

Welcome to the Webinar!

**Blended Learning in Charter
Schools:
Reimagining Traditional Models**

We will be starting soon.



Blended Learning in Charter Schools: Reimagining Traditional Models

September 13, 2012



About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.

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Blended Learning in Charter Schools

Reimagining Traditional Models

Heather C. Staker
Senior Research Fellow

“How Students Learn”



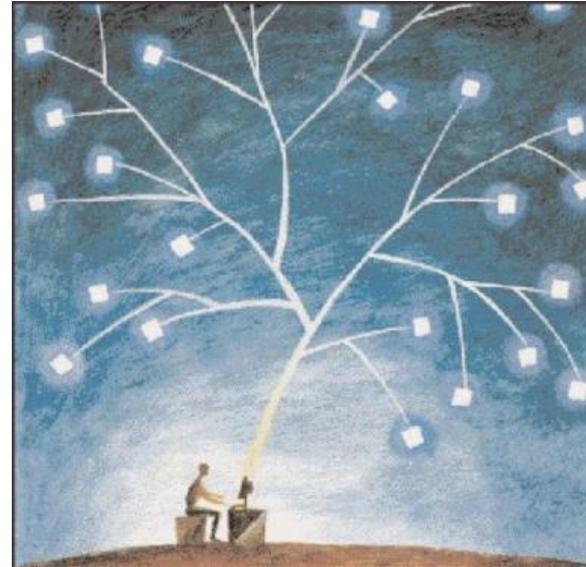
The power of customization

Traditional system



Integrated

Online learning



Customizable

- Different paces
- Different priorities
- Different intelligences

Students don't learn at constant rates

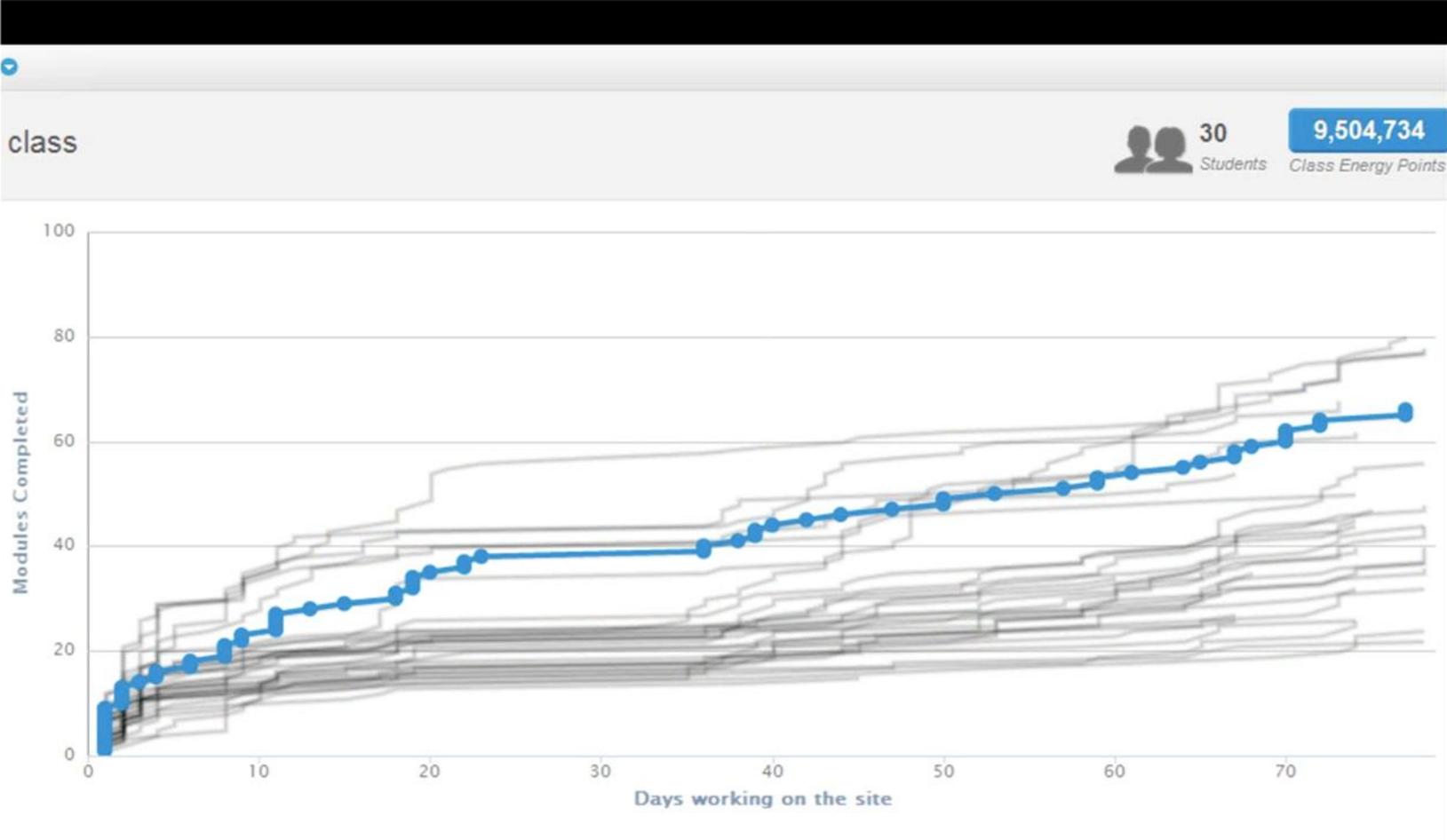
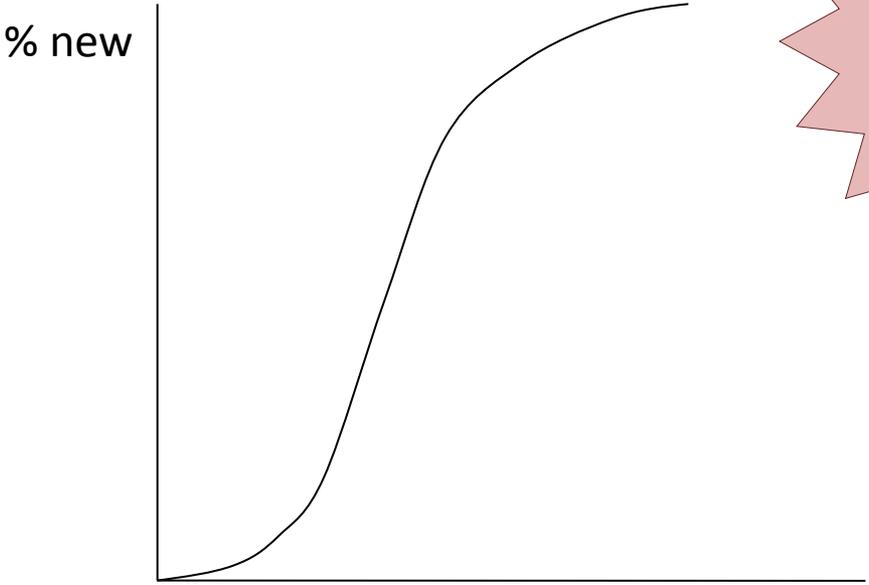


