

Blended Learning in Action

**A Practical Guide Toward
Sustainable Change**

**Catlin R. Tucker
Tiffany Wycoff
Jason T. Green**

Contents

Preface	xiii
Acknowledgments	xv
About the Authors	xvii
Introduction	1
PART 1. SHIFTING TO A BLENDED CULTURE	3
<i>Jason T. Green</i>	
Chapter 1. Going Blended to Meet the World	5
Scaling Blended Learning Transformation	5
Clearing Up Blended Learning Confusion	6
It Starts With Culture	7
A Blended Learning Culture	8
Where the World Is Going: Our Students Are Already There	9
Wrapping It Up	10
Book Study Questions	11
Chapter 2. Getting Started	13
Phase 1: Building the Foundation	14
<i>Stage 1: Engagement and Vision—Cohesion of Vision and Pedagogy</i>	14
<i>Stage 2: Assess—What Is Our Starting Point?</i>	16
Links to the Classroom: Participating in Discussions About Mindset	19
<i>Stage 3: Planning and Design</i>	20
<i>Stage 4: Pre-Pilot</i>	20
<i>Identifying and Enlisting Pre-Pilot Teachers</i>	22
Links to the Classroom: Engaging Student Voice in Pre-Pilots	22

Wrapping It Up	23
Book Study Questions	23
Chapter 3. The Blended Learning Elements of Effectiveness	25
The Elements Described	27
<i>Cohesion of Vision and Pedagogy</i>	27
<i>Capacity Building</i>	27
Links to the Classroom: Building Student Capacity	28
<i>Technology Utilization</i>	28
Links to the Classroom: Getting Creative With Limited Resources	29
<i>Data Management and Usage</i>	29
<i>Student Ownership</i>	30
Wrapping It Up	31
Book Study Questions	31
Chapter 4. Preparing Teachers for Blended Instruction	33
What Works in Professional Development	34
<i>Guiding Principle of Blended Learning</i>	
<i>Professional Development #1: As the Student,</i>	
<i>So the Teacher (CHOMP)</i>	35
Links to the Classroom: Help Students Connect	37
<i>Hands-On Learning</i>	38
<i>Ongoing Learning</i>	38
<i>Mindset Shifts: Start With the Why Not the What</i>	39
<i>Personalize Choice, Differentiation, Pace, and Skills</i>	40
Links to the Classroom: What Are Your Strengths Now?	40
<i>Guiding Principle of Blended Learning Professional</i>	
<i>Development #2: Differentiate to Cross the Chasm</i>	40
Wrapping It Up	43
Book Study Questions	44
PART 2. BLENDED LEARNING TOOLBOX	45
<i>Tiffany Wycoff</i>	
Chapter 5. Devices and Digital Tools	47
Different Tools for a Different Generation	48
Building Blocks of a Digital Classroom	49
Links to Leadership: Supporting an Iterative Practice	50
<i>Productivity and Collaboration Environments</i>	50
<i>Learning Management Systems</i>	52
Links to Leadership: Access to Technology	53

Links to Leadership: Professional Development	54
<i>Building Technology Toolboxes to Promote Technology Fluency</i>	55
<i>Deciding on the Right Device</i>	55
<i>Which Funding Model Is the Best Fit?</i>	56
Links to Leadership: Engage Stakeholder Voices	57
<i>Mobile Devices</i>	58
<i>Tablets</i>	59
<i>Chromebooks</i>	60
<i>Laptops</i>	61
<i>Finding the Right Tool</i>	61
<i>Stay Connected and Keep Learning</i>	62
Wrapping It Up	62
Book Study Questions	63
Chapter 6. Digital Curriculum	65
What Is Digital Curriculum?	65
<i>Types of Digital Curriculum</i>	65
<i>What Are the Benefits of Digital Curriculum?</i>	66
<i>How Can Digital Curriculum Foster Student Ownership?</i>	67
<i>What Are the Challenges of Using Digital Curriculum?</i>	68
<i>How Do I Select the Right Digital Curriculum?</i>	68
Links to Leadership: Helping Teachers Select the Best-Fit Digital Curriculum	71
<i>Build Capacity Through Committees</i>	71
<i>Engage Students as Owners via Student Input</i>	71
<i>Build Capacity Through Professional Development</i>	71
Digital Curriculum and the Planning Process	71
Organizing and Sharing Digital Curriculum	72
Links to Leadership: Helping Teams Plan Together	73
Digital Curriculum in Blended Learning Models	74
<i>Whole-Group Rotation Digital Curriculum Integration</i>	74
<i>Station Rotation Digital Curriculum Integration</i>	75
<i>Flipped Class Digital Curriculum Integration</i>	75
Wrapping It Up	77
Book Study Questions	77
Chapter 7. Assessment in a Blended Environment	79
What Do We Really Mean by Assessment?	79
What Drives Student Learning?	80
Reading and Responding to the Data Narrative	81

