

A Roadmap for Implementation of Blended Learning at the School Level

A Case Study of the iLearnNYC Lab Schools

October 2013



Authors: Rob Darrow, Ed.D.; Bruce Friend; and Allison Powell, Ed.D.

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WRITTEN BY:

Rob Darrow, Ed.D.
Director of Membership
International Association for K-12 Online Learning (iNACOL)

Bruce Friend
Strategic Partnerships
International Association for K-12 Online Learning (iNACOL)

Allison Powell, Ed.D.
Vice President, State and District Services
International Association for K-12 Online Learning (iNACOL)



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Andrea Coleman, Chief Executive Officer, Office of Innovation NYCDOE

Seth Schoenfeld, Deputy Chief of Innovation, Office of Innovation NYCDOE

Celine Azoulay-Lewin, iLearnNYC Executive Director

Winnie Bracco, iLearnNYC Deputy Executive Director

Jacquii Leveine, iLearnNYC Director of Professional Learning and Faculty Supervision

Edward Talenti, iLearnNYC Operations Analyst

Joseph Birgeles, Principal, Robert H. Goddard High School of Communication

Iris Blige, Principal, Fordham High School for the Arts

Mimi Fortunato, Principal, Marta Valle High School

Denise Sandra Levinsky, Principal, Seth Low Middle School

P.J. Murray, Principal, Olympus Academy

Peter Oroszlany, Principal, Mott Hall V

Musa Shama, Principal, Francis Lewis High School

Michael Stanzione, Principal, High School of Economics and Finance

Natalie Cosby, iLearnNYC Implementation Manager

Valrie Edwards, iLearnNYC Implementation Manager

Arlene Francis-Scarder, iLearnNYC Implementation Manager

Kelly Gallagher, iLearnNYC Implementation Manager

Richard Haynes, iLearnNYC Implementation Manager

Joseph Iacono, iLearnNYC Implementation Manager

Alexandria (Alex) Jimenez, iLearnNYC Implementation Manager

Lia Lambrides, iLearnNYC Implementation Manager

Eileen Marks, iLearnNYC Implementation Manager

Gerard Zoehfeld, iLearnNYC Implementation Manager

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A Roadmap for Implementation of Blended Learning at the School Level

A Case Study of the iLearnNYC Lab Schools

Introduction

As blended and online learning models began evolving into more student-centered approaches to learning, the New York City Department of Education (NYCDOE) established the “Innovation Zone” (iZone) in 2009 to encourage teachers and school leaders to implement these new learning models. The iZone is now a large community of innovative New York City schools committed to personalizing learning to meet the needs, motivations, and strengths of individual students.

Eight schools within the iZone were selected as “Lab Schools” for implementing personalized learning environments using online and blended learning. Each of these Lab Schools was selected through an application process, where a specific theme and implementation model were identified.

Over the 2012-2013 school year, the International Association for K-12 Online Learning (iNACOL) worked with the eight Lab Schools to observe, learn, and document the implementation of blended learning in order to create a roadmap so that all schools across the city may have documentation to implement blended learning in their schools.

iNACOL met with and observed iLearnNYC staff, IMs, administrators, and teachers from the eight Lab Schools over the last year to collect the data used to write this roadmap. This roadmap was developed to assist NYCDOE school administrators in the implementation of blended learning programs within their own school.

This roadmap has several goals:

- Provide an overview of the current models of blended learning utilized by the Lab Schools.
- Provide a better understanding of the iLearnNYC program and the support system available to schools in NYC implementing blended learning.
- Identify and define the six elements of a successful blended learning program.
- Identify the essential questions for school administrators to consider prior to implementing blended learning.
- Share promising practices observed at the eight Lab Schools.
- Provide case studies of the eight Lab Schools.
- Share resources (rubrics, timelines, continuums, etc.) developed for iLearnNYC blended learning teachers and leaders.

This roadmap is not meant to provide a step-by-step process for implementing blended learning in a school. Blended learning can be successfully implemented in a variety of ways. The roadmap provides guidance for school leaders on how to set school goals and implement the model that will best meet the needs of the individual students in a specific school within the NYCDOE.

iLearnNYC Lab Schools

During the 2010-2011 school year, the first community of 81 iZone schools was established. Each of these schools has their own unique mission to use technology to personalize learning for every student in order to prepare them for success in school, college and career. The number of involved schools grew to 239 in the 2012-2013 school year, with the goal to have 400 schools in the iZone. A subset of schools within the iZone program have been designated as iLearnNYC. These schools are specifically using online and blended learning to personalize teaching and learning.

Eight schools within the iLearnNYC program were selected as “Lab Schools.” Each lab school was selected through an application process, where a specific theme and implementation model was identified.

After the first year of implementation, Lab Schools were asked to mentor 15-25 other schools in order to share promising practices about the implementation of blended learning programs. Schools across the five boroughs of the city applied to the iLearnNYC program and selected the Lab School model that best met the needs of their school. Each cohort has common attributes such as high schools, intermediate schools or over-aged, under-credited transition schools.

The NYCDOE also provided each Lab School and their cohort with an Implementation Manager (IM). This person serves as a resource to both school administrators and the teachers participating in the iLearnNYC project. Each IM is a former teacher with knowledge and experience in online and blended learning and provides support, resources and professional development to their assigned cohort of schools.

The online and blended learning leadership teams at each of the Lab Schools hold monthly cohort meetings to provide focused professional development for their cohort schools. The monthly meetings are planned and implemented by the administration and teachers at the Lab School, and facilitated by the IM serving that school. Each year, the cohort collaboratively writes a cohort goal and uses the monthly meetings to support one another through site/classroom visits, sharing promising practices, teacher panels, student panels, or through discussions about what is and is not working in the individual Lab Schools.

The NYCDOE also provides a wide variety of services and supports to schools participating in the iLearnNYC project. Graphics have been developed to showcase the various levels of support for a school in NYC choosing to implement blended learning. Figure 1 shows the iLearnNYC Implementation Support Model, and Figure 2 shows the iLearnNYC Layers of Support for a Member School.

Figure 2 shows the iLearn Layers of Support for a Member School.