Image courtesy of Khan Academy

Online learning's S-curve growth pattern



50% of high school courses online by 2019

Blended learning



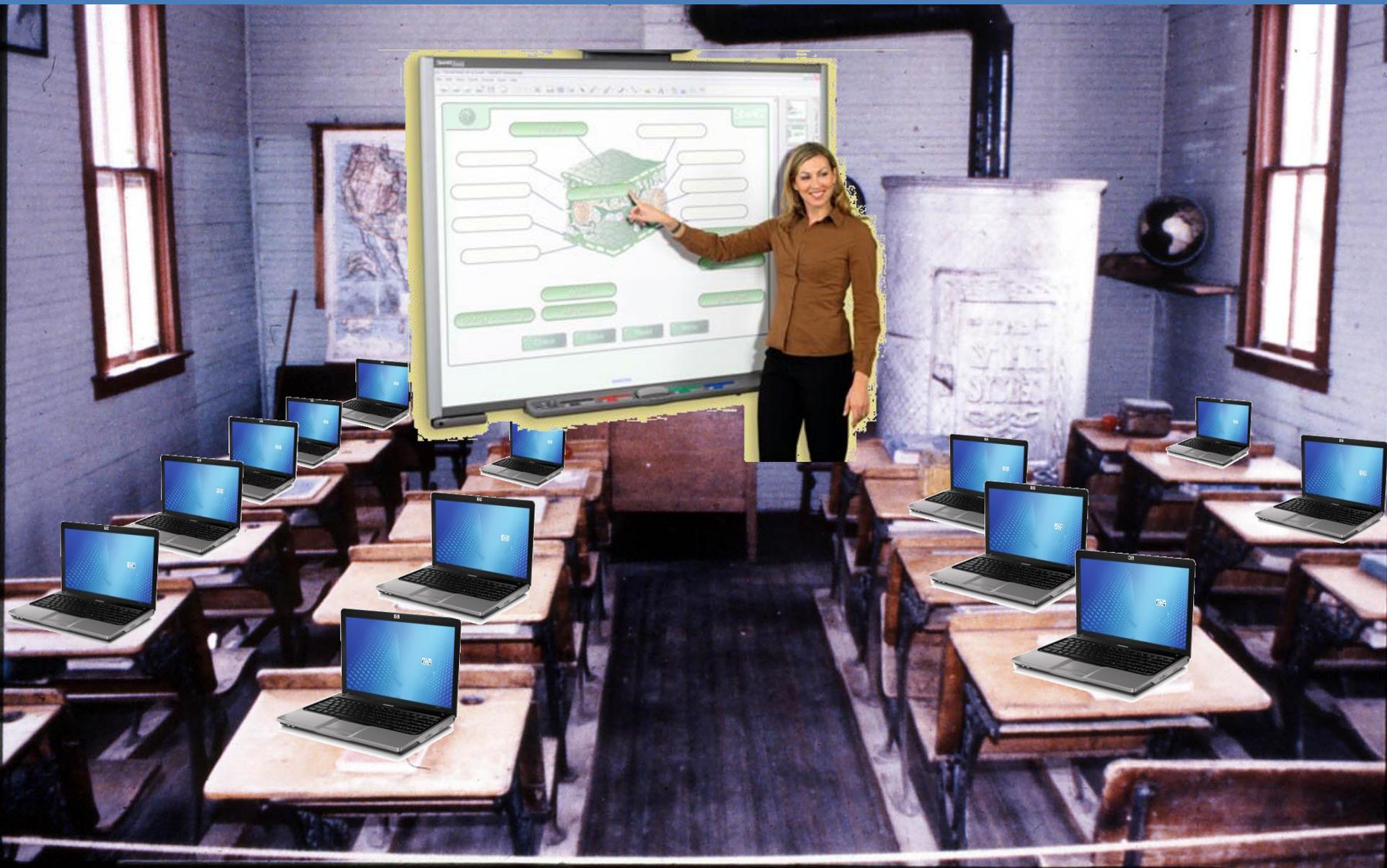
A formal education program in which a student learns at least in part through online delivery of instruction and content, with some element of student control over time, place, path and/or pace

