LEADING LEARNING FOR DIGITAL NATIVES

Combining Data and Technology in a Blended Learning Classroom

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SHIFT HAPPENS

A problem is only a problem when viewed as a problem. All change is hard at first, messy in the middle and gorgeous at the end.

— Robin Sharma —

https://Did You Know 2016
WHAT DOES THIS MEAN FOR EDUCATION?

• Average student will have 10-14 jobs by the time they are 38 years old! How many jobs have we had?

• What college students are learning today will be outdated in a little over 2 years. How do we prepare students for this?

• Traditional instructional practices are no longer sufficient to meet the needs of today’s digital natives. How does instruction look different today than it did 5 years ago? 10 years ago? 20 years ago?

• How do we try and remain proactive?
BLENDED LEARNING

Source: Christensen Institute
A formal education program in which a student learns at least in part through **online learning**, with some element of student control over time, place, path and/or pace,

And at least in part in a **supervised brick-and-mortar location away from home**.

The modalities along each student’s learning path within a course or subject **are connected to provide an integrated learning experience**.

Source: The Christensen Institute
BLENDED LEARNING MODELS

- Rotation Model
- Flex Model
- A La Carte Model
- Enriched Virtual Model
Course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. The rotation model for blended learning includes four sub-models: station rotation, lab rotation, flipped classroom, and individual rotation.

- **Station Rotation** – students rotate through learning stations within a contained classroom or group of classrooms
- **Lab Rotation** – students rotate to a computer lab for their online learning station
- **Flipped Classroom** – students participate in online learning off-site in place of traditional homework and receive teacher-guided practice onsite at the school
- **Individual Rotation** – student has an individual rotation schedule and does not necessarily rotate to every station
FLEX MODEL

Course or subject in which online learning is the backbone of student learning, even if it directs students to complete offline activities at times.

• Students move on an individually customized schedule
• Teacher of record is onsite
• Students are supported in face-to-face environment by teacher of record or other adults on an as needed basis through many learning modalities (small group instruction, group projects, or individualized tutoring)
• Amount of face-to-face instruction can vary by site
A LA CARTE MODEL

Course or subject is taken entirely online and accompanies other experiences that a student is having at a school site.

- Teacher of record is the online teacher
- Course or subject taken onsite or off site
- Differs from full-time online learning because it is not a whole-school experience
- Students take some courses/subjects A La Carte and others onsite at their school
ENRICHED VIRTUAL MODEL

Course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remotely – away from their teacher.

• Same person generally serves as both the online and face-to-face teacher
• Many enriched virtual models began as full-time online schools and then added a blended piece to provide students with an onsite school experience.
• Differs from the Flipped Classroom because the in the Enriched Virtual program students seldom meet face-to-face with their teacher
• Differs from fully online courses because face-to-face learning sessions are not optional, they are required
Blended Learning Progression

Print Resources → Digital Resources

Tradional Pedagogy → Blended Pedagogy

We must:
- Assess student competencies
- Adjust instructional practice
- Execute and monitor learning paths
- Aggregate and disaggregate data

Uniform Teacher Fluency → Personalized Teacher Fluency
MAKING IT HAPPEN........PERSONALIZATION
DATA-DRIVEN INSTRUCTIONAL SYSTEM

GOALS

Data Collection
Data Reflection
Data Translation
Data-Driven Instructional Design
Design Feedback
Summative Formative Assessment
DATA COLLECTION

- What data are you going to collect?
- Who will collect that data?
- When will the data be collected?
- How will the data be stored?
- Where will the data be stored?
- How will the data be retrieved?
DATA REFLECTION

• Once it is determined what data to collect and why, teachers and administrators need TIME to look at and analyze that data.
• Data must be analyzed to identify areas of strength and weakness.
• After strengths and weaknesses are identified then a plan for improvement needs to be developed.
• Measurable goals for improvement are set with a timeline of achievement.
• An action plan is written for the school year and the work begins.
DATA TRANSLATION