iLearnNYC Implementation Support Model

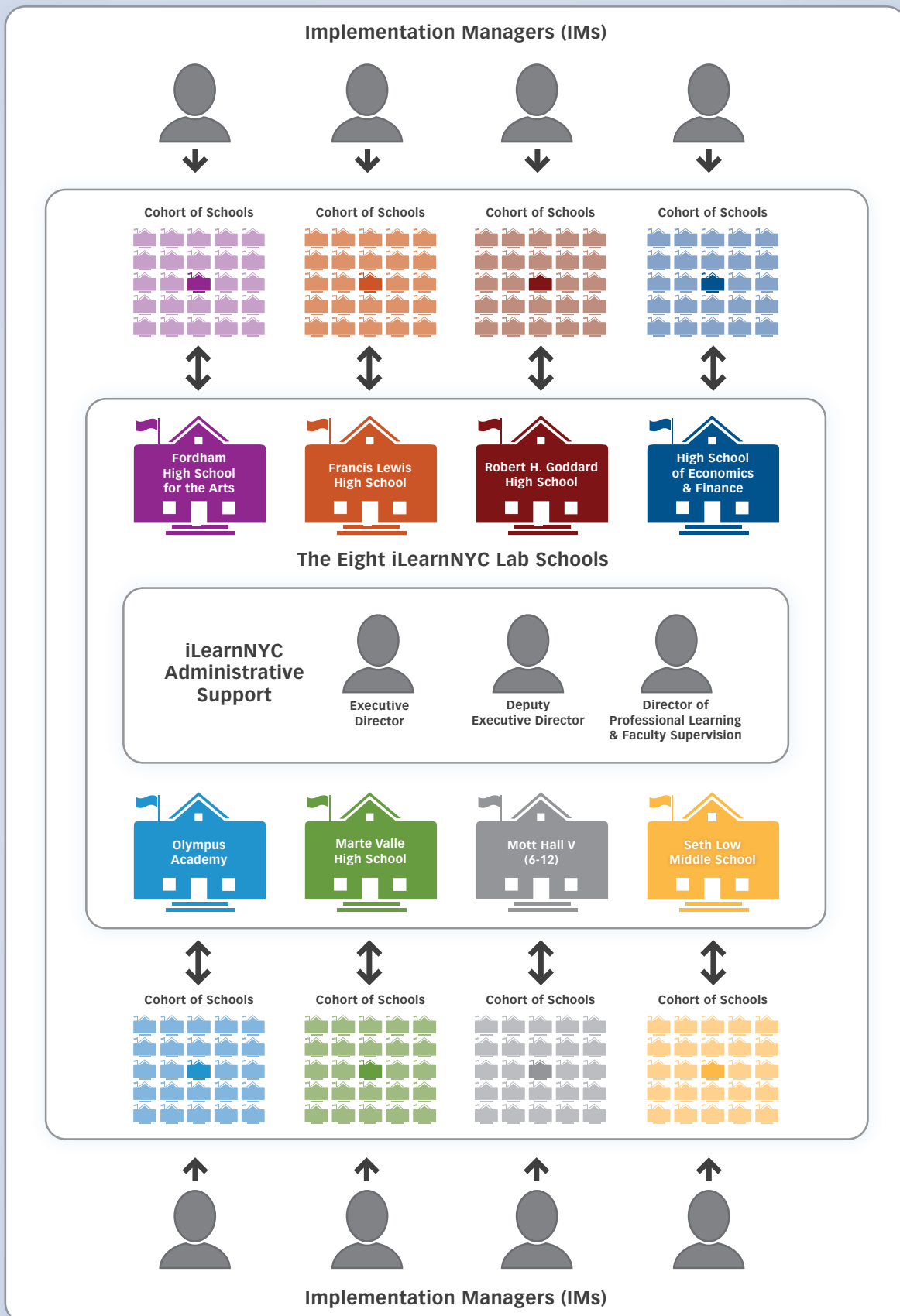


Figure 1: iLearnNYC Implementation Support Model

iLearnNYC Layers of Support for a Member School

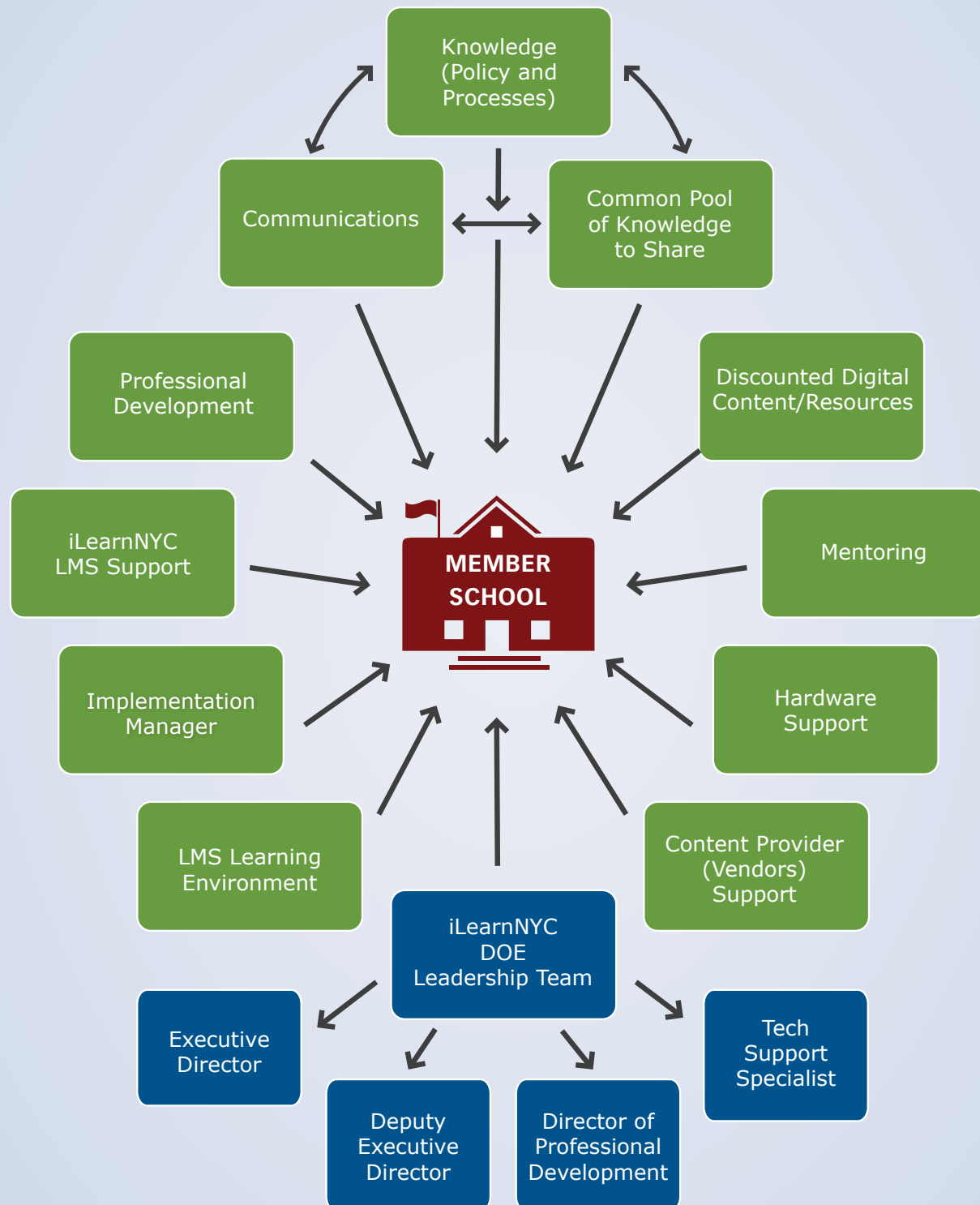


Figure 2: iLearnNYC Layers of Support for a Member School

Implementation Planning

Planning for implementation is as important as the implementation itself. In the initial planning stage, consideration should be given to human capital, technology, and financial resources. One tool that may be utilized for planning that was also utilized as part of the initial professional development with iLearnNYC school leaders is the Diffusion of Innovation theory developed by Everett Rogers (Rogers, 2003). Rogers' theory identified factors that facilitate implementation of new ideas and concepts, and is briefly explained below. In addition, a suggested timeline is included as a guide for the planning and implementation of a blended learning program, which is a multi-faceted, multiple-year complex process.

Everett Rogers examined what caused an innovation to be adopted over time and wrote extensively about the process, which he called diffusion of innovations (Rogers, 2003). Rogers found that having certain factors in place better facilitated the adoption of an innovation. These factors include:

- Attributes of the Innovation/Relative Advantage of the Innovation
- Individual Innovation Use Decisions (Teachers and Administrators)
- Communication Channels
- Nature of Social System/Culture of Innovation
- Change Agent's Promotion of the Innovation (School Leader)
- Individual Characteristics of Adopters

In addition, Rogers found that those who implement an innovation follow a natural bell curve over time, which he classified as innovators (2.5%), early adopters (13.5%), early majority (34%), late majority (34%), and laggards (16%). The chart below shows adopter percentages and categories.

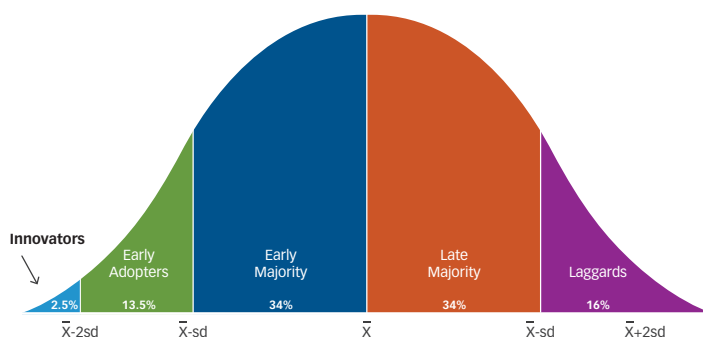


Figure 3: Adopter Percentages and Categories (Everett Rogers, 2003)

The blended learning teachers at the eight Lab Schools are the innovators in the theory of diffusion of innovations. These are the teachers who understand the promise of blended learning for instruction and embrace it first. For any innovation to be adopted throughout an institution, it is first embraced by a small group of people. As the innovation develops and is accepted, more people will adopt the innovation. The combined categories of innovators, early adopters and

early majority represent 50% of a group of people that implement an innovation. The remaining 50% of adopters – late majority and laggards – occur later in time. In applying the theory of diffusion of innovations to the iLearnNYC project, each lab school has a core group of teachers who are the innovators. In some schools, these are teachers who all work in one department, while in other schools, these teachers volunteered to implement blended learning in a variety of subjects. After these initial groups have adopted blended learning, then other teachers in the school will adopt the concepts of blended learning according to diffusion of innovation theory.