and



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

Tech-rich \neq blended



Emerging models of blended learning

Rotation



Flex



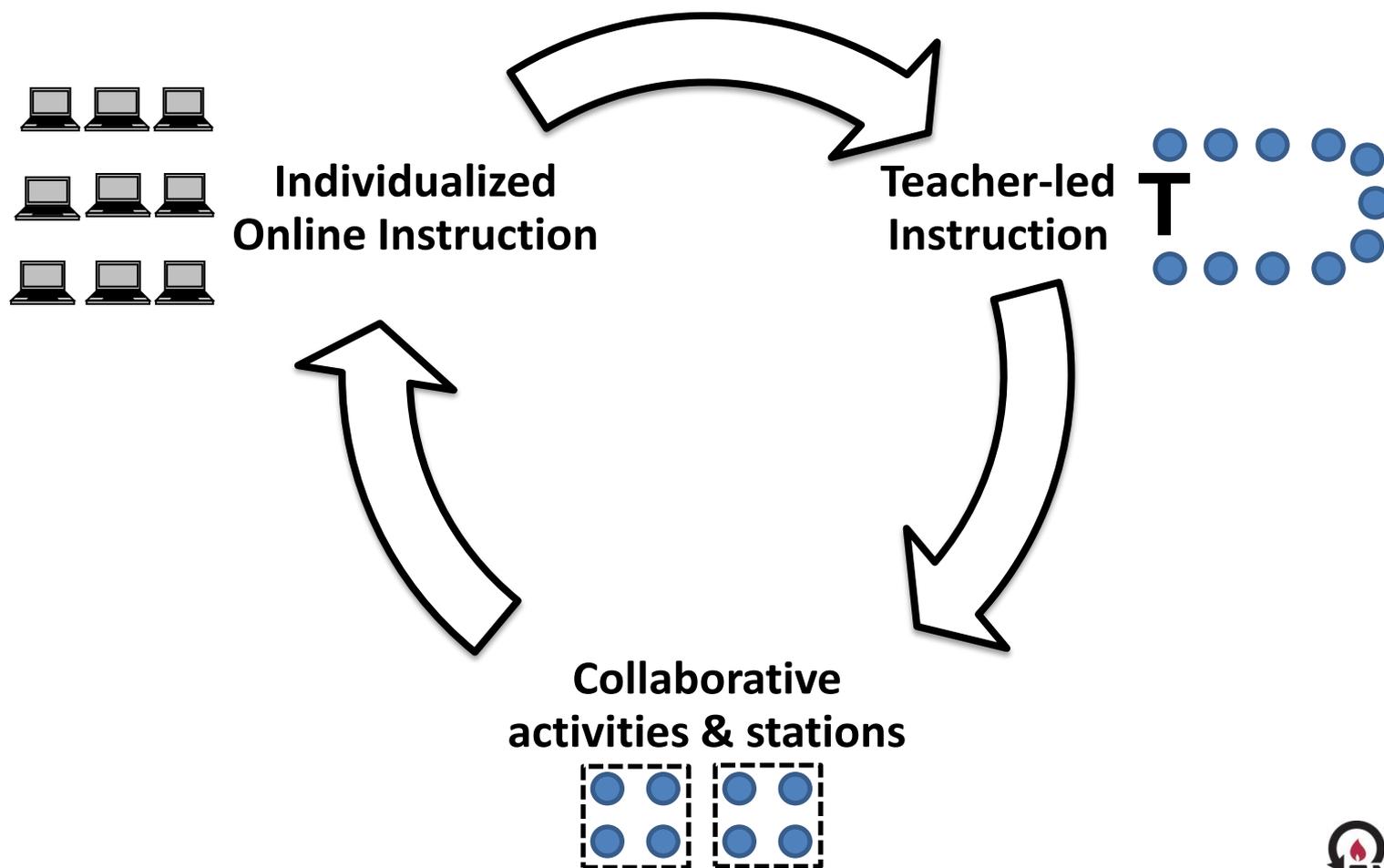
