Blended Collaborative Planning Agenda

Introduction Meeting Agenda:

1. Introductions/ Background of eLearning Blended Collaborative

 [District Committee](https://docs.google.com/document/d/1jhg7vcnnZK2tWbzDQgKJ5zkyP5lXT9ugXmugH6zAAyg/edit)

 Current Blended Collaborative Team

1. Define Roles/Compensation/Expectation:

[Guidelines of Blended Collaborative](https://docs.google.com/document/d/1dK3gMv48D9qKqu9CJNaXTc9435upOU_3eVkdtIAPFIs/edit)

1. Determine Learning Objectives/ Final Product for Blended Collaborative
2. Outline Monthly Learning Modules to meet objectives
	1. **Last year’s Topics:**
		1. Introduction
			1. Definition/Types of Blended Learning
			2. Components of Blended
				1. Quality Online Content
				2. Formative Assessment
				3. Small Group Instruction
				4. Transformative Class Time
			3. Best Practices of Building online content(organization and creation)
			4. Tools for building online content
			5. Plan out model
			6. Quality Online Formative Assessment

**Topics to cover throughout the year: Blended Learning Components and Topics within each (**Overview: Definition/Types of Blended Learning**)**:

1. Introduction to Blended: Summer
2. Quality Online Content (based on data from formative assessments)
	1. Flipped Model (CATLIN TUCKER)
	2. Implementing A Dynamic Discussion
	3. Tools for Building Online Content-Summer
	4. Best Practices of Building Online Content (organization and creation)-Summer
	5. What is quality formative assessment/ data for the purposes of Blended Learning
3. Formative Assessment (feedback loop, informing instruction)
	1. Online Formative Assessment
		1. Plickers
		2. Schoology
		3. iReady
		4. Exit ticket
		5. Padlet
		6. Discussions
	2. Analyzing data
	3. Feedback loops/ Creating Autonomous Learners
		1. Individual-Self
		2. Student-teacher
		3. Individual-group
4. Small Group Instruction (based on data from formative assessments)
	1. Station Rotation
		1. Differentiated for elementary and secondary during this session.
		2. Best practices
		3. Classroom management
		4. Different models
5. Transformed Class Time
	1. Inquiry Based Learning
	2. Project Based Learning
	3. Design Challenges
	4. Case Studies
	5. Lab Time
	6. Genius Hour
	7. Reading/Writing/Vocabulary/Research-
	8. Gamification

1. Define Roles/Compensation/Expectation:

[Guidelines of Blended Collaborative](https://docs.google.com/document/d/1dK3gMv48D9qKqu9CJNaXTc9435upOU_3eVkdtIAPFIs/edit)

Lunch

1. Plan for June 22nd/Aug 10th PD
2. Review PD Courses
	1. eLearn Collaborative Courses

Yearly Planning guide:

**Blended Professional Development Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Hrs | Content | Meeting Type (online/face to face) | To Do List |
| 6/22Or8/10All Day | 7 | Introduction to Blended**Agenda**1. Framework of the Blended Collaborative: Whole Group (Anne)
2. Intro to Blended: Station Rotation
	1. Models of Blended (Anne)
	2. Components of Blended (Anna)
	3. Dream-Planning Guide Introduction (\*think about a unit to blend) Jennifer
	4. Management of Online Instructional Components (Julie)
		1. Model how to watch/work with instructional components in class.
3. Session 1: Quality Online Instructional Content: Video Based
	1. Tech Tools
		1. Video Based - Quicktime (on computer screen & ipad if plugged in) (Julie 6/22)
			1. Zaption/EduPuzzle(Anna)
			2. Explain Everything (Jennifer-6/22)
		2. Create an example of video based content (ie: welcome video, etc)
4. LUNCH - Best Practices of Blended (Anne)
	1. What is the purpose of your online instructional content?
	2. Decide what you want to put online.
	3. Organizing Content
5. Session 2: Quality Online Content: Non-Video Based
	1. Tech Tools
		1. Non-Video Based
			1. Nearpod (Jennifer) create interactive slides)
			2. Schoology (Julie) interactive assignment/quiz)
			3. Basics of Schoology - Elementary/Skyline (Anna)
	2. Create an example of non-video based, online content (ie: classroom rules, etc)
6. Outline a unit or lesson (Dream paper) (Anne)
7. If extra time: Work Time
8. Wrap-Up
	1. Shared Resources in Schoology (Anne)
	2. Dream- Planning Guide
		1. Fill out: What would you put online?
 | Face to face | 1. Create a survey: -Schoology Levels-Bring a unit to blend3. Make a folder-2. Add to blended planning guide: -Create blended components throughout year. -During 2 hour HW time, create a component for a SPRING blended unit. 3. Shared Resources-SyllabusParent LetterData CollectionNo Julie or Jennifer 8/10Ask Kerri about Nearpod if needed. |
| 8/25 4-6 | 2 hr | **Topic: Quality Online Content** [**Agenda 8/25**](https://docs.google.com/a/svvsd.org/document/d/1hwlpPWzLnD_H5k2YylerHhhZL5Hl7Bomb51QJ4tTgWA/edit?usp=sharing)1. Warm-up: Farah-Discussion(5 min)
2. Review Online Instructional Component -Anne(10 min)
	1. “Based off of your online content now create…..”
3. Who are your students? What data do you have already about their learning styles/needs? (Light Formative assessment/data)-Julie(15min)
4. Management- Modeling the video process/ how to train students to interact with the videos.
5. Plan- When/ how to incorporate your first “take home” video and/or how to use the video in class.
6. What is quality formative assessment/ data for the purposes of Blended Learning