This roadmap was developed to facilitate the blended learning adoption process. In addition, Figures 4, 5, and 6 provide a suggested timeline for the planning and implementation of a blended learning program. It is recommended to begin planning a program at least six months before the actual implementation process begins.

Year 1 Planning Timeline

iLearnNYC Blended Learning Roadmap Timeline



Implementing a successful blended learning program ideally includes a planning year, followed by the initial year of implementation and several years of adapting, evaluating, and improving.

Figure 4: Year 1 Planning Timeline

Years 2-4 Planning Timeline

iLearnNYC Blended Learning Roadmap Timeline

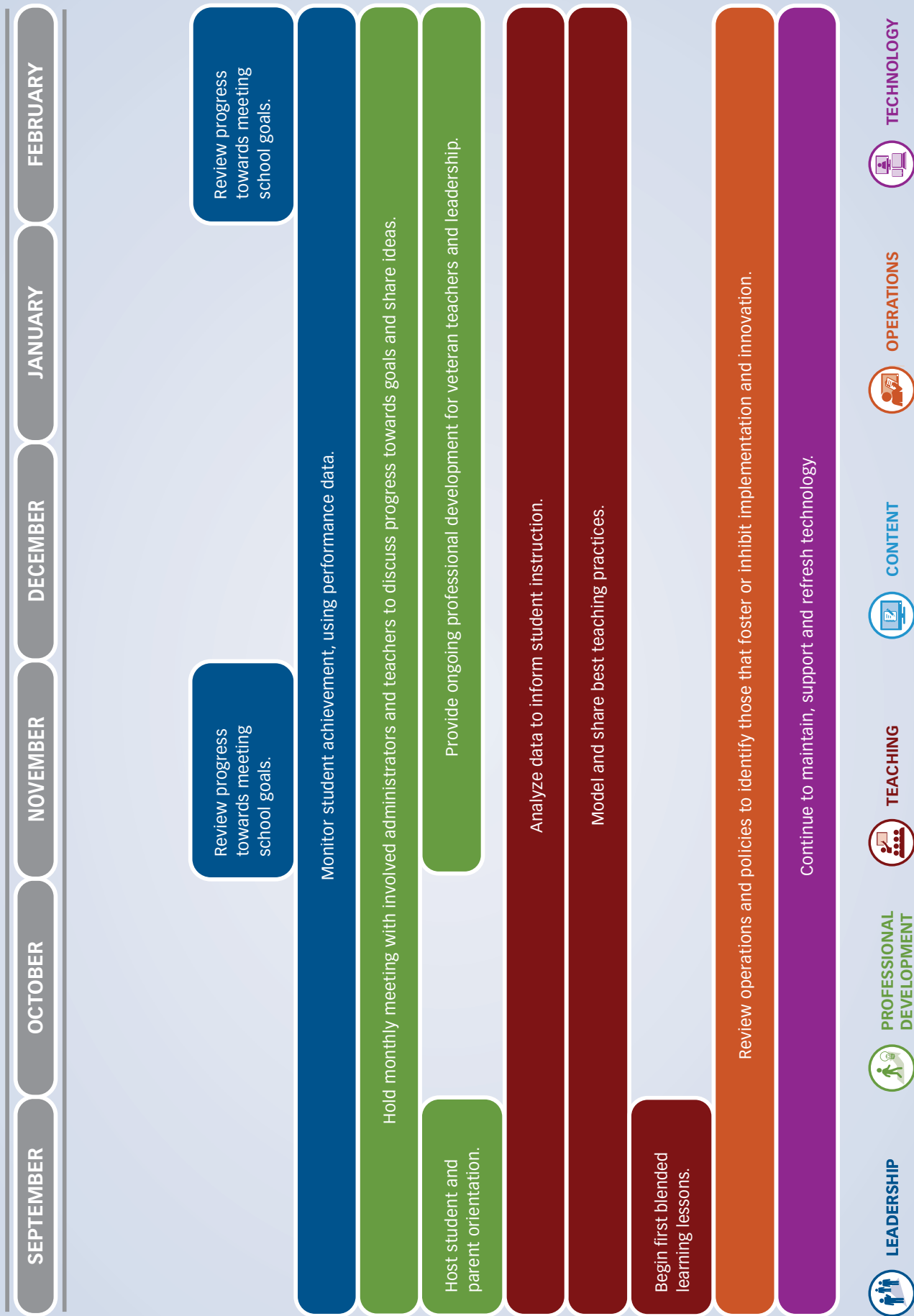
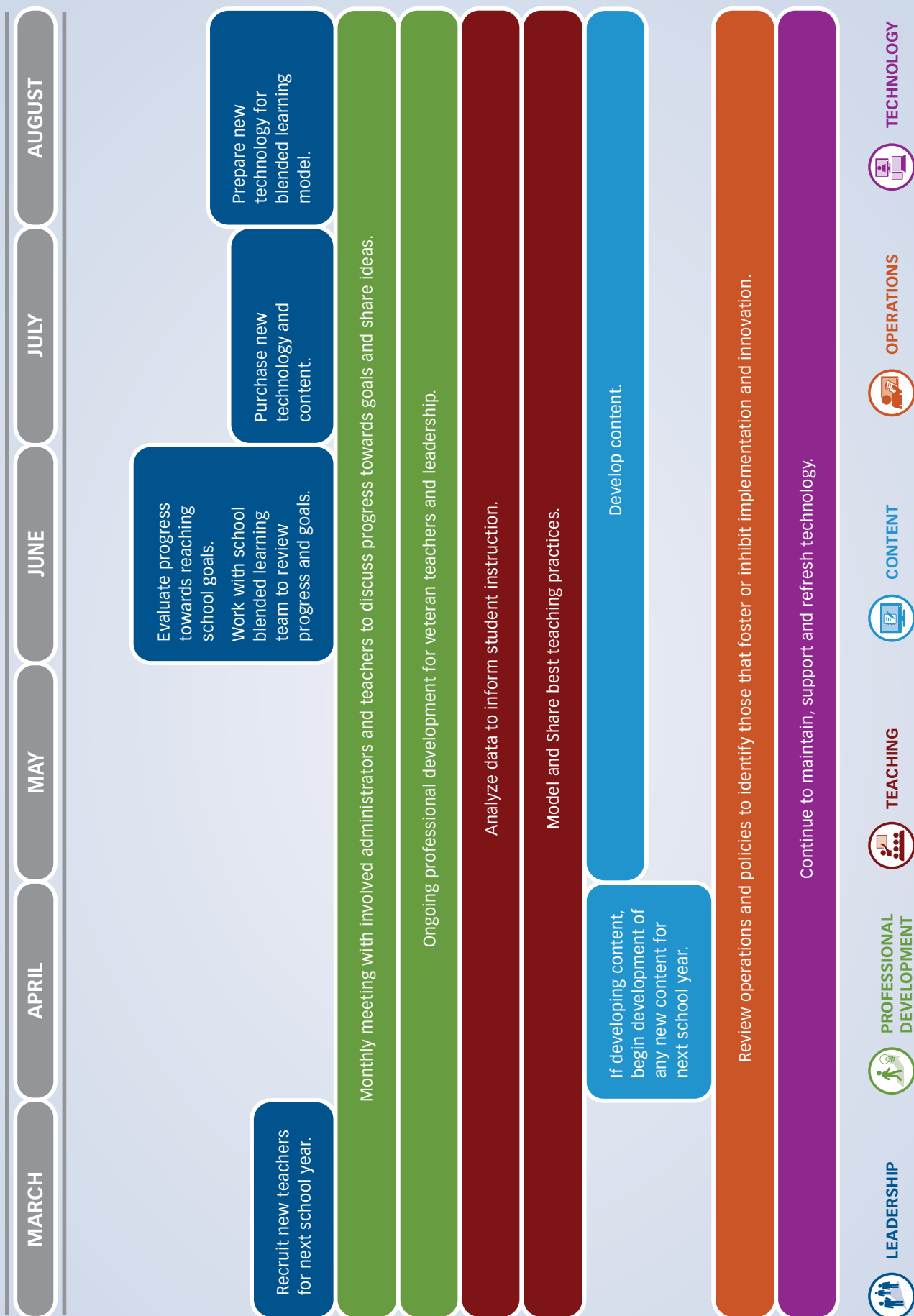


Figure 5: Years 2-4 Planning Timeline, September - February

Implementing a successful blended learning program ideally includes a planning year, followed by the initial year of implementation and several years of adapting, evaluating, and improving.