Self-Blend



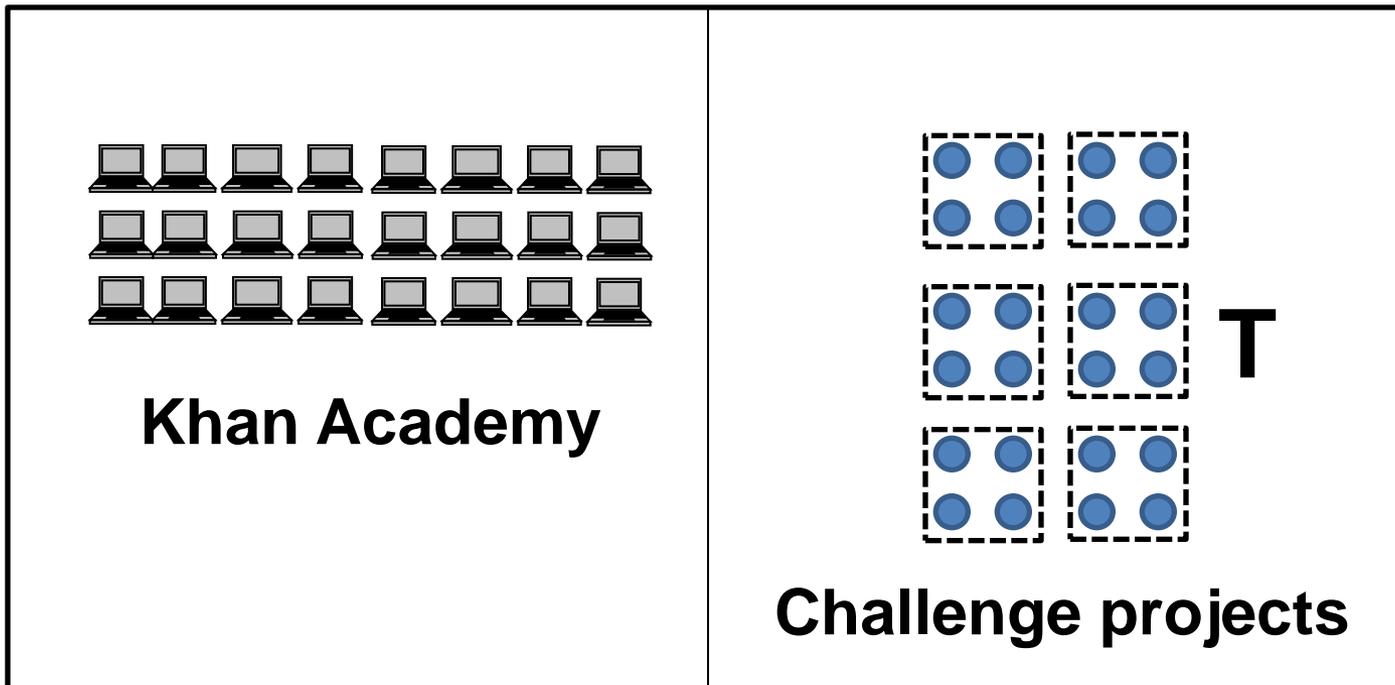
Enriched Virtual



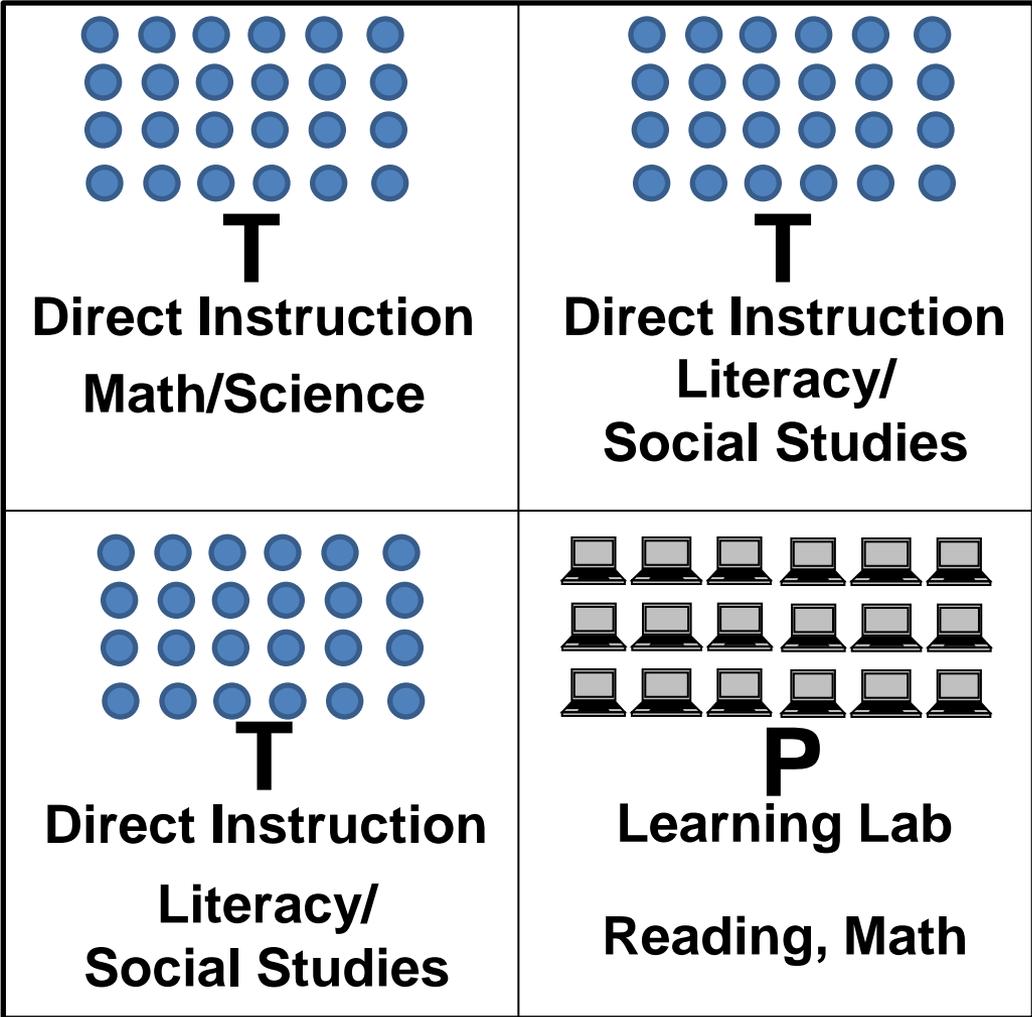
Station-Rotation Model: KIPP LA, Empower Academy