• What programs are currently in place that are working? How do you know?
• What programs are currently in place that are not working? How do you know?
• Celebrate the programs that are working
• Address the programs that are not demonstrating improvement – revise/revamp program or eliminate it
DATA-DRIVEN INSTRUCTIONAL DESIGN

• Following the identification of strengths and weaknesses and the development of an action plan, teachers plan their classroom instruction to meet the needs of all their students in relation to the goals.
• Based on what students already know or still need to learn, teachers adjust their instruction accordingly.
• Students work on what they need to learn, not necessarily all on the same thing.
• Personalizing their learning based on data produces better results faster.
DESIGN FEEDBACK

- A purposeful pause....
- Are the actions developed in the improvement plan having an impact?
- If you are seeing improvement, keep going!
- If you are not seeing improvement, then what needs to be adjusted in the plan?
SUMMATIVE/FORMATIVE ASSESSMENT

• Assessment of any type is critical to the DDIS model
• It is important to monitor what the impact is on student achievement
• If you are not seeing the results you hoped for, than change your plan and measure again

Formative vs. Summative Assessment

Formative Assessment:
- Is part of the instructional process.
- Quizzes
- Observations
- Creating T-Charts, Venn diagrams & other student learning evidence
- Classwork/Homework
- Writings & exit tickets
- Helps teacher modify future lesson planning based on learner needs
- Both are ways to assess
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback
- Assist in future lesson planning

Summative Assessment:
- Used to determine at a particular point in time what students know and do not know.
- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability
- SAT or ACT-type tests
Instructional tools purpose-built to help educators accelerate learning:

- **Pathblazer® by Compass Learning®**
  Intervention

- **Hybridge™ by Compass Learning®**
  Blended Learning

- **Compass Learning® High School**
  Credit Recovery

- **Edgenuity™**
  where learning clicks
Accelerating Struggling Learners to On-Level Proficiency

- Intervene for math and reading/ELA
- Screen, diagnose, and prescribe
- Engage and instruct
- Accelerate and monitor progress

Pathblazer® by Compass Learning® Intervention
On the first down, the Warriors football team gained 4 yards. On the second down, they lost 4 yards. Which number line represents this situation?

Adding a number to its opposite equals 0.

The opposite of a number is the same distance from 0 on a number line but on the opposite side of 0. -3 and 3 are opposites.

On the first down, the Warriors football team gained 4 yards. On the second down, they lost 4 yards. Which number line represents this situation?

4 yards gained = +4
4 yards lost = -4

**Why it’s correct**

**Immediate re-teaching**

**Question**

**Scaffolding**

**PATHBLAZER® LEARNING ACCELERATION SOFTWARE**

**Vocabulary**

Explicit Instruction
Hints
Calculator

Mouse over for additional explanations
The Model of Flexibility

- Modular and flexible
  - Can assign all students the same activities
  - Can diagnose and prescribe
- Eases the transition to blended learning with search by textbook, standards, or topic
- Supports flexible grouping
- Monitors student progress
Tech-enhanced question types like those found in high-stakes digital assessments

Select text

Classifying

Flexible grouping

Drag & drop

Engaging animations with friendly, conversational tone

Looks like I need to plan small group instruction for story elements.

I should conference with Sarah about answering questions.
Digital Instruction for High School

- Multiple uses: credit recovery, college & career readiness, blended learning
- Flexible: diagnostic/prescriptive OR full-course approach OR supplemental
- Best-in-class content:
  - Engaging multimedia in a conversational tone
  - Immediate student feedback
  - Effective error correction
A) Student confuses heat transfer processes
B) Student confuses indirect heating with direct heating
C) Correct answer
D) Student fails to recognize that evaporation is a cooling process
DOES IT WORK?
MAP Student Growth Percentiles
All students vs. Students using Compass Learning
Cumulative for all K-8 Math
MAP Student Growth Percentiles - Math
All students vs. Students using Compass Learning
By Grade Level

[Graph showing growth percentiles for grades 1 to 8, comparing all students to those using Compass Learning]
Edgenuity Program Overview
English Language Arts
• ELA 6, 7, 8, 9, 10, 11, & 12
• Literacy & Comprehension
• Introduction to Communications & Speech
• Expository Reading and Writing
• IDEA Writing
• Classic Novels & Author Studies