Years 2-4 Planning Timeline

iLearnNYC Blended Learning Roadmap Timeline



Implementing a successful blended learning program ideally includes a planning year, followed by the initial year of implementation and several years of adapting, evaluating, and improving.

Figure 6: Years 2-4 Planning Timeline, March - August

Blended Learning Model(s) Utilized

Horn and Staker (2011, 2012, 2013) have profiled blended learning schools across the U.S. and developed blended learning models and a definition. They define blended learning as: “a formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace, at least in part in a supervised brick-and-mortar location away from home, and the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience” (Horn & Staker, 2013).

The four models of blended learning are illustrated in Figure 7:

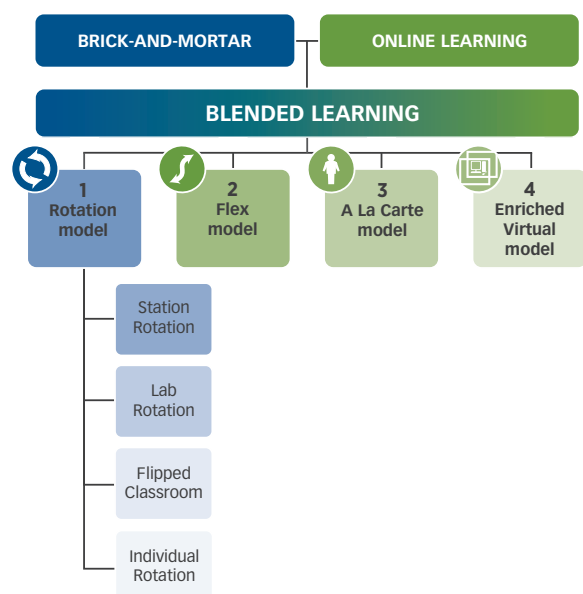


Figure 7: The Four Models of Blended Learning
(Horn and Staker, 2012)

The Rotation Model is an implementation in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and paper assignments.

The Flex Model is an implementation in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

The A La Carte Model is an implementation in which students take one or more courses entirely online with an online teacher of record and at the same time continue to have brick-and-mortar educational experiences. Students may take the online courses either on the brick-and-mortar campus or off-site.

The Enriched-Virtual Model is an implementation that is a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction.

Throughout the iLearnNYC Lab Schools, the rotation and flex blended learning models are the dominant implementation models. There is one example of an A La Carte model in one Lab School. Most schools starting the adoption process will begin at the Rotation model and then move to the Flex model before adopting the A La Carte or Enriched-Virtual model. Implementing the A La Carte or Enriched-Virtual models of blended learning requires a deeper commitment by more people to ensure wide adoption that results in systematic change throughout the school.

Six Elements for Planning and Implementation of Blended Learning

Through research, observations, and ongoing interactions with iLearnNYC Lab Schools and administrators, six key elements for blended learning emerged. A brief description of each element is listed below. In addition, a visual representation of the six elements can be found on page 16 (Figure 8). More detailed descriptions, examples and promising practices for each element can be found later in this roadmap.

Element 1: Leadership

Successful implementation of blended learning requires strong and consistent leadership at both the district and school levels. Leadership is the foundation from which all other components develop, and leads to the adoption of blended learning so that it becomes part of the fabric and culture of the school.

Element 2: Professional Development

Professional development is a key component for ongoing implementation of goals and for the roadmap. A coordinated, intentional and systematic professional development plan, based on stated goals, should be in place. Professional development should be customized based on the needs of the blended learning teachers and administrators.

Element 3: Teaching

The classroom teacher is essential to the blended learning implementation. Teachers need to understand and believe in the pedagogical shift that occurs in teaching when blended learning is successfully implemented.

Element 4: Operations

Successful implementation of blended learning requires the use of digital learning systems that provide teachers, school administrators, students, and parents with real-time student data, student progress in course, and the ability to easily adapt content and instruction based on student performance. Administrative systems include Learning Management Systems (LMS), Content Management Systems (CMS), Student Information Systems (SIS), and related systems used in the school that provide administrative, teacher, and student data.

Element 5: Content

The decision to buy and/or build digital content is essential in the implementation of online and blended learning programs. Teachers may use content from an online provider, create their own, or a combination of both.

Element 6: Technology

A reliable technology infrastructure is required for the successful implementation of blended learning. This includes a dependable telecommunications network, software, and hardware devices that can be accessed and utilized by students and teachers. In addition to the technology infrastructure, educators and students need effective technology support to maintain positive momentum in teaching and learning in a digital environment.



The Six Elements for Planning and Implementation of Blended Learning



1. Leadership

- What are the measurable goals of the program?
- What student needs are being fulfilled by implementing blended learning?
- What support systems are needed to build the program?
- What funding will provide the support systems needed to build and sustain the program?



2. Professional Development

- What type of professional development is needed for school leadership and blended learning teachers?
- How will professional development be delivered and who will provide it?
- How will ongoing and continuous professional development be provided?



3. Teaching

- How will teaching and the role of the teacher change?
- How will student learning change?
- What is the school's pedagogical philosophy?
- How will best teaching practices be modeled and shared?



4. Operations

- How does this change the school day (scheduling)?
- Which state, district, and/or local policies foster or inhibit implementation (testing, accountability)?
- What data should be collected to support individualized student learning? What systems are in place to collect this data?



5. Content

- Is content aligned to the instructional goals of the program?
- How will content be acquired?
- Is content aligned to state standards?
- How will the content be customized to meet student needs?



6. Technology

- What technology is currently available and what investments need to be made to the school's technological infrastructure, including but not limited to bandwidth, hardware, software, devices, and network?
- What technical support for students and teachers is needed to maintain technological infrastructure (human, interoperability)?
- How do we ensure interoperability between systems?

Figure 8: The Six Elements for Planning and Implementation of Blended Learning

Roadmap for Implementation

Implementing any new program or strategy requires planning and creation of a timeline. The previous sections provide a brief overview and suggested timeline for the effective planning and implementation of a blended learning initiative. The next sections of this roadmap provide detailed guidelines about how to implement a blended learning program.

Throughout this roadmap, short vignettes of the eight Lab Schools will highlight the promising practices happening in the schools within each of the areas of implementation. Two of the Lab Schools stood out as being strong in each of the six areas and their stories are highlighted below.



A Collaborative Approach to Implementing Blended Learning at Marta Valle High School

One year ago, Principal Mimi Fortunato, had the vision to implement a competency-based, blended learning program in her small high school of 351 students, Marta Valle. She knew she had the vision and leadership, but her Library/Media Specialist, Tracy Karas, had the skills and resources to assist and develop the teachers in the school to blend their teaching, and asked her to lead the implementation. Together, they have recruited and provided ongoing professional development and one-on-one support to three teachers in the school, in addition to hiring a full-time technician to ensure the technology is working to support the needs of the teachers, students and overall program.

These three teachers are developing their own competency-based, digital content to work with special needs and at-risk students in the school. Students work together as a whole class, small groups, or as individuals to meet their learning goals of mastering content and passing the Regents Exams.