Station-Rotation Model: Summit Public Schools

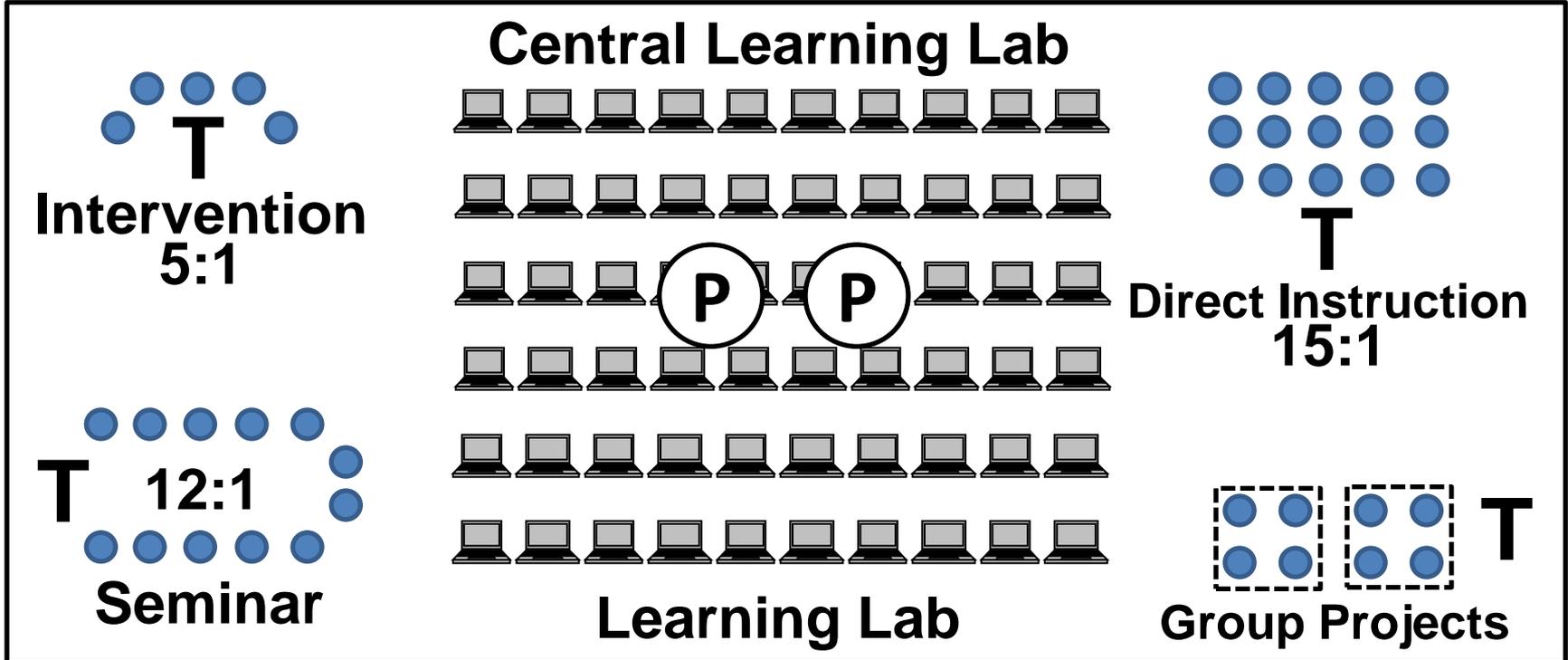


Lab-Rotation Model: Rocketship Education



Teacher (T)
Paraprofessional (P)

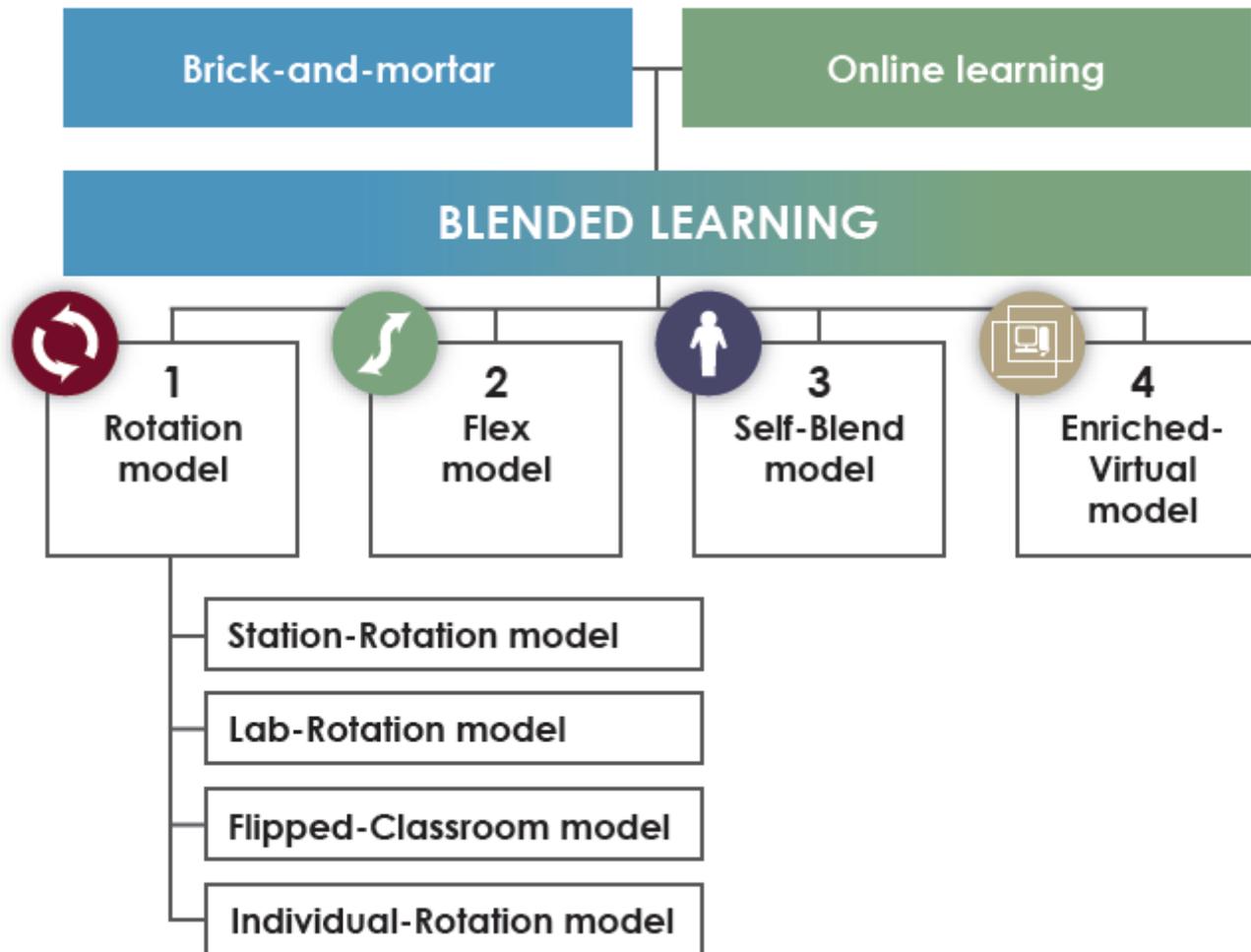
Individual-Rotation Model: Carpe Diem



273 students
4 teachers (T)

Source: Alex Hernandez, Charter School Growth Fund

Taxonomy in “Classifying K-12 blended learning”



Not all content and implementations are equal



Implications

- Begin at the end. Define outcomes.
- Make technology subordinate to your strategy, not the other way around.“
- Harness the power of time, place, path, and pace for student personalization.
- Personalize for your circumstances too. Think in terms of “SWOT.”
- Take advantage of rapidly improving content and communication tools.
- Review human resource strategy and pipeline.
- Plan for broadband and infrastructure.
- Shift to outcome accountability, not input-based rules.

