

Blended Learning @ GHS

BOARD GOAL: Support and enhance innovative and vision-focused practices and programming that foster high-level student achievement.



Leverage Instructional Coaches to foster high quality, learning focused Professional Development.



Pilot and implement instructional resources to support students at all levels.



Continue Expansion of Blended Learning Opportunities at GHS.



**we
are**



self-directed,
lifelong learners



effective
communicators

What is Blended Learning?



complex, creative
& adaptive
thinkers

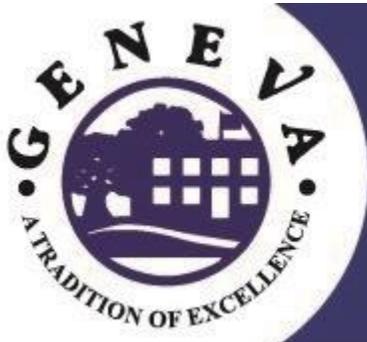


collaborative
& productive
citizens



What *IS* Blended Learning?

- Blended Learning affords students the opportunity to learn in part through online learning, with some element of student control over time, place, path, and/or pace.
- Blended Learning can afford students the opportunity to work on skills in small group settings; allowing the teacher to give individualized instruction.



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What *ISN'T* Blended Learning?



Traditional teacher-led instruction with technological enhancements.



It's not a "flipped classroom" model.



It's not an "off period" for teachers or students.

Blended Learning vs. Tech Rich Instruction



Blended Learning

Students learn in part through online learning, and they have an element of control over where, when and how they work.



Tech-rich Instruction

Students use technology to do the same work at the same place, time and pace.

Blended Learning vs. Tech Rich Instruction



Blended Learning

Devices are used to leverage opportunity for personalization.



Tech-rich Instruction

Devices are used to support traditional instruction.

Blended Learning vs. Tech Rich Instruction



Blended Learning

Classrooms fundamentally shift instruction in a way that provides an integrated learning experience.



Tech-rich Instruction

Classrooms may enhance traditional learning experiences.

Blended Offerings at GHS

Current Formalized Blended Courses

- Health
- Personal Finance
- Natural Disasters
- AP Spanish
- AP English Literature & Composition



Notes on blended practices

- Current offerings provide choice of traditional or blended options for students.
- Many *Blended* practices represent good instruction for students.
- A wide variety of teachers are implementing and/utilizing some of these strategies.
- Formalized Opportunities will continue to expand.

What is currently happening at GHS?



Blended classes periods 1-10 are closed campus, meaning the students must be in the building.*

*There is also one *Early Bird Blended Class*



Students are identified as enrolled in a Blended course with a specific lanyard.



Students with a D or F are required to attend all class sessions and work with the teacher in the classroom on blended days.



Students who are successful in blended formats are self-directed learners with good time-management skills. Students must use and develop problem solving and technology skills.

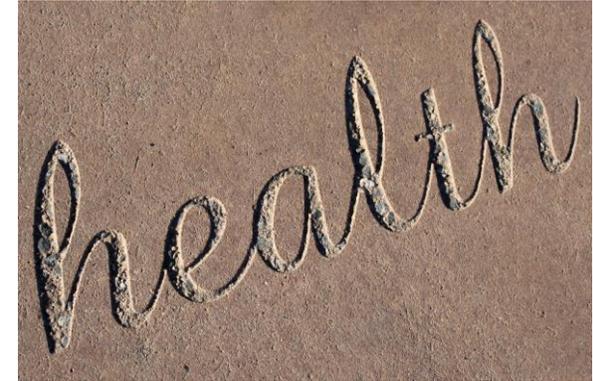


Positive Feedback from enrolled students

How does it look in Practice?