Mathematics
• Mathematics 6, 7 & 8
• Pre-Algebra
• Algebra I
• Geometry
• Algebra II
• Precalculus
• Integrated Math I, II & III
• Mathematical Models with Applications
• Financial Math
• Trigonometry
Science
• Life Science
• Earth Science
• Physical Science
• Biology
• Chemistry
• Physics
• Environmental Science

Social Studies
• Middle School World History
• Middle School U.S. History
• Middle School Civics, Government & Economics
• Middle School World Cultures & Geography
• U.S. History I & II
• Survey of US History
• Modern World History
• Survey of World History
• U.S. Government
• Economics
• Human Geography
General Electives

- Art History I
- Career Explorations
- Career Planning and Development
- Health & Physical Education
- Introduction to Art
- Online Learning & Digital Citizenship
- Psychology
- Sociology
- Strategies for Academic Success
Career Electives

- 3D Art I: Modeling
- 3D Art II: Animation
- Computer Applications: Microsoft Office 2007
- Computer Applications: Microsoft Office 2010
- Computer Science
- Digital Arts
- Engineering Design
- Game Design
- Introduction to Entrepreneurship
- Personal Finance
- Projects in Audio Engineering
- Projects in Game Design
• Health Science Concepts
• Introduction to Business
• Introduction to Health Sciences
• Introduction to Information Technology
• Medical Terminology
• Microsoft Office Specialist
• Nursing Assistant
• Pharmacy Technician
Advanced Placement Courses

- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- World History
- US History
- Calculus AB
World Language Courses

Middle School
- Spanish 1 & 2
- French 1 & 2
- German 1 & 2
- Chinese 1 & 2
- Latin 1 & 2

High School
- Spanish I, II & III
- French I, II & III
- German I & II
- Chinese I & II
- Latin I & II
Test Preparation

- SAT
- ACT
- GED
- HiSET
- TASC
- COMPASS
- ACCUPLACER
Dual Credit

- Accounting
- Approaches to Studying Religions
- College Algebra
- Conflict Resolution
- Human Biology
- Introduction to Art History
- Introduction to Psychology
- Introduction to Sociology
- Introduction to Statistics
- Macroeconomics Microeconomics
- Project Management
- Visual Communications
Student Experience

Access Anytime, Anywhere
Course Map

Language Arts 9 - ELA3009 IC

Introduction to Mythology

- Warm-Up: Get ready for the lesson.
- Instruction: What are the functions of the earliest stories?
- Assignment: Read "The Beginnings of the Maasai" to recognize mythical features and summarize the plot.
- Instruction: What are the functions of the earliest stories?
- Summary: Review and connect what you learned.
- Quiz

LESSON INFO

- State Standards
- Skills & Objectives
- Video Transcripts

Warm-Up

Section 1
00:00:00 TEACHER: I love stories. And I sure hope you love stories as well. Reading is one of my
Characterization, Theme, and Irony in "The Gift of the Magi"

Warm-Up  Active

How does the author’s use of characterization and irony help develop theme?
DOES IT WORK?
And it Works

Pre-Post Tests Wisconsin

<table>
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<th>Subject</th>
<th>Mean Pre-Lesson Score</th>
<th>Mean Post-Lesson Score</th>
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<td>Social Studies</td>
<td>35</td>
<td>76</td>
</tr>
</tbody>
</table>
Help middle and high school students catch up, keep up and get ahead.

Coverage of skills in grades 3-11
How It Works

Assess Students ➔ Assign ILPs ➔ Monitor Progress
Powerful Data to Inform Instruction

- Assess Students
- Edgenuity Placement Exam
- Import Data
- ILP Recommendation
QUESTIONS & CLOSING
THE DASH

A Video by Simple Truths
THANK YOU

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Publications:
Data-Driven Instructional Leadership (2007)
Leading Learning for Digital Natives (2016)
Available from Routledge Publishing www.routledge.com