED/ELD/Tier II).
2. Increase student ownership of learning.
3. Increase student awareness of science as inquiry-based learning.
4. Increase student engagement.
5. Increase teacher opportunity for leadership and collaboration.
6. Increase teacher skills and instructional practices through collaboration and coaching.

Goals

- Utilize Blended Learning to creatively leverage adult time to better maximize expertise and equalize student-teacher ratios.
- Utilize digital content to increase science exposure in every grade level.
- Utilize ongoing professional development and coaching in science integration and blended learning models to enhance student's use of critical thinking and skill building activities in science and technology.
- Ensure science literacy across subject areas and instill 21st Century learning skills.
- Combine blended learning, an emphasis on science, and teacher collaboration to increase: information literacy, analysis through student discourse and writing, computing skills, resource allocation, Google Apps, independent learning, data collection, and multi-level presentations.

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- Implement blended learning and science integration for each grade level.
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- Hire a coach to support plan implementation with gradual release of responsibility in a three-year time period.
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- Utilize the expertise of parents who are employed with high tech companies to expose students to the latest technology as well as technological careers

Outcomes

- Blended Learning will allow teachers to work in small groups including combination classes
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- Teachers will be able to collaborate with teachers in other school districts through learning management systems
- Students will be better prepared technologically
- Increased technology options will level the playing field for students who usually don't have daily access to computers
- Blended Learning builds a bridge of learning between home and the school
- Teachers and students will be exposed to the most current curriculum with online resources and E-books

Sustainability

Through a three-year process as defined in the *Franklin Innovative Plan for Blended Learning*, an instructional coach will work with staff and students to incorporate the specifics of the plan with a goal of gradual release of responsibility to provide staff sustainability after year three. The trainer and coach will support teachers in

implementing learner-driven approaches based on the latest education research on technology-infused blended and personalized learning environments through on-site professional development using Professional Learning Communities (PLC).

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Teacher Practice	Student Outcomes	System Outcomes
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Additional Tech Support- Value TBD			District and Volunteer networking and ongoing support		
			Total	$9,621	$5,000

Open Letter to the Board

Barbara Kahn
President, Board of Education
Alameda Unified School District

Ms. Kahn and esteemed members of the Board,

The Franklin Elementary School Community is excited to present to you our plan to implement Blended Learning in our school. The Franklin Innovative Plan Teacher Leadership started with a question; "How can we integrate more science, engage our students in their own learning and use technology to improve our teaching?" **Blended Learning** is the result of exploring solutions for our school.

Blended Learning provides the pedagogy to support this effort by shifting accepted and commonly used routines or practices toward an alternative that is more engaging and leads toward more effective learning and outcomes for students. Franklin is using blended learning to creatively leverage adult time to better maximize expertise and student-teacher ratios, despite decreasing budgets, and to improve academic outcomes for all of our students. Blended Learning will also enhance our multi-year effort to bring enhanced, hands-on science to each and every student through the addition of digital content focused on and aligned with the AUSD Science Vision approved by this Board on April 28, 2015 and the Next Generation Science Standards (NGSS).

We are asking AUSD to support this effort with a financial contribution of $34,523 over the next three years. That's only $37.00 per student per year!

This additional funding will support professional development around best practices in Blended Learning and the purchase of targeted digital content as we pursue additional funding to purchase additional equipment in order to fully develop the vision of our Blended Learning plan.

Blended Learning is clearly aligned with the AUSD Technology plan[24] and will be supported by the Bond Measure I Implementation Plan 5a approved by the BOE on March 24, 2015. This plan indicates that AUSD will be providing the following facilities maintenance and upgrades[25]:

[24] AUSD 2013-2016 Education Technology Plan, http://www.alameda.k12.ca.us/file/1356608741790/1298113610125/7656615782037966164.pdf
[25] As cited in AUSD BOE Agenda for 3/24/15, http://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=4869&MeetingID=249

Summer 2015:

- Technology & Communications upgrade

Spring 2016-2018:

- Roofing project
- Reconfigure Science Classroom
- 3 new kinder classrooms
- Remove 2 modular portable classrooms
- Mechanical/ electrical

We appreciate that AUSD has instituted Facilities Education Specifications (Ed Specs)[26] and is bringing Franklin up to these minimum requirements including the appropriate infrastructure to support classroom technology, classroom audio-visual systems, and wireless access in every classroom.