- Blended Health ~ Lisa Meister
- Blended AP Spanish ~ Gina Nolan
- Blended AP English Literature ~ Kate Hertz

Blended Health



- In our fourth year
- Some individual work reflecting on videos and articles
- Some work reflecting on each other's comments on the collaboration space in OneNote
- Some choice in summative assessments doing projects or taking the unit test
- Some group research project work time
- Opportunities to work with smaller groups to individualize instruction

Organizational Tools

Blended Health Mental Health Unit Calendar - Last Modified: February 10

Monday	Tuesday	Wednesday	Thursday	Friday
2/3	2/4	2/5 Nutrition Unit Test and Notebook Check HW: Stress Vocab Sheet	2/6 Heart Screening Day HW: Speedbumps and Potholes Sheet	2/7 Discuss Stress Vocab Stress and Anxiety Video
2/10 Health Goal Week 3 Due Time Management Sheet Stress Ted Talk HW: Anger Story Due Friday	2/11 AM Classes: Eating Disorders notes Eating Disorders Video PM Classes: Lisa Hardekopf, eating disorders counselor	2/12 AM Classes: Lisa Hardekopf, eating disorders counselor PM Classes: Eating Disorders notes Eating Disorders Video	2/13 Stress Management Day	2/14 Current Events Ex Credit Rational Emotive Behavior Theory Notes Think Tank Discussion Letting Go Video HW: Final Evaluation Sheet for Goal Project
2/17 No School	2/18 Health Goal Week 4 and Final Evaluation Due NAMI Guest Speaker in Community Room HW: NAMI extra credit sheet	2/19 Bullying Notes Bang, Bang, You're Dead Video clip and paragraph reflection	2/20 Depression Article and worksheet	2/21 Depression video and worksheet
2/24 Suicide Warning Signs After Jimmy Movie HW: Coping with Grief Sheet	2/25 Coping with Grief Sheet Due After Jimmy Movie	2/26 Finish After Jimmy Discuss Stages of Grief	2/27 - Half Day Current Events Ex Credit Gratitude Letter and Video Resiliency Reflection	2/28 Institute Day - No School
3/2 Shoelaces I Messages Worksheet	3/3 Bingo Review Game Needs Box	3/4 Mental Health Unit Test and Notebook Check	3/5	3/6

OneNote - Lisa Meister

Class Notebook

Instructions for Thursday, 2/20
Wednesday, February 19, 2020 8:02 AM

- Today you will be reading an article on Depression and answering questions that go along with it. You can either do the worksheet of questions by yourself or you can work with one partner. No more than two people to a worksheet. If you do it with a partner, fill in one worksheet and put both of your names on it. You can find the article in the content library. The page is called "Depression Article and Questions."

Use the hard copy of the worksheet that I handed out in class yesterday. If you were absent yesterday, stop by the classroom to get a copy. They will be on the table.

- After you are done with the article and questions, write a poem or a short story about depression **without using the following words:** depressed, depression, sad, or blue. You can do this with a partner as well. Do this on paper.
- When you are done with both tasks, bring both the worksheet and the poem/short story to the classroom to turn in at the end of the period. Make piles on the table.

Students working at their own pace



Blended AP Spanish



- In our 2nd year of offering this year-long blended class
- Blended schedule may vary depending on school calendar (Mondays off, half days, etc); usually Tuesdays and Thursdays
- On some blended days, students rotate through the classroom for small-group sessions of 10-15 minutes with me. This allows students to be fully engaged in a less intimidating environment for speaking.
- Students work outside of classroom on blended days when their group isn't meeting; groups change depending on skills improving
- Student choice on days with no groups: long-term assignments (podcasts, presentations); listening & reading practice activities

Communicating with Students

Grupos de Blended

martes, el 4 de febrero

tema de hablar: "Amistad"