Blended learning classrooms have been set up with desks in small groups, laptops for each student, interactive white boards, and a variety of online content and resources (both vendor and teacher developed) within the iLearnNYC platform.

The three participating teachers, along with the schools IM, Principal, and the Library Media Specialist, meet regularly to share promising practices, model their teaching for potential new teachers and evaluate how the program is working for both them and students.

Walking through classrooms, students are excited to share what they are learning and how they are progressing and meeting their individual goals (even if they aren't on track or having a bad day, they are willing to share why). The students are excited about learning in this new model and even use their lunch hour to meet with teachers or catch up if they have fallen behind.

Marta Valle has embraced all six elements of blended learning to create a new blended learning model for teaching and learning. Although the school has started with a small number of teachers during the first year of implementation, they have set reachable and measurable goals, provided support and ongoing professional development for teachers, worked through policy and scheduling issues, purchased and developed digital content to meet their individual students' needs, and found the technology and people to support it in order to create a quality blended learning program.



Leadership and Planning for Blended Learning at Seth Low Middle School

When Principal Denise Sandra Levinsky was informed that Seth Low Middle School would become an iLearnNYC Lab School, she knew that it would take a team approach. In her administrative team meetings, it was decided that one Assistant Principal would provide the needed leadership. Assistant Principal Erin Lynch was tasked with implementing the blended learning program at Seth Low Middle School, a school with 755 students in grades 6-8 in Brooklyn. During the planning year, she began recruiting teachers to be part of the program and began meeting with them to discuss the implementation. Selected teachers taught various subjects, including special education, and primarily taught at the 8th grade level. The

purpose was to have at least one teacher in each subject area to utilize blended learning tools and pedagogy. At about the same time, technology was ordered in the form of laptop computers and laptop carts and content was ordered from NYCDOE that would be placed in the platform for the designated teachers to use. Teachers were provided professional development in the use of the platform as well as the content they would be using, and began planning out their blended learning lessons.

As the school year began, a City University of New York (CUNY) intern was hired to provide the tech support needed to prepare the computers for student use. The Assistant Principal ensured that the intern tested each computer to guarantee it would run on the NYCDOE network as well as the iLearnNYC online platform, and then organized them in laptop carts before being distributed to the blended learning teachers. Prior to teachers beginning the implementation, the assistant principal entered all of the involved students in the involved teacher's classrooms into the iLearnNYC platform so that each student had a unique login and password. Teachers met to discuss the first blended learning lesson and how to organize and manage their classrooms.

After the first month of implementation, the assistant principal requested that teachers teach their blended learning lessons on a scheduled time so she could observe the teachers and provide feedback. The Assistant Principal and the teachers continued to meet at least once a month to discuss the blended learning goals and ideas to facilitate the blended learning initiative.

In addition, an IM worked closely with the blended learning teachers in the school for approximately one day every two weeks based on interactions with the Assistant Principal. The IM customized individual and group professional development based on input from the Assistant Principal regarding the needs of the blended learning teachers.



ELEMENT 1: Leadership

Description: Successful implementation of blended learning requires strong and consistent leadership at both the district and school levels.

Systematic, committed and supportive leadership is the first component needed for the successful implementation of a blended learning initiative in a school. Leadership is the foundation from which all other components develop that leads to successful implementation and adoption of blended learning by teachers and staff in a school. Successful leaders collaboratively identify common goals and objectives regarding blended learning and then clearly articulate and communicate those goals and objectives with involved staff.

Once the goals are written, formal and informal processes are established that track and monitor progress towards the goals on a weekly and monthly basis.

Leadership needs to occur at every level of an organization for successful implementation and adoption. Leadership is evident throughout the iLearnNYC program — from the New York City Department of Education (NYCDOE) to administrators and teachers in the Lab Schools and cohort schools.

Key Questions to Ask Regarding School Leadership

School administrators, teachers, and staff should consider the following questions about leadership during the planning and implementation stages of a blended learning program:

- What are the year-to-year measurable goals of the program?
 - What are the planning year goals?
 - What are the yearly implementation goals?
- What student needs are being fulfilled by implementing blended learning?
- What is the 3-5 year implementation plan and how will it potentially affect teaching and learning?
- What support systems are needed to build the program?
- Who will oversee the implementation of the program?
- Who will provide ongoing communication, support and professional development for blended learning teachers?
- What human and financial resources will be utilized to build, support and sustain the blended learning program?

NYCDOE Leadership and Support

The NYCDOE provides leadership in a variety of ways. The iZone goals were established in the beginning and have stayed consistent. The broad vision or pillars are as follows:

- Next Generation Curriculum and Assessment
- Personalized Learning Plans and Progress

- New Student and Staff Roles
- Flexible and Real-world Learning Environments

These pillars set the foundation for the iLearnNYC program. The foundation for the iLearnNYC program was established at the beginning of the implementation which included the iLearnNYC administrative support team, the development of a common Learning Management System, selecting content that would seamlessly operate in the platform that schools could purchase at reduced prices and ongoing professional development organized by the NYCDOE iLearnNYC team.

The iLearnNYC administrative support team includes an executive director, deputy executive director, and director of professional development. The iLearnNYC administrative support team oversees the platform, professional development, convenes Lab School administrative meetings several times each year to ensure schools continue to make progress towards their blended learning goals, and hires and supports Implementation Managers (IMs or blended learning resource teachers) to help schools implement their goals.

The iLearnNYC administrative support team has supported the overall implementation in the following ways:

- There is a written and articulated vision for the implementation of blended learning.
- Specific iLearnNYC goals have been written, adopted, and embraced by the Lab Schools.
- Specific iLearnNYC goals have been communicated with involved iLearnNYC schools.
- Professional Development courses are provided throughout the year on the use of vendor products and on the iLearnNYC platform.
- Professional Development for Implementation Managers (typically via weekly meetings with IMs, attendance at selected professional development to increase their skills and knowledge of the IMs).
- Maintenance and training in the iLearnNYC technology network and platform.
- Planning and visioning sessions with Lab School principals.
- Funding and support of IMs who serve as resource teachers and provide implementation support to each Lab School.
- Funding and support of the technology platform.
- Funding and support of the 15 content vendors.

Implementation Managers (IMs)

Implementation Managers were hired by the administrative support team to support the iLearnNYC program implementation. Each IM supports one lab school and between 15-25 cohort schools. They support the schools in a variety of ways including customized professional development, support to blended learning teachers at each Lab School, and ongoing communication with all involved administrators and teachers.

In addition, similar communications and professional development is provided to all iLearnNYC schools by the IMs through the following tools:

- Bi-weekly email newsletter focused on professional development opportunities and best practices. This bi-weekly newsletter is sent by each IM and is received by administration and involved staff at the lab and cohort schools.

- Monthly lab cohort meetings facilitated by the IM. IMs work together to provide cohort meetings among several Lab Schools.
- iLearnNYC wiki that provides professional development registration and resources.
- Quarterly reports about the progress towards goals of the eight Lab Schools.
- IM meetings at least every other week to discuss support systems.
- Collaborative sharing among IMs to provide the best support possible for each school.

School Leadership and Support

Administrative support exists at each iLearnNYC Lab School. In some cases, the principal is directly involved in overseeing the implementation of the blended learning goals while in other schools, the assistant principal is providing this leadership. In all schools, there are ongoing conversations among administrators regarding the specific Lab School goals for implementation of blended learning. This takes place during formal meetings, informal conversations, and during classroom walk-throughs or observations. In addition, the administrator in charge has ongoing communication with the IM who assists with targeted professional development for the blended learning teachers.

In every school, a core group of teachers was selected to implement the blended learning program. In some schools, these teachers were department specific, such as teachers in the math or science department, while in other schools teachers from different subjects were chosen. In some cases, administrators individually recruited teachers while in other cases, teachers volunteered to be part of the starting core group. The common belief among all schools is that a small group of dedicated teachers are more easily supported in the various aspects of a blended learning program. In most schools, there is also the belief that the program will eventually grow to include all teachers within the school. The blended learning teachers in the majority of the Lab Schools meet monthly to share ideas and discuss their progress towards the school goals.