Opportunity Culture Initiative

Extending the Reach of Excellent Teachers
to Every Child and Building an
Opportunity Culture for Teachers



**NCSRC Blended Learning Webinar
September 13, 2012**



Agenda

1. Extending the Reach of Excellent Teachers & Building an Opportunity Culture
2. How an Opportunity Culture creates diverse, differentiated roles within new school models
3. Q&A

Today's Excellent Teachers

The top 25 percent of U.S. teachers already achieve results that would enable all of our children to meet and exceed standards

Excellent teachers (the top 20-25%) help students make approximately three times (3X) the progress of students who are assigned to teachers in the bottom 20-25%

These “3X” teachers achieve an average of about 1.5 years of student learning growth annually

Consistent Excellence Makes the Difference



Children who...

Start 1 year behind...



Catch up by having excellent teachers 2 years in a row

Start 2 years behind...



Catch up by having excellent teachers 4 years in a row

Start on grade level...



Leap further ahead like "gifted" peers every year they have excellent teachers

Catch up from behind...



Can then leap ahead like "gifted" peers every year they have excellent teachers



Extending Reach

**If only 25% of teachers are excellent,
how *can* schools put an excellent
teacher in charge of each child's
learning?**

Redesign jobs,
roles &
schedules

Use technology
to transform
teaching

Creating an Opportunity Culture

Definition:

- In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.

Our goals:

- Reach every child with an excellent teacher
- Build an Opportunity Culture that attracts, leverages and retains excellent teachers



Teachers in an Opportunity Culture

Excellent teachers will have opportunities to...

- Reach more students with excellent teaching
- Earn more pay for their contributions
- Have opportunities for career advancement, development

Good teachers will have opportunities to...

- Contribute to excellent outcomes for children
- Have more time to collaborate with teammates
- Hone their craft to become *excellent*
- Earn more as part of a school that extends reach

Students will have opportunities to...

- Learn from an excellent teacher every year
- Improve their learning outcomes at a faster pace
- Spend more time on higher-order thinking skills in individual or small groups with excellent teachers
- Benefit from more personalized learning
- Develop their social and emotional health in a more focused way with the help of excellent teachers and other educators

Schools will be able to...

- Achieve much higher rates of student learning, consistently
- Attract and retain the best teachers by offering higher pay and career opportunities

Reach Extension Principles

Reach more students successfully with excellent teachers.

Pay excellent teachers more for reaching more students successfully.

Achieve permanent financial sustainability, keeping post-transition costs within budgets available from regular per-pupil funding sources.

Include roles for other educators that enable solid performers to learn from excellent peers and contribute to excellent outcomes

Identify the adult who is accountable for each student's outcomes; clarify the people, technology, & resources (s)he chooses & manages

Reach Extension Models



In-Person

Remote

Class-Size Changes

Excellent teachers teach larger classes, within limits and by choice.

- | | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Class-Size Increases • Class-Size Shifting | <ul style="list-style-type: none"> • Class-Size Increases • Class-Size Shifting |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

Specialization

Excellent teachers specialize in high-priority subjects and roles.

- | | |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Subject Specialization • Role Specialization | <ul style="list-style-type: none"> • Subject Specialization • Role Specialization |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

Multi-Classroom Leadership

School-based or remote instructional teams report to an excellent teacher.

- | | |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Multi-Class Leadership (Pods) | <ul style="list-style-type: none"> • Multi-Teacher Leaders (Remote Pods) |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|

Time-Technology Swaps

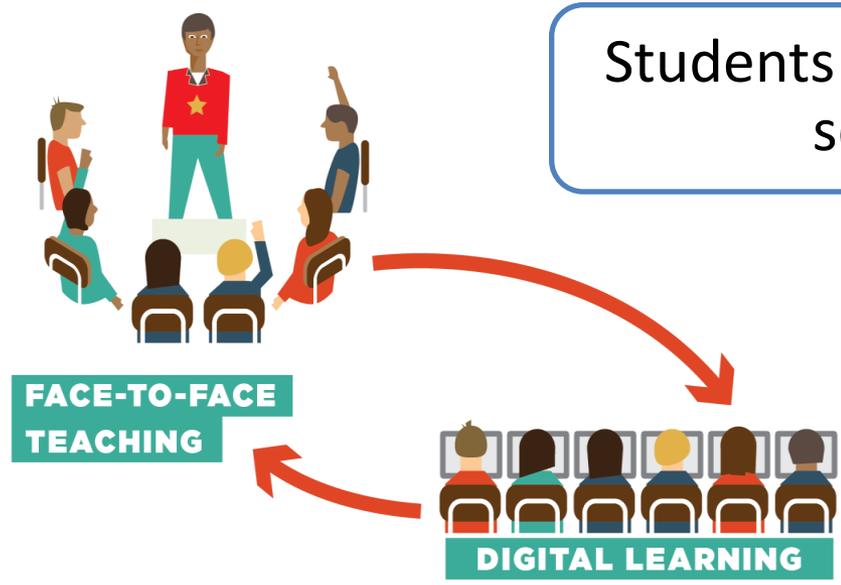
25% or more of digital instruction allows excellent teachers to teach more students.

- | | |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Rotation • Flex | <ul style="list-style-type: none"> • Rotation • Flex |
|------------------------------------------------------------------------------|------------------------------------------------------------------------------|

Likely Combinations

- ❖ Any of the models combined with **Specialization** or **Multi-Class Leadership**
- ❖ Schools committed to reaching every student in every subject with excellent teachers will use **Multi-Combinations**

Model: Time-Technology Swaps



Students spend part of the day engaged in self-paced digital learning.

Digital instruction replaces enough of top teachers' time that they can teach more students.