Because of our move to Blended Learning, we will work closely with the technology department to ensure that work completed over the summer aligns with our 3 year plan.

Facilities Master Plan[27]

> *Technology Throughout our Ed Spec committee meetings, the topic of technology was constantly discussed. It is the goal of AUSD and the Ed Spec Committee to strategically integrate technology into the educational environment to support teachers and students and enhance student learning. We also discussed the likelihood that at some point in the future the District would transition to a 1:1 technology program where all students have access to a computer or tablet type device throughout the school day. The timeline and strategy for the implementation of a 1:1 program is beyond the scope of this committee, but it is agreed that long term plans should be developed with that in mind. (Also see Appendix D, AUSD Technology Plan)*

While Blended Learning does not provide a 1:1 technology plan as outlined by AUSD, our plan is moving in that direction. Blended Learning at Franklin is an integration of the AUSD Technology plan, the AUSD Vision for Science Education and the AUSD Learning Expectations for Elementary School and beyond.

Thank you for your consideration in supporting this effort. We look forward to updating the board on our progress as we implement this exciting shift in education.

Sincerely,

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[26] AUSD Education Specifications pg. 6 as cited on http://alamedausd.ca.schoolloop.com/file/1311480966453/1376459767278/1257076150958825653.pdf

[27] AUSD Education Specifications pg. 5 as cited on http://alamedausd.ca.schoolloop.com/file/1311480966453/1376459767278/1257076150958825653.pdf

The Franklin Elementary School Innovative Plan Leadership Team:
Barry Arbreton
Jo Fetterly
Ben Lundholm
Debbie Meyer
Darlene Norman
Christine Strena

BLENDED LEARNING

Franklin Elementary School Innovative Program Plan, Phase3

Abstract

Through Blended Learning, Franklin Elementary School students will learn to solve problems through multiple lenses; to analyze information, make connections, and apply understanding to their learning and relate it to their experience.

Jo Fetterly
Principal

By the Numbers

Principal: Jo Fetterly

Total Student Enrollment: 311

2013 API: 902

19.3% Free or reduced lunch

13.2% English Learners

From Franklin 2013 SARC

Request to AUSD for Innovative Plan:

$37 per student per year

$34,523 over 3 years

- Professional Development $22,443
- Digital Content $12,080

Staff Commitment:

Franklin has applied for a waiver, increasing the school day by 5 minutes per day, banking 15 hours per year for professional development and collaboration around blended learning

Community Commitment:

The Franklin Community has committed $33,965

Executive Summary

Blended Learning Implementation with a Science Focus

The Question

"How can we integrate more science, engage our students in their own learning and use technology to improve our teaching?"

The Solution

Blended Learning provides the pedagogy to support integration of science and technology by shifting accepted and commonly used routines or practices toward an alternative that is more engaging and leads toward more effective learning and outcomes for students.

The Rodgers Foundation believes that Blended Learning can leverage and improve four primary areas of instructional practice:[28]

- Personalization of content and instruction
- Data Driven instruction
- Small group instruction
- Student ownership of their learning

What is Blended Learning?

Blended Learning occurs when a student learns, at least in part, in a supervised location away from home and in part through online content delivery with some element of student control over time, place, path, and pace (Insight Institute, 2011). The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Clayton Christensen Institute). The strength of this

[28]: Rodgers Foundation Accessed 2/3/15 from http: .org/system/resources/0000/0022/BlendedLearning_final.pdf

instructional approach is its combination of both face-to-face and online teaching methods into one integrated instructional approach.