Planning DocBusiness: Feedback: Utiliing the training of students on how to utilize the online content | Follow-up: EmailSend an email bring a lesson that will have an online component | 1. Find and organize formative assessment Tutorials.iReady, socrative, Schoology, kahoot, quizzes, padlet2. Create the definitions for formative & summative.  |
| Sept Pre-Work | 2 hr | **HW: Formative Assessment** 1. Tutorials on Formative Assessment-
2. Instructional Component for final blended unit
3. Discussion of tutorial: Create Assessment
4. Bring assessment questions you want to use for 9/22.

Intro Video: Edthena |  | 1. Need to get edthena account2. Need to have edthena video3. Create Formative Assessment Tutorial  |
|  9/22 4-6 | 2 hr | **Topic: Formative Assessment** **Showcase: Share learning goal and tool you used for the goal**1. Starter: Online Schoology discussion:(Anne-put in schoology)

Q1: Did you create online content and implement it, or only create the online content?Q2: How did it go? Meet and Share10 min Presentation Defining-Formative vs Summative(Anne)* The kid knows that they got the objective
* 2 purposes:
* Teacher gets the data and student knows the data
* (Researched- Diane, \_\_\_\_\_\_
* Questions:
* What are you going to do with the data?

**Beauty of Blended:**Retest and reteachBreak Out into HW GroupsGroup 1: Folder 1-Basics(Process)-Anne/Farah2 Groups:1. Need help creating assessments
2. Tools of Online Assessments
3. Test out your assessment on a colleague/ create an assessment.
4. Make a plan of action to use data (small group instruction)

Group:Folder 2- (Product)Julie/Anna* Plan a lesson based on data

Planning Guide: Reflection and Goal(Anne)(Implement 3-4 formative assessments)**Feedback:** Need to go over the different types of small group instruction and different purposes of each:Centers:Leveled groups:Pulled differentiated group: | Edthena | Send/Organize who is giving feedback |
| Oct Pre-Work |  | **HW: Small Group Instruction(Farah and Anna)**1. Look at outcomes of the assessment
2. Edthena
3. Give Sept. assessment and bring data so you can do small group instruction
 |  | Contact Karen about helping with Edthena |
| 10/204-6 |  | **Topic: Small Group Instruction****Reset Norms:****Put into groups: (Jennifer, building culture)**Warm-up:How to use Formative Assessment to create groups?Farah and AnneSample Stations(3-10 min.)(30 min)* Julie- English/SS
* Farah: Bring small group stations(Math)
* Carolyn Thaler-Eng
* Jennifer (MS) Eng/SS
* Anna: Math/Science (DISCOVERY ED)
* Eng/SS(HS) Read
* Math/Science(high School)-Anne

(Monitors to hook-up for collaboration)Reflective-Break-off to create StationsEdthena(15min)1. Station Rotation
2. Planning Guide: Exit Ticket

Student EngagementHW: Video Tape station Rotation1. Create a Station Rotation
2. Planning Guide:

**Feedback: Warm-up for next station** Need to go over the different types of small group instruction and different purposes of each:Centers:Leveled groups:Pulled differentiated group:Purpose of the small group:What is the teacher doing?What is the student doing?Simple stations- with one teacher stationGroup discussion: Divide teachers that are using teacher directed station. |  | Elementary Math: Greg George Farah- explain and show plickers and how I use that data to make groups, 3-4 small group math stations |
| Nov Pre-Work |  | Edthena Reflection and Collaboration |  |  |
| 11/12All Day | 7 | Catlin Tucker- Blended Workshop* Station Rotation Model
* Online Discussion
* Dive deeper into station rotation
* Possible Ideas: Flipped Model
 |  |  |
| Dec Pre-Work |  | 1. Reflection of Catlin’s PD.
2. Review of Small Group
3. Teach basics of Feedback Loops Online
 |  | Julie- decide on best feedback loop basics (article or video?) |
| 12/84-6 |  | **Presentation, Collaboration and feedback****(10-15min)**[Starter:](https://docs.google.com/presentation/d/1htzyFApW44LBZctJUVyxe1nE3U4k9Shk1EB4muhCmRc/edit?usp=sharing) Table Talk - Share out one thing you learned from Catlin that you have implementedBusiness: Placing docs in folder for credit-Next semester and credit Edthena:Model Feedback(5min)15min of Video viewing and feedback1. T(Tell Something Good-
	1. Students were very engaged when…
	2. I like this strategy that you used……
	3. The technology met the learning objective here.
2. A(Ask a Question)- How did you make your groups?

 How could you use technology to support blended learning here?1. G (Give a Suggestion)- Presume positive intentions and make sure you frame with constructive feedback

Have until January 2nd to finish feedback in Edthena.Share and Collaboration time:(5 min Reflection time)- What is one Blended tool, strategy, or lesson that went really well for you this semester?Why did it work so well?What did you learn?How will you share it with the group?Tech Camp Survey:- Online Discussions, Station Rotations, Online Quality Instruction (Explain Everything, Edpuzzle) Transforming Instruction with Blended Learning, Gamification and Blended, PBL and Blended  |  |  |
| Jan Pre-Work |  | **HW: Practice a Dynamic Discussion** | Start work on final project-Component each month |  |
| 1/194-6pm |  | * Present criteria for unit (last semester we covered these things)
* Autonomous learner
	+ Students curate their own work-Read
* Feedback

**CRITERIA**1 UNIT ([template](https://docs.google.com/a/svvsd.org/document/d/1DN_CffZM6rpW21HTrBts2ijHbkml-IBk9m3bq08DAqU/edit?usp=sharing))Guidelines for unit:* Need to Utilizing district curriculum/tools

1. Online Component:1. Edpuzzle or Explain everything videos
2. Nearpod presentations
3. Schoology Tools (interactive quizzes, completion folders)

2. Online Formative assessments1. At least one plan on how you analyzed the data and relooping or differentiating instruction based on the data

3. Station Rotation1. Station rotation lesson that includes a teacher focused station utilizing formative assessment for differentiated instruction

4. Transformative Class time:Include a component of inquiry (ie: PBL, design thinking, inquiry lessons, genius hour, gamification)[Tech Camp Presenters](https://docs.google.com/spreadsheets/d/1cm3AmQapcLK78OpPLTUhgiw26BZhuUyYC_TfXehsDVw/edit#gid=2080955138) | Send an email- start to think about their final project unit. Bring unit planning resources. |  |
| Feb Pre-Work |  | Quality online:[FIll out survey](https://docs.google.com/a/svvsd.org/forms/d/e/1FAIpQLSdkIZtUFEHHB_iGaVnC3IKpSgtdb-AsK878DhqtdSF-f6LMLQ/viewform) and work on unit plan.  |  |  |
| 2/164-6 |  | 30min What is quality online content?* Knowledge base online, higher level needs to have collaboration or creation,

How is a online activity different than online instruction How do you implement the  -ways to implement:  -Flipped -Station -Resources for ELL/SPED -Resources for Menus - student created lessonsHow do you choose what you put online? -standards→ objectives → what do you need to get pulled out.Creating your own videos Best Practice:* Storyboarding with script
* Reflect on best practice

Quality Online1. ½ an hour to learn another tool of online content
2. 1 hour to build

Creating your own videos Best Practice:* Storyboarding with script
* Reflect on best practice
 | Make survey of groupings |  |
| March Pre-Work |  |  |  |  |
| 3/11All Day | 7 | Topic: Inquiry in a Blended Classroom w the Nerdy Teacher: Nick Provenzano[Agenda](https://docs.google.com/document/d/1x_6n4vGtY3XVHXA3EV2Zp8xRJPY5OMFZjCgph958asE/edit)Guest Speaker:8-9: Guest speaker9-11: Unconference: decide where you go11-12: wrap up morning reflect12-1: lunch1-2: Guest speaker2-4: Groups: unconferenceTransforming Class time1. Genuis hour
2. PBL
3. Gamification
 | -Unconference |  |
| April Pre-Work |  |  |  |  |
| 4/134-6 |  | Formative Assessments1. Using the data for grouping
	1. Station rotation
		1. Teacher focused
 |  |  |
| May Pre-Work |  |  |  |  |
| 5/44-6 |  | Share: Final Unit ProjectTemplate |  |  |