Links to Leadership: Tools and Time for Managing Data	82
<i>Maximizing the LMS</i>	83
<i>Beyond Grades and Data</i>	84
<i>Making It Personal</i>	87
Leading and Learning With Formative Assessment	88
<i>How Can Formative Assessment Foster Student Ownership?</i>	90
<i>What Are the Challenges of Assessment in the Blended Environment?</i>	92
Wrapping It Up	92
Book Study Questions	92
Chapter 8. Onboarding and Supporting Students	95
Why Do We Need to Onboard “Digital Natives”?	95
What Do We Mean by Onboarding?	96
<i>Onboarding Through Effective Backward Design</i>	98
Links to Leadership: Establishing a Schoolwide Onboarding Practice	101
<i>Build Capacity Through Student Trailblazers and Buddy Programs</i>	101
<i>Engage Students in Peer Support Systems</i>	102
<i>Embracing Teachable Moments</i>	103
Wrapping It Up	104
Book Study Questions	105
PART 3. BLENDED LEARNING: EXPLORING CLASSROOM MODELS	107
<i>Catlin R. Tucker</i>	
Chapter 9. Station Rotation Model	109
What Is the Station Rotation Model?	109
What Are the Benefits of the Station Rotation Model?	110
Station Rotation Model Can Take Many Forms	112
Links to Leadership: Access to Technology	113
<i>Planning a Station Rotation Lesson</i>	113
<i>Station Rotation Lesson Template</i>	115
Links to Leadership: Helping Teachers to Meet and Overcome Challenges	116
<i>Building Capacity</i>	117
<i>Additional Staffing or Parent Volunteers</i>	117

<i>Tip for Designing a Station Rotation: Go Horizontal With Your Traditional Agenda</i>	118
<i>Design a Station Rotation to Target a Specific Skill</i>	120
<i>What Are Some of the Challenges Associated With the Station Rotation Model?</i>	123
<i>Logistical Concerns</i>	124
<i>Grouping Strategies</i>	126
What Is the Teacher’s Role During a Station Rotation Lesson?	128
Wrapping It Up	128
Book Study Questions	129
Chapter 10. Whole Group Rotation: A Modern Spin on the Lab Rotation	131
What Is the Whole Group Rotation?	131
What Are the Benefits of the Whole Group Rotation?	132
Designing a Whole Group Rotation Lesson	134
Whole Group Rotation: Sample Lessons	136
Whole Group Rotation: Drag-and-Drop Lesson Template	138
What Are Some of the Challenges Associated With the Whole Group Rotation?	139
Links to Leadership: Access to Technology	141
Logistical Concerns	142
<i>How can I make sure students are on task during online work?</i>	142
<i>How can I make time to work one-on-one with students?</i>	142
Wrapping It Up	143
Book Study Questions	143
Chapter 11. The Flipped Classroom	145
What Is the Flipped Classroom?	145
What Are the Benefits of the Flipped Classroom?	146
Designing a Flipped Classroom Lesson	147
<i>Step 1: Pique Interest, Drive Inquiry, or Assess Previous Knowledge</i>	148
<i>Step 2: Flip and Engage Online</i>	148
<i>Step 3: Design Student-Centered Application Activities</i>	149
Example of a Flipped Vocabulary Lesson	151
Flipping With Different Types of Media	154
<i>Flipping With Text</i>	154

<i>Flipping With Images</i>	156
<i>Flipping With Video</i>	157
<i>Flip AND Engage</i>	157
Links to Leadership: Access to Technology	158
Producing and Publishing Your own Flipped Videos	159
<i>Step 1: Creating Content</i>	159
<i>Step 2: Recording Videos or Screencasts</i>	159
<i>Step 3: Exporting to YouTube or a Video Hosting Site</i>	160
Links to Leadership: Building Capacity	160
<i>What Are Some of the Challenges Associated With the Flipped Classroom?</i>	160
<i>In-Class Flip</i>	161
Wrapping It Up	163
Book Study Questions	163
Chapter 12. Other Models and Possibilities	165
Individualized Models and Possibilities	165
Individual Rotations and Playlists Defined	166
Links to Leadership: Managing Technology Platforms	167
<i>What Are the Benefits of the Individual Playlist Model?</i>	167
<i>Designing and Supporting Individual Playlists</i>	168
<i>Building Community</i>	169
<i>What Is the Teacher’s Role During an Individual Playlist Experience?</i>	171
Links to Leadership: Helping Teachers to Facilitate Learning	172
<i>A La Carte Model Defined</i>	172
<i>How Do Schools Select Course Providers for A La Carte Integration?</i>	174
Links to Leadership: Logistics of A La Carte Learning	176
<i>What Are the Benefits of the A La Carte Model?</i>	176
<i>Designing and Supporting A La Carte</i>	177
Links to Leadership: Role Definition and Policy	178
<i>Building Capacity Through Onsite Facilitator Training and Networking</i>	179
<i>Beyond the Models</i>	179
Wrapping It Up	180
Book Study Questions	180

PART 4. BLENDED LEARNING: THE ROADMAP TO PERSONALIZATION	183
Chapter 13. The Roadmap to Personalization	185
The Path Forward to Personalization	186
<i>Phase 2: Transitions</i>	186
<i>Phase 3: Expansion</i>	188
Achieving Sustainability	189
The Responsibility of Teaching “They”	190
Wrapping It Up	192
Book Study Questions	192
References	195
Index	199