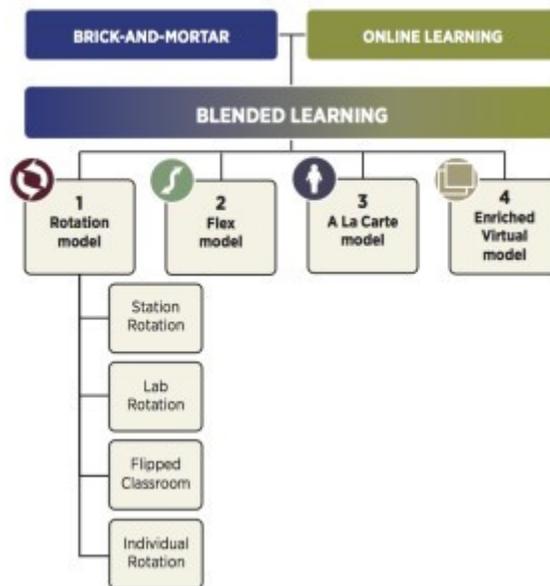


Blended Learning

Blended Learning, as defined by the Clayton Christensen Institute, is an educational model in which the student learns through instruction provided by a teacher and through supervised online learning programs. The student's learning within a subject or course is created by an integrated learning experience.

Most blended learning programs utilize one of four models: Rotation, Flex, A La Carte, and Enriched Virtual. Within the Rotation Model, teachers use one or a combination of four sub-models: station rotation, lab rotation, flipped classroom, and individual rotation.



1. **Rotation Model**—The approach entails students working in a number of different modes of instruction and activities or centers, including whole-group instruction, small group instruction, individual instruction, peer-to-peer activities, paper-pencil activities, and individuals working on a computer or tablet. Within the Rotation Model, there are four sub-models for a teacher to choose one or a combination:
 - **Station Rotation**—Students work through a circuit of activities during that content area/class with at least one activity involving an instructional program via technology.
 - **Individual Rotation**—Students work through some or all of the classroom centers based on individual prescriptions determined by the teacher and one of the activities involves working on an instructional activity via technology.
 - **Lab Rotation**—Students work on an individualized, online instructional program all working on a computer/device at the same time.
 - **Flipped Classroom**—Students receive direct instruction remotely outside of that class time. When students have class time with the teacher, students apply the skill(s) from that direct instruction through activities and projects with guidance, reteaching, and support from the teacher.
2. **Flex Model**—Students learn using an online instructional program with the teacher providing support as needed. Students' instructional pacing is customized and fluid.
3. **A La Carte Model**—Students receive instruction in a course completely online. There is an online teacher assigned to this distance-learning course.
4. **Enriched Virtual Model**—Students are required to have direct instructional time and check-ins with the teacher, but then complete all the activities remotely through an online instructional program.

Advantages of Blended Learning

For Teachers:

- Teachers use technology to enhance what is being taught
- Using online programs allows teachers to work in small groups while students work independently
- Data collected by the programs help bring another source of information to what each student is needing tied to the standards for that content area

For Parents:

- Programs help in the individualization of the education of the child
- Programs adjust to child's specific needs to target areas as well as challenge him/her to go further in their understanding.
- Program is used as an educational tool to further children's skills in both academics and technology.

For School and Parish Leaders:

- Maximizes and adds to the resources of the school
- With the proven learning gains and use of evidence-based instruction, this is another attribute to market to families
- Provides another data point for data-based decisions and informed decision making for instruction, goal setting, and continuous improvement

School Expectations

To achieve success with blended learning, consensus and commitment to the instructional model needs to be established as well as ensuring the building's technical infrastructure can support the online program(s). The following expectations are to ensure validity and fidelity of the blended learning model:

1. Technical Infrastructure:

- Wireless networks, switches, firewalls, content filters, etc.—must be ready to ensure the online programs and apps can be used by teachers, administrators, and students fluidly, with no problems.
- Devices used by teachers, administrators, and students meet minimum requirements so program(s) and apps can be used with no problems
- The ratio of students:devices are appropriate to ensure students have access and the recommended amount of time on the program(s).
- School has an updated and multi-year technical plan to maintain and replace devices and network as needed.