Blended learning is not the same as technology-rich instruction. Blended learning is a change that public education has to face as public schools lose students to online learning, outdated textbooks, overcrowded classrooms, and instructional practices that have been in place for over a century (T. Freeman: The world Is Flat, 2004). The blended learning approach to schooling combines face-to-face instruction with online learning and has yielded strong results since officially being researched as an education strategy. In fact, according to a 2010 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents (6 Models of Blended Learning, n.d.).

What Does Blended Learning Provide for Students?

Imagine a blended learning 5th grade classroom where students are studying math and engineering concepts. Students are working in teams to design buildings based on specific criteria provided by the teacher. The teacher provides measurement lessons. Student teams lay out sample spaces of square footage around their classroom to provide visuals. Some students feel they need more time with measurement and spend time in class and/or at home studying measurement on the Khan Academy website and/or other alternate programs made available by clicking the link on the classroom website. The teacher is able to follow the students' progress on line. Teams move forward researching architectural styles and designs via the internet.

The students collaborate on line in the evening about homework. The teacher may decide to chat with students as they collaborate. Students decide on their design and write a proposal to explain how their design meets the required criteria. They provide a sketch showing their vision and explain how function and artistry combine. The next step is designing spaces and resolving the math and engineering problems involved. The instructor brings the groups together with a computer link showing the process and the construction of a real building. The video can be saved and reviewed as needed. As the team meets the challenges they log onto Mind Craft or an alternate design program and begin building their virtual design, adding architectural details. This integration of traditional brick and mortar school practices and technology and digital content cutting across multiple curricula is an engaging experience for students and the teacher. This lesson can lead in many directions such as virtual tours of buildings of interest, online collaboration with professional builder mentors, or

online collaboration with students in classrooms from Oakland to Miami, or Paris and Hong Kong. Education is at the inception of a new era where the community of the brick and mortar classroom can reach beyond limiting boundaries allowing students and the teacher to explore and to share globally the universe of ideas with each other as well as other learners from around world.

Vision

7. Improve student academic outcomes, especially with targeted students (SED/ELD/Tier II).
8. Increase student ownership of learning.
9. Increase student awareness of science as inquiry-based learning.
10. Increase student engagement.
11. Increase teacher opportunity for leadership and collaboration.
12. Increase teacher skills and instructional practices through collaboration and coaching.

Goals

- Utilize Blended Learning to creatively leverage adult time to better maximize expertise and equalize student-teacher ratios.
- Utilize digital content to increase science exposure in every grade level.
- Utilize ongoing professional development and coaching in science integration and blended learning models to enhance student's use of critical thinking and skill building activities in science and technology.
- Ensure science literacy across subject areas and instill 21st Century learning skills.
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Accountability and Evaluation

Data
The staff will annually evaluate data as a method of evaluating program effectiveness. Data will include: California Assessment of Student Performance and Progress (CAASPP) to include grade five science scores and grades 3-5 scores in English Language Arts (ELA) and math. Staff will look for trends and increases in student longitudinal data.

Cycle of Inquiry
We plan on using a "Cycle of Inquiry" to measure success:

- Pre- and Post - surveys of students, teachers, and parents, including evaluations of skills as well as changes in attitudes and behaviors.
- Implementation of "blended" learning across the curriculum.
- Reflecting on evidence of student acquisition and use of technology skills, according to our scope and sequence table (e.g. Google docs, presentations, and forms).
- Increase in test scores.
- Increase in student engagement.
- Increase in quality of student work and evidence of a move away from the "confirmation bias" and toward a more "scientific" method of thinking that is often described as "critical thinking."
- More technology embedded in student instruction.
- Greater use of the school website.
- Increased information literacy and greater use of quality research sources.

- Higher levels of questioning and critical thinking.
- Replication of Franklin initiatives at other sites.