Mott Hall V – Leadership, Assigned Leaders and Communication

Mott Hall V Principal Peter Oroszlany spends between 4–10 hours per week in teacher classrooms observing and providing quick feedback to teachers. The Assistant Principals do the same. They always leave a note for each teacher that includes “Doing well” and “I wonder...”. This is one way they monitor progress towards their blended learning goals. In addition to the daily classroom drop-ins, the administrative team at Mott Hall V ensures that teachers have common meeting time within the workday at least once a week where teachers can share ideas. To further ensure implementation of their blended learning plan, one teacher has been tasked with supporting other blended learning teachers in the science department of the school. The daily drop-ins by administrators, common meeting time for teachers and a designated teacher to support the blended learning initiative provide the leadership foundation needed to ensure broad adoption and implementation throughout the school.

Promising Practices

Across the Lab Schools, promising practices in leadership have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Assigned Leaders

- There is an administrator assigned to coordinate and implement the program, monitor progress towards goals, as well as provide support for blended learning teachers.
- There is a lead teacher who interacts with administrators and provides leadership to other teachers involved in the program.

Goal Development

- Blended learning implementation goals have been developed and are communicated with blended learning teachers and the entire staff at the school.
- Identified goals are monitored formally and informally by administrators and teachers on a weekly and monthly basis.
- Teachers report progress towards goals in some way to administrators on at least a monthly basis.

School Culture

- Principals set a tone of innovation throughout the school within which teachers are empowered to utilize technology and blended learning pedagogy for instruction.
- Strategic blended learning initiatives targeted a small group of teachers to begin the implementation. This group could be either department specific or cross-curricular depending on the needs of the school and staff involved.
- Relationship building occurs on a daily basis between blended learning teachers, the IM and school administrators. There is an understanding that blended teaching transformation occurs one conversation at a time.
- There is a school blended learning implementation team composed of the principal, cohort leader/Library Media Specialist and teachers that meet at least monthly to discuss the blended learning goals and implementation.
- Meeting time for blended learning teachers is designated during the teacher workweek so teachers have time to formally share ideas and discuss progress towards goals.
- Information, ideas and strategies shared during teacher meeting times are monitored, recorded, and shared with administrators.

Communication

- Ongoing formal and informal communication occurs between administrators, teachers and the IMs in a variety of forms including face-to-face meetings, drop-ins by administrators, phone calls, and teacher meetings.
- Communication between the administrators, IMs and blended learning teachers occur on a weekly basis to discuss the progress of the blended learning program.
- Principals/Assistant Principals have ongoing communications with the IM to customize support and professional development needed for blended learning teachers.

More to Think About

Leadership is critical to the successful implementation of a blended learning initiative. Planning for blended learning should occur at least one year prior to the implementation. In the planning phase, it is important to include all constituencies so they are aware of the planning and the implementation goals. In the planning and implementation phase, the following areas should be addressed:

- *Costs/funding:* Which ongoing and one-time funds will be used for the planning and implementation? Initially, the cost will be people's time for the planning. As the other elements illustrate, there will be ongoing costs for professional development, technology devices, the online content and platform and technology support.
- *Evaluation/research:* What will be the indicators of success? During the planning phase, talk about the measures — both formal and informal — that you will use to determine success. Identify a way to monitor and record this information in an ongoing way and then communicate it out to the involved constituencies (teachers, parents, students). One evaluation tool often overlooked is student satisfaction surveys, which are easily administered online through Google forms.
- *Quality:* How will you determine that the planning and implementation is at a quality level? Communicating and seeking input from all constituencies such as teachers, students and parents will help to ensure a quality implementation. An ongoing implementation advisory board composed of parents, teachers and students is one way to provide ongoing feedback about the ongoing implementation.



Fordham High School of the Arts (FHSA) – Leadership, Goal Development and Communication

Iris Blige and Michael Johnson, Jr., the Principal and Assistant Principal at Fordham High School have worked together to establish a clear vision and goals for the implementation of blended learning. Michael also works as a math teacher at Fordham and was the first teacher to transform his classroom and pedagogy into a blended model. He now provides professional development and serves as a mentor, modeling practice and observing and providing feedback for new teachers to the program.

As a team, Iris and Michael are consistently in classrooms observing and supporting teachers. They work very closely with their IM to find resources and professional development opportunities for their teachers in addition to growing themselves as leaders in this new field. As a school focused on the arts, blended learning has allowed students to focus on their musical and artistic talents, while creating a personalized education around their core content courses.



ELEMENT 2: Professional Development

Description: A coordinated, intentional and systematic professional development plan, based on stated goals should be in place for each Lab School which includes both formal and informal as well as initial and ongoing professional development.

After a definition of blended learning is agreed upon, goals are set, and a blended learning model is chosen, a professional development plan for both school leaders and participating teachers should be developed.

Professional development, both formal and informal, and for both leaders and teachers is a key component for ongoing implementation of goals and for the roadmap.

Key Questions to Ask Regarding Professional Development

School administrators, teachers, and staff should consider the following questions about professional development during the planning and implementation stages of a blended learning program:

- What are the professional development needs of blended teachers?
- What are the professional development needs of school leaders?
- How will professional development be delivered (online/face-to-face/blended)?
- Who will deliver professional development?
- How will ongoing professional development needs be identified and met?
- How will ongoing professional development be provided, monitored and tracked?

NYCDOE Leadership and Support

The NYCDOE iLearnNYC team has put together a variety of professional development options for participating leaders and teachers to choose from. The opportunities cover a variety of topics from how to use vendor resources to providing IMs for each Lab School.

The iLearnNYC team has developed and purchased professional development workshops, which are provided throughout the year for all iLearnNYC teachers and leaders. These workshops include platform implementation, use of vendor content, and developing online content. In addition, NYCDOE had the Education Development Center (EDC) create an online professional development course on “How to be a Blended Learning Teacher” which all IMs and teachers have been invited to participate in.

Other professional development opportunities provided by the NYCDOE for iLearnNYC schools include:

- Monthly cohort meetings held in each Lab School, which are coordinated by IMs for the cohort schools to meet and learn from one another.
- A wiki has been created as a place for the iLearnNYC schools to communicate, share and archive information and professional development opportunities (<http://ilearnnyc.wikispaces.com/>).

- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IMs to their cohort school administrators and blended learning teachers.
- Monthly meetings are held for IMs to share promising practices regarding the implementation of the NYCDOE, Lab School, and cohort blended learning goals.
- The Edmodo social networking system has been established as a communication link between several of the participating schools.

School Leadership and Support

Professional development happens both formally and informally at the school level. The IM is essential in supporting both school leaders and the participating blended learning teachers. IMs work closely with the school administration to ensure that the needs of the school and the teachers are being met through customized professional development. IMs work one-on-one and with groups of participating teachers to meet their professional development needs. This has been done on demand through modeling, webinars and small conferences and workshops. IMs also find courses and other professional development resources for teachers to participate in both during and outside of the school day.

Additionally, IMs find and create resources to help individual teachers. The IMs also help Lab School leaders plan the agendas for each of the cohort meetings, where professional development opportunities happen for school leaders on a monthly basis.

Promising Practices

Across the Lab Schools, promising practices in professional development have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Time

- The majority of the Lab Schools have scheduled time for all of the participating teachers to meet and share what is and is not working in their blended learning classes at a minimum of once a month. This time is used for sharing and professional development.
- School leaders have budgeted for teacher release time to attend professional development opportunities (during school day, meetings outside of school, etc.).

Teacher Resources

- School leadership is using the NYCDOE provided professional development offerings to support and develop participating teachers.
- IMs work to find and/or develop resources for participating school leaders and teachers to use in their practice.

Professional Sharing

- Many Lab Schools have teachers share best practices in the classroom on a regular basis.
- Mentors (veteran blended learning teachers) have been identified and made available for teachers new to blended learning.
- Lab Schools develop agendas and site visits for their cohort schools. This allows principals and teachers to share and model what is happening in their schools and learn from one another across the schools.