Grupo 1 7:40-7:49

Bourbeau

Flatt

Moore

Vrba

Zuzinski

Grupo 2 7:50-7:59

Boomer

Beck

Voreis

Gonnella

Holtorf

Grupo 3 8:00-8:09

Beasley

Costabilo

Henderson

Klemm

Maiorella

Grupo 4 8:10-8:19

Miltner

Pickerill

White

Obermeyer

Anderson

Grupo 5 8:20-8:29

McGarr

LaCost

Cannon

Petersen

Plucinsky

Post:  Update  Assignment  Event  More

Most Recent ▾



Gina Nolan ▶ AP Spanish Blended: 1st Period 19-20

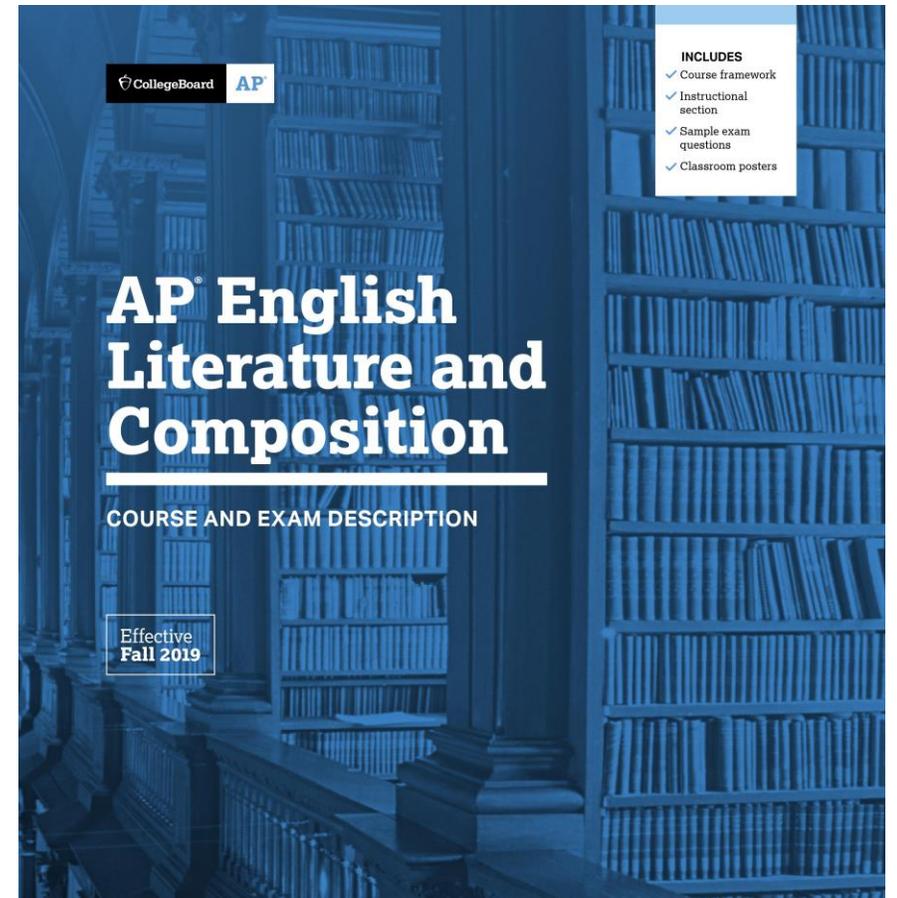
Trabajo de Blended: el 20 de febrero:

1. Entra en la carpeta de Desafíos Mundiales - en la carpeta Videos: escucha "EdPuzzle Video" y contesta las preguntas EN el video.
2. En la misma carpeta, escucha/mira el video Deforestación en Panamá y escribe 3 ideas importantes que entendiste y entrégalo en Schoology en "tarea de panamá".
3. Empieza el proyecto/presentación de un Desafío Mundial en tu país. La descripción está en la carpeta Desafío Mundial. Tengo copias duras en J249 si quiere pasar por la sala y sacar una. Es para el 25 de febrero
4. Estudia para la prueba de vocab lista #2 para mañana. Hay un quizlet en Schoology.

Thu Feb 20, 2020 at 7:49 am Comment · Like

Blended AP English Literature

- 2019-2020, first GHS English class to officially offer this mode of study, more next year
- BL Schedule is leveraged for time to meet with students for feedback on course skills
- When not conferencing on a BL day, students work independently on course assignments and projects.
- Self-pacing through articulated course/unit goals & ability to study in flexible location allows students more autonomy in their application of skills to more deeply consider the synthesis level of questions a College Board AP Class requires.



Looking Ahead

- We will continue to support and encourage Organic growth.
 - AP English Language & Composition, English IV-Contemporary Novels, Creative Writing II
- Use of these types of practices will continue to expand.
- We will maintain our focus on our vision and the best interest of students.
- We will keep you and the community informed.



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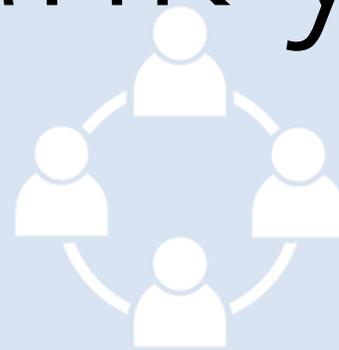


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