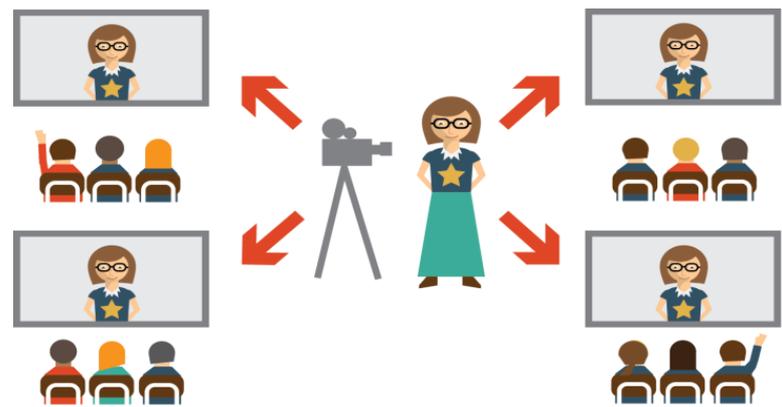
Face-to-face teaching time is used for higher-order learning and personalized follow-up.

Based on [Models for Extending the Reach of Excellent Teachers](#) © Public Impact 2011

Model: Remote Teaching

Schools without enough excellent teachers enlist accountable remote teachers down the street—or across the nation.

Remote teachers use technology to provide live, but not in-person, instruction.

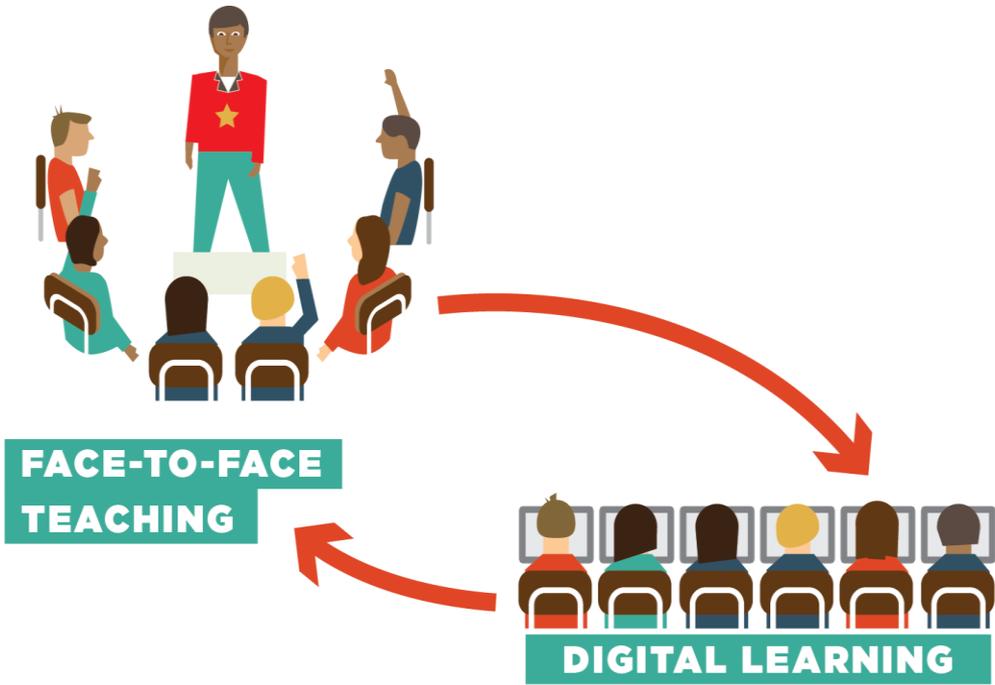


On-site teammates keep students motivated and engaged, manage classrooms, and take care of administrative work.

Based on [Models for Extending the Reach of Excellent Teachers](#) © Public Impact 2011

- All of these models have one aim: Putting an excellent teacher in charge of each child's instruction.
- At the same time, they create new, focused roles for solid teachers in which they can contribute to excellence while developing their own capacity.

New Reach-Extended Role in a Time-Technology Swap Model

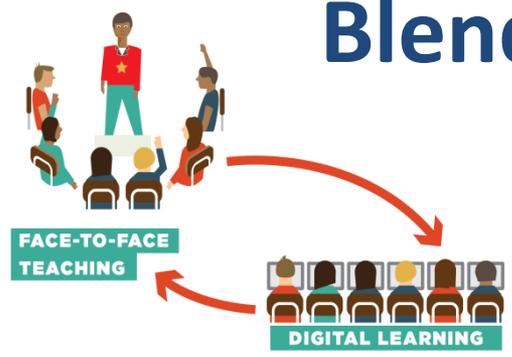


Blended Learning Teacher

Based on [Models for Extending the Reach of Excellent Teachers](#) © Public Impact 2011

Critical Responsibilities:

Blended Learning Teacher (Rotation)

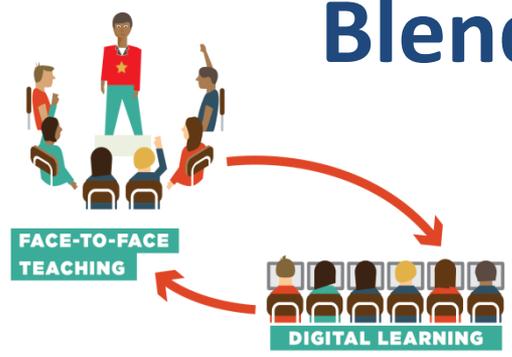


- Plans and delivers in-person instruction for a larger-than-typical load of students who rotate between digital and face-to-face learning
- Monitors the effectiveness of digital instruction and makes or recommends changes
- Designs assessments that accurately assess student progress and/or incorporates digital assessments
- Collaborates with team members, such as other teachers, digital lab monitors, tutors, and assistant teachers, to analyze data, group students, teach, and assign interventions

Based on [Teacher and Staff Selection, Development, and Evaluation Toolkit](#) © Public Impact 2012