School Support

- One Lab School chose to have the Library Media Specialist serve as the leader for blended learning, which has proven to be a promising practice as she has the skills and resources to share and support the participating teachers in her school.
- IM's have identified individual and small groups of teachers to provide targeted professional development based on their immediate and future needs in order to help them to become more proficient in blended learning skills and pedagogy.

More to Think About

Professional Development is essential to the successful implementation of a blended learning initiative. Professional development for blended teaching should begin at least six months prior to the implementation and at least one year prior to the implementation if teachers will be expected to develop their own digital content. Professional Development needs for both school leaders and teachers should be identified once a program model and school goals have been identified. In the planning and implementation phase, the following areas should be addressed in terms of professional development:



Robert H. Goddard High School – A Comprehensive Approach to Professional Development

Goddard has developed a comprehensive approach to professional development that includes both formal and informal opportunities for teachers. The IM has worked individually with each teacher to provide professional development and has identified two blended teachers who have the potential to blend all of their teaching and will push their growth to the next level over the rest of this school year.

The leadership at Goddard has also scheduled time during the teacher's workday for participating teachers to meet and share promising practices, examples of what is working and where they need help and time to share and ask questions of each other. The teachers believe this time is valuable in helping them grow in addition to knowing that they are not alone in this new pedagogical approach.

The IM and leadership communicate at the very minimum on a weekly basis to determine professional development needs for both teachers and leadership. The IM and leadership then identify potential courses, meetings, and workshops that will help the teachers grow. Money has been budgeted by school leadership for these opportunities and to pay for the teacher's time when these offerings take place outside of the school day.

- *Costs/funding:* Which ongoing and one-time funds will be used for professional development? Initially, the cost will be to deliver and participate in leadership and teacher professional development courses. Initial offerings should focus on the pedagogy, teaching with digital content, analyzing data, and technology systems for teachers and technology, observing blended classrooms, and supporting the needs of blended teachers. Costs for ongoing professional development should also be budgeted.
- *Evaluation/research:* Several research studies and reports have been published over the last five years to identify the needs of teachers. These resources are essential in planning, providing, and evaluating professional development opportunities. Once professional development has been identified and delivered, it is recommended that participant satisfaction surveys, which are easily administered online, be used to evaluate a variety of professional development experiences.
- *Quality:* How will you determine that the professional development is at a quality level? Communicating and seeking input from all constituencies such as teachers, school leaders, professional developers, NYCDOE iLearnNYC team, and IMs will help to ensure quality blended teachers and leaders who will be able to support them. Teachers and leaders should be able to provide feedback after each professional development offering. In addition, parent and student feedback of their experiences can also assist in measuring the quality of their experience in learning, and help to identify additional professional development.



Mott Hall V – A Coordinated Professional Development Approach

Mott Hall V has a coordinated approach to professional development that is both formal and informal. Formal professional development occurs through one-on-one training with the IM, the blended learning lead teacher, and group training that may occur during department meetings.

The IM communicates daily with the school administrators and blended learning lead teacher about the ongoing professional development needs of the blended learning teachers. Based on this input, the IM customizes one-on-one professional development which can be a phone call, an online webinar, an in person demonstration lesson, or face-to-face meeting.

The blended learning lead teacher convenes weekly science department meetings where, in addition to discussions about curriculum and assessment, teachers have an opportunity to share ideas about the blended learning implementation. Occasionally, the IM may attend the department meetings to facilitate group training on a specific blended learning pedagogy or skill.

Informal professional development occurs throughout the school by administrators who chat one-on-one with blended learning teachers about the blended learning occurring in their classrooms and interacting daily with the blended learning lead teacher and IM. In addition, the IM has an office and desk located at the school, which ensures ongoing face-to-face interactions with those involved in the blended learning initiative including administrators and teachers.



ELEMENT 3: Teaching

Description: The classroom teacher is essential to the blended learning implementation. Teachers will need to understand and believe in the pedagogical shift in their teaching to successfully transform their classrooms and teaching to a blended model.

The blended model(s) chosen for implementation will determine how a teacher organizes his/her classroom, schedules their day, uses digital content and data, and transforms teaching. Teaching pedagogy and strategies will also change. Types of strategies may include student grouping, peer-to-peer interaction, and the way in which student learning is personalized and customized.

Each blended learning model will require all teachers to make a shift in their teaching and instructional practices. The adopted pedagogical approaches and the classroom teacher's practices will be the most important piece to a successful implementation of blended learning.

Key Questions to Ask Regarding Teaching

School administrators, teachers, and staff should consider the following questions about teaching and instructional practice during the planning and implementation stages of a blended learning program:

- What is the school's pedagogical philosophy?
- How will student learning change?
- How will teaching change?
- How will the role of the teacher change?
- How will best teaching practices be modeled and shared?
- How will the classroom setup change to support the blended learning models?
- What tools, professional development, and resources will teachers need to support this new model of teaching?
- How will teachers analyze real-time data to personalize instruction?
- How will teaching be observed and evaluated?

NYCDOE Leadership and Support

The NYCDOE understands the importance of the teacher in blended learning and provides a variety of ways to support blended learning teaching and instructional practice including:

- iNACOL, in partnership with the NYCDOE, has developed a blended learning rubric to assist administrators and teachers in a better understanding of blended teaching and instructional practices.
- Ongoing professional development in the form of an online course about pedagogy for blended learning blended learning teachers and IMs has been developed and is offered regularly.

- An interactive applet has been developed to assist teachers in rearranging their classrooms to support blended learning.
- Monthly cohort meetings provide discussions about pedagogy and teaching practice for cohort school leaders and teachers.
- Ongoing meetings are held throughout the year for IMs and school administrators to discuss blended teaching and instructional practices.
- IMs are provided to involved schools and provide focused individual and group professional development at each participating school.
- IMs are available during the workday for one-on-one consultation for blended learning teachers via phone, email, online conferencing, chat, texting and face-to-face meetings.

School Leadership and Support

To assist the teachers and leadership of the eight Lab Schools, iNACOL developed a continuum for blended learning (Appendix J). This continuum highlights the elements of a variety of types of classrooms beginning with the “Textbook Enhanced” classroom, which is more of a traditional brick-and-mortar classroom not using any technology, to a fully online course.



Olympus Academy – Flexible Teaching

Olympus Academy has primarily implemented a flex model of blended learning in which content and instruction are delivered primarily by the Internet, and students move on an individually customized schedule. A certified teacher along with instructional support assistants provide face-to-face support through small-group instruction, group projects, and individual tutoring. Classes typically begin with the teacher at the front of the room to provide a quick update on the goals for the day and to answer questions that students may have regarding their work.

Teachers report that there is more time to interact with students, more collaboration occurring between students, more engagement when each student has a computer and is focused on a specific blended learning lesson. Students store their assignments in a shared cloud application, which allows teachers to easily access and monitor student’s work.

An important component of Olympus Academy’s success is the collaboration between teachers. Teachers regularly schedule time to meet to discuss mutual student performance.

Lab school leaders, blended learning teachers, and iNACOL consultants used the continuum to identify the current status of each school and the teachers related to their placement on the continuum. Below is a summary of where the participating teachers in the iLearnNYC Lab Schools are on the continuum as of the spring of 2013.

The majority of the iLearnNYC teachers in the Lab Schools have been placed on the continuum as being more web-enhanced teachers rather than blended. This means they are using digital content and the Internet to enhance their curriculum, rather than truly transforming teaching and learning and personalizing each student's education.

As teachers receive more professional development related to pedagogical shifts, analyzing real-time data, and connecting and observing blended models, they will continue to move closer to the blended teacher on the continuum.

Promising Practices

Across the Lab Schools, promising practices in teaching and instructional practice have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Classroom Setup

- Teachers are creating flexible uses of their classroom spaces.
- Within the EDC blended learning teaching course, an interactive applet has been developed to assist teachers with arranging their classroom furniture to maximize learning.

Data Analysis

- Teachers are using vendor analytics to individualize instruction.
- Student self-reflection feedback is used on a daily basis to inform teachers about student learning.
- Reports from the iLearnNYC platform provide administrators and teachers with a variety of statistics to inform about student progress.