Dale Teager, with the Archdiocese of Omaha IT department, will assist with a school's technical infrastructure audit and technical plan prior to the start of blended learning programs. His further support will be present to help with any solutions to technical problems, including aiding in the decision of what devices to purchase and how long before devices should be replaced.

2. Commitment to Use:

- Consensus built with leadership team, teachers, parents, and students on why blended learning is being implemented by the school
- Funding plan is secured by the school along with and beyond the 3-year grant allocation from the Archdiocese of Omaha Catholic Schools Office
- Professional development on blended learning instruction and use of the programs is part of the school's annual planning for teachers
- Use of the data provided by the program(s) as one of the data points for student academic growth, instructional plans and development of goals
- Plan the use of the program(s) to be done with evidence-based practices and organized in the school's schedule to best fit the needs of the students

Megan Fiedler, with the Archdiocese of Omaha Catholic Schools Office will assist with the ordering of each program's annual student licenses, help plan and organize annual professional development (e.g., on-sight/virtual training, coaching, question-answer sessions with presenters and trainers). She will support school leaders in the use of the programs' data to guide instruction, track student growth, and measure school's goals.

Blended Learning Programs and Continuing Research

Blended learning programs incorporate adaptive technology, real-time progress monitoring, and provide further recommended instructional activities to customize instruction for each student. Teachers have access to information and data that help plan instruction that is targeted as well as the program provides time efficient and effective ways to improve students' reading and math abilities.

The focus is on student learning of the content standards and not on a specific program, so there is research in place of the effectiveness of current programs, the grade levels in use of the programs, and research of new programs. After a new program has been researched, piloted for 2 years, and then the decision will be made to place as part of the Archdiocese of Omaha's blended learning model. In that same method, current programs may be decided to be removed, revised for only certain grade levels, courses, or for certain models of blended learning.

Current Programs

| Program | Grades | Current Price 2021-2022 | Website |
|-----------------------|---|--------------------------|---|
| Lexia Core Reading | PK-5 th | \$29.10 per student/year | https://www.lexialearning.com/products/core5 |
| Lexia PowerUp Reading | 6-8 th | \$29.10 per student/year | https://www.lexialearning.com/products/powerup |
| Reading Plus | 3 rd -College | \$50 per student/year | https://www.readingplus.com/ |
| Redbird Math | K-5 th Can go up to 7 th | \$9.98 per student/year | https://www.mheducation.com/prek-12/explore/redbird/redbird-mathematics.html |
| ALEKS Math | 6-8 th Can go as low as 3 rd and as high as 12 th grade | \$19.98 per student/year | https://www.aleks.com/about_aleks/overview |
| Happy Numbers-Math | PK-5 th | \$10.00 per student/year | https://happynumbers.com/ |
| Freckle-Math | K-9 th | \$11.00 per student/year | https://www.freckle.com/math/ |

Current Programs in Research-Pilot-2021-2022

| Program | Grades | Current Price-2021-2022 | Website |
|--------------------|--------------------|------------------------------|---|
| No Red Ink-Writing | 5-12 th | \$14.25 per student/per year | https://www.noredink.com/ |
| | | | |

Brooke, Elizabeth. "Four Keys to Success Using Blended Learning Implementation Models." *Lexia Learning*, 6 Aug. 2019, www.lexialearning.com/resources/white-papers/blended-learning-four-keys.

Horn, Michael, and Heather Staker. "Blended Learning Definitions." *Christensen Institute*, Christensen Institute, 9 Mar. 2018, www.christenseninstitute.org/blended-learning-definitions-and-models/.