



BLENDED LEARNING

Franklin Elementary School Innovative Learning Plan: Executive Summary

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 this 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:

\$397.18 per student per
year

\$123,523.00 over 3 years

- Professional Development \$22,443.
- Digital Content \$12,080
- Coach 89,000.

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.

Community Commitment:

The Franklin Community has committed \$33,965 from site funds and PTA support for blended learning.

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:¹

- 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 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

¹ Blended Learning Pilot: Rodgers Foundation Accessed 2/3/15 from http://rogersfoundation.org/system/resources/0000/0022/BlendedLearning_final.pdf

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 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.

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. They design spaces and resolve 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. The 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. The educational community of the brick and mortar classroom can reach beyond limiting boundaries allowing students and teachers to explore and share globally the universe of ideas with each other as well as other learners from around world.

Vision 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

Goals 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 for Franklin Blended Learning Innovative Plan

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 practices that lead toward more effective learning outcomes
- Expand the use of technology in daily instruction
- Establish excitement about science through hands-on experience
- Utilize coaching to create sustainable teaching and learning experiences
- Extend curriculum beyond the classroom through blended learning:

Then we:

- Will ensure that all students are engaged in learning beyond the school day and into their homes and community.

Actions for *Franklin Blended Learning Innovative Plan*

- Implement blended learning and science integration for each grade level
- Purchase technology that will allow all students access to digital content in and outside of the school day
- Hire a coach to support plan implementation with gradual release of responsibility in a three-year time period
- Apply for a waiver to allow time for monthly teacher collaboration
- Provide ongoing professional development and coaching regarding blended learning to include collaboration time, membership in organizations, and digital content
- 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 for *Franklin Blended Learning Innovative Plan*

- Blended Learning will allow teachers to work in small groups including combination 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 a different way
- 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 for Franklin Blended Learning Innovative Plan

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).

Three Year Outcomes for Franklin Blended Learning Innovative Plan

| Teacher Practice | Student Outcomes | System Outcomes |
|---|---|--|
| <ul style="list-style-type: none">• Increased integration of technology to support instruction• Increased application of Next Generation Science Standards (NGSS) across all subject matters• Increased collaboration across grade levels and subject areas• Increased use of Small Group Instruction in the classroom as a method to differentiate instruction.• Increased use of Integration of digital content from a blended learning model• Self-efficacy• Increased use of inquiry-based science experiences in the classroom | <ul style="list-style-type: none">• Engagement• Independent learning skills• Increased use of scientific method and principles• Daily use of 21st Century Learning skills to include those as defined by Common Core• Increased student achievement and appreciation for science | <ul style="list-style-type: none">• Increased capacity for teacher collaboration and use of technology and blended learning• Expanded capacity for instructional coaching involving the use of technology and inquiry based learning• Expansion of Science curriculum across all subject areas |

Budget for Franklin Blended Learning Innovative Plan

| | 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 |

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 |

Accountability and Evaluation for *Franklin Blended Learning Innovative Plan*

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