Individualized Instruction

- One participating teacher has created a worksheet for each student to complete each day. As they were working on individual lessons during the period, the students answer key questions and then record a question and an update on the progress made that day. The teacher then takes that feedback to create the lessons for the next day. Other teachers using the same vendor have also begun to embrace this idea.
- Another teacher created a form for students to report daily/weekly goals in Google Docs to share their individual progress. This school is also moving to competency-based learning environment and the English/Language Arts (ELA) teacher is also working to map the ELA curriculum to meet this goal.

Student Engagement

- Teachers who are implementing blended learning report there is more time to interact with students, more collaboration occurs between students, and students are more engaged when each student has a computer and is focused on a specific blended learning lesson.
- Schools within the iLearnNYC project have begun to partner with other schools in iLearnNYC in addition to schools outside of New York State, including schools in other countries for student projects.

Digital Content

- School leaders need to recognize that some teachers are more skilled at developing/assembling online content, whereas other teachers should focus on teaching prepared online courses rather than developing digital content.
- Participating teachers are using a combination of both vendor-created and teacher-created digital content and resources in their lessons.

More to Think About

A change in the teacher's role and pedagogical philosophy of teaching is the most essential piece of a blended learning implementation. If teaching does not change to a more personalized approach, by analyzing student data and using digital content, a blended model has not been implemented.

Professional development to assist and push the teacher to understand the changes that need to be made is essential and should begin at a minimum of six months prior to the start of the program and one year prior if teachers will be expected to also develop their own digital content.



Robert H. Goddard High School of Communication Arts, and Technology – Using a Variety of Blended Teaching Practices

Goddard's leadership surveyed and selected teachers to participate in the school's blended learning program. Each of the participating teachers has had the ability to select or create their own digital content and implement the best model to meet their individual students' needs.

Several teachers are using purchased content, but after reviewing the content and based on student feedback, the teachers have modified how they are using the content with students. These teachers begin the class period with an introduction to the lesson in addition to a project or quiz that must be completed within the period. Students are then allowed to work individually, in pairs or groups, depending where they are at in the course. Students then work on the computers or with the teacher in small groups for the rest of the class, and finish the period by providing the teacher with an update of their progress.

While this seems to be the most common model at Goddard, a few teachers are developing their own digital content and students are working on assignments as a whole class using the technology. Teachers will provide a lecture early in the period and then students work on assignments using the computers and other resources throughout the week to complete the projects and assignments. While it is less personalized, as all students are required to complete assignments at the same time, this does allow the teacher work with students in small groups or individually to work through issues they have throughout each week based on the real-time data from the digital content and technology systems.

Once a teacher begins their new journey as a blended learning teacher, ongoing professional development and support are highly recommended to ensure a high quality implementation.

- *Costs/funding:* Which ongoing and one-time funds will be used for supporting new models of teaching? Initially, the cost will be to deliver and participate in leadership and teacher professional development courses. Initial offerings should focus on the pedagogy, teaching with digital content, analyzing data, and technology systems for teachers and technology, observing blended classrooms, and supporting the needs of blended teachers. Costs for ongoing professional development and teacher release time to plan and work with other blended teachers should also be budgeted.
- *Evaluation/research:* Several research studies and reports have been published over the last five years to identify the needs of online and blended teachers. These resources are essential in planning for, providing support for and evaluating teachers new to blended learning. Student learning through a variety of ongoing assessments can assist in the evaluation of teaching practices. Throughout each course, it is also recommended that student course surveys and teacher self-evaluations be administered to provide feedback from both students and teachers on an ongoing basis in order for improvement.
- *Quality:* How will you determine that teaching in a blended model is of high quality? What should a school administrator be looking for when observing and evaluating blended teachers? iNACOL, in collaboration with iLearnNYC, has developed a rubric (Appendix I) to assist school leaders in evaluating blended learning teachers and all elements of the program.



ELEMENT 4: Operations

Description: Successful implementation of blended learning requires the use of digital learning systems that provide teachers, school administrators, students, and parents with real-time student progress information and the ability to easily adapt content and instruction based on student performance.

Administrative systems include Learning Management Systems (LMS), Content Management Systems (CMS), and Student Information Systems (SIS).

Additionally, new educational models such as blended and online learning options require the review of existing teaching and learning policies and potentially the revising of existing policies, or creation of new ones, to foster innovation, empowerment of teachers and successful implementations. Examples of policies that may need to be addressed include but are not limited to: seat-time as a measure of student performance and funding; length of time that a student has to complete required courses; scheduling availability of courses; instructional credentials; professional development to support blended and online teachers; access to required technologies.

Key Questions to Ask Regarding Operations

School administrators, teachers, and staff should consider the following questions about operations, administrative systems, and policy during the planning and implementation stages of a blended learning program:

- How does the plan for blended learning potentially change the structure of a traditional school day (facilities scheduling)?
- Which state, district, and/or local policies foster or inhibit implementation (testing, accountability)?
- What data should be collected to support individualized student learning? What systems are in place to collect this data?
- What CMS/LMS will be utilized for the delivery of digital content and instruction?
- What training will need to be provided to teachers engaged in blended learning?
- What support services to students will be provided?
- How will parents be both informed about what blended learning is, and how they can support the effort?
- How will this new way of delivering instruction necessitate a change in teacher and student evaluation?
- How will interoperability between systems (content, hardware, learning management system, and student information system) be ensured?



Olympus Academy – A System of Caring

The school leadership at Olympus relies on the IM to provide collaborative and ongoing input as part of the blended learning leadership team. The teachers involved in the blended learning program understand the vision and have a passion for developing their blended learning teaching skills.

Because Olympus Academy targets and services students who are over-age and undercredited, school administration and teachers recognize that students need online content and instructional practices that are adaptive to their personal needs and allows for flexibility in pacing. In any given classroom, students will be at different points within their online coursework; both the digital platform and instructional methods need to accommodate this. Additionally, the leadership of the schools also has established a “culture of caring” at the school. Individual student accomplishments are celebrated, students are challenged to excel through positive reinforcement, and students shared that for many of them, they felt that this was the first school they have ever attended in which the teachers truly cared about their success, all with the goal of achieving not only a high school diploma but also to enroll in a college or university.



High School of Economics and Finance – Increasing Options for Students

The High School of Economics and Finance (HSEF) continues to establish policies and support systems that take advantage of the various tools of online and blended learning. They realized that students wanted the opportunity to take a French course, so they partnered with a teacher in another school to provide an online French course. They realized students needed a different approach to learning material, so they implemented a blended learning approach in their PM school (after school credit recovery program). They realized that some students needed advanced courses that were not offered, so they developed a blended learning Advanced Placement® Environmental Science course for a select group of advanced students. In each implementation, analytics were kept that measured student success as well as what parts of the program needed to be adjusted. Metrics used included percent passing, attendance, observations, teacher feedback and student engagement. Principal Michael Stanzone remarked, “When you walk into the blended learning classrooms, you notice how teachers are facilitators that are constantly moving around the room, and you can immediately see how much more students are engaged in their learning.”

NYCDOE Leadership and Support

As part of the blended learning implementation support, iLearnNYC has provided the following administrative systems and policies to support blended learning implementations:

- A course management system/platform has been provided for use by blended teachers, including individualized student logins, discussion board, teacher assignments, and a digital grade book.
- Digital content from 15 vendors is available to schools for use as part of the platform and can be customized by administrators and teachers.
- The platform has analytics capabilities that provide information to the teacher about student learning and provide opportunities for teachers to individualize student learning.
- Ongoing meetings between iLearnNYC administration and IMs about learner analytics tools facilitate progress towards the iLearnNYC goals.
- iLearnNYC policies are written and articulated that support the blended learning initiative.

School Leadership and Support

School leadership at the participating schools support operation and policy changes in a number of ways, all in the effort to ensure that students and teachers are provided the flexibility and resources they need to perform at their highest level. Through professional development and in conversations with blended learning teachers, administrators communicate how the blended learning instructional delivery models change from a single teacher being the lone deliverer of instruction to a team approach where the combination of adaptive digital content, the teacher, and teaching aides all work in tandem to support student learning. In addition, administrators support teachers in restructuring their classrooms so that students may work