Screening Competencies:

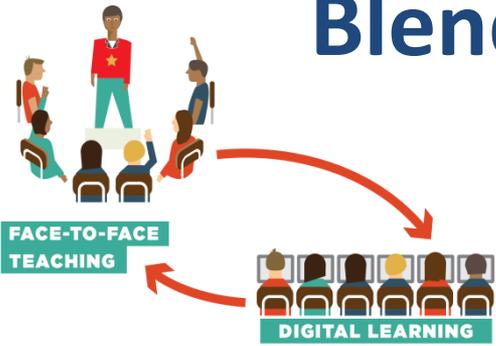
Blended Learning Teacher (Rotation)



- As schools and districts hire teachers and staff for these school models, they can use **behavioral competencies**—the habits of behavior that help predict how employees will do their jobs—to place teachers and staff in the right roles and help them succeed
- As part of your interview process, **consider screening all candidates for the competencies listed in the toolkit** for each role

Based on [Teacher and Staff Selection, Development, and Evaluation Toolkit](#) © Public Impact 2012

List of Screening Competencies: Blended Learning Teacher (Rotation)



Achievement

- The drive and actions to set challenging goals and reach a high standard of performance despite barriers

Planning Ahead

- A bias toward planning in order to reach goals and avoid problems

Impact and Influence

- Acting with the purpose of influencing what other people think and do.

Teamwork

- The ability and actions needed to work with others to achieve shared goals.

Developing Others

- Influence with the specific intent to increase the short- and long-term effectiveness of another person

See *Competence at Work* (Spencer and Spencer, 1993) for more about these and other competencies.

Competency Definition and Levels

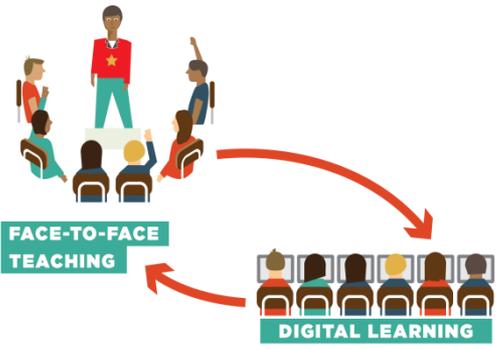
Achievement (ACH)

The drive and actions to set challenging goals and reach a high standard of performance despite barriers.

Level	General Description	Specific Behaviors
1	Wishes to Do Job Well	Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.
2	Demonstrates Moderate Concern for Quality	Works to do tasks and meet standards required by supervisor/management; Or makes voluntary improvements, but <ul style="list-style-type: none"> • With no specific goal in mind, or • Only to meet easy goals, under the circumstances.
3	Sets Own Modest Standards for Quality	Sets own modest work goals for self and students (or other adults) and acts to meet them, and monitors progress.
4	Prioritizes Challenging Goals and Tasks	Carefully chooses challenging goals (difficult but not unrealistic, for self and students). Chooses actions based on cost-benefit analysis: how much time, money and other resources are needed to produce speed and magnitude of results. Monitors progress.
5	Sets High-Risk and Challenging Goals	Commits significant resources and time, without being sure of success, to reach a very challenging goal, and takes multiple actions to minimize risk and ensure success. For example: conducts research, anticipates barriers, plans ahead, engages and gets help from others.

See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.

Quick Guidance for Interview Teams



Structured past behavior questions ask candidates to tell an in-depth story about a past work experience

- Sample Interview Question for **Achievement**:
 - Think about a time when you felt very successful or proud of something you accomplished at work. Tell me the story
- As the lead interviewer probes, listen for behaviors that appear in the competency levels for each screening competency
- Make a check mark beside each level of behavior you hear as you listen to interviewees' stories and take notes about the behaviors you hear, especially at high rating levels

Based on [Teacher and Staff Selection, Development, and Evaluation Toolkit](#) © Public Impact 2012

Q&A



Additional Resources

For more on job descriptions; competencies for selection, evaluation and development; and interview guidance—please visit [www.opportunityculture.org/wp-content/uploads/2012/05/Selection Development Evaluation Toolkit-Public Impact.pdf](http://www.opportunityculture.org/wp-content/uploads/2012/05/Selection_Development_Evaluation_Toolkit-Public_Impact.pdf)

For additional information on career paths that expand opportunities for teachers, leaders and paraprofessionals, please visit www.opportunityculture.org/reach/career-paths

For more information on school models that extend the reach of excellent teachers, please visit www.opportunityculture.org/reach

Additional Resources

Hassel, E.A. & Hassel, B.C. (2011). *Seizing Opportunity at the Top: How the U.S. Can Give Every Child an Excellent Teacher*. Public Impact. [[web](#)]

Hassel, B.C. & Hassel, E.A. (2010). *Opportunity at the Top: How America's Best Teachers Could Close the Gaps, Raise the Bar, and Keep our Nation Great*. Public Impact.

http://opportunityculture.org/images/stories/opportunity_at_the_top-public_impact.pdf

Hassel, E.A. & Hassel, B.C. (2009). *3X for All: Extending the Reach of Education's Best*. Public Impact.

http://opportunityculture.org/images/stories/3x_for_all-public_impact.pdf

McKinsey & Company (2009). *The Economic Impact of the Achievement Gap in America's Schools*.

http://www.mckinsey.com/app_media/images/page_images/offices/socialsector/pdf/achievement_gap_report.pdf

Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness*. The New Teacher Project. <http://widgeteffect.org/>

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About Us

Public Impact's mission is to dramatically improve learning outcomes for all children in the U.S., with a special focus on students who are not served well. We are a team of researchers, thought leaders, tool-builders, and on-the-ground consultants who work with leading education reformers nationwide.



Questions?



Raise your hand or enter your question in the chat box
on the left side of your screen.

Thank you for participating.

- This webinar will be archived at the following website:
<http://www.charterschoolcenter.org/webinars/>
- Please share your feedback with us through the evaluation.

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