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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Innosight Institute

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Senior Consultant
Public Impact
Blended Learning in Charter Schools

Reimaging Traditional Models

Heather C. Staker
Senior Research Fellow
The power of customization

Traditional system

Online learning

- Different paces
- Different priorities
- Different intelligences

Integrated

Customizable
Students don’t learn at constant rates

Image courtesy of Khan Academy
Online learning’s S-curve growth pattern

% new

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 ≠ blended
Emerging models of blended learning

- Rotation
- Flex
- Self-Blend
- Enriched Virtual
Station-Rotation Model: KIPP LA, Empower Academy

Individualized Online Instruction → Collaborative activities & stations → Teacher-led Instruction
Station-Rotation Model: Summit Public Schools

Khan Academy

Challenge projects
Lab-Rotation Model: Rocketship Education

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<thead>
<tr>
<th>Teacher (T)</th>
<th>Paraprofessional (P)</th>
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<tr>
<td>Direct Instruction Math/Science</td>
<td>Teacher (T)</td>
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<td>Learning Lab</td>
<td>Reading, Math</td>
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*Teacher (T)*

*Paraprofessional (P)*
Individual-Rotation Model: Carpe Diem

**Central Learning Lab**

- Direct Instruction: 15:1
- Group Projects

**Learning Lab**

- Seminar: 12:1
- Intervention: 5:1

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
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
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.
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
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
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
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.
<table>
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<tr>
<th>Reach Extension Models</th>
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### In-Person  

**Class-Size Changes**

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

- Class-Size Increases
- Class-Size Shifting

**Specialization**

Excellent teachers specialize in high-priority subjects and roles.

- Subject Specialization
- Role Specialization

**Multi-Classroom Leadership**

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

- Multi-Class Leadership (Pods)
- Multi-Teacher Leaders (Remote Pods)

**Time-Technology Swaps**

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

- Rotation
- Flex

### Remote

- Class-Size Increases
- Class-Size Shifting

- Subject Specialization
- Role Specialization

- Multi-Class Leadership (Pods)
- Multi-Teacher Leaders (Remote Pods)

- 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
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

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.*

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<thead>
<tr>
<th>Level</th>
<th>General Description</th>
<th>Specific Behaviors</th>
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<tbody>
<tr>
<td>1</td>
<td>Wishes to Do Job Well</td>
<td>Expresses desire to do the job well but does not make measurable improvements or have a clear standard of excellence.</td>
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<tr>
<td>2</td>
<td>Demonstrates Moderate Concern for Quality</td>
<td>Works to do tasks and meet standards required by supervisor/management; Or makes voluntary improvements, but • With no specific goal in mind, or • Only to meet easy goals, under the circumstances.</td>
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<tr>
<td>3</td>
<td>Sets Own Modest Standards for Quality</td>
<td>Sets own modest work goals for self and students (or other adults) and acts to meet them, and monitors progress.</td>
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<td>4</td>
<td>Prioritizes Challenging Goals and Tasks</td>
<td>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.</td>
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<tr>
<td>5</td>
<td>Sets High-Risk and Challenging Goals</td>
<td>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.</td>
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See *Competence at Work* (Spencer and Spencer, 1993) for more about this and related competencies.
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

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


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


http://widgeteffect.org/
Lucy Steiner: lucy_steiner@publicimpact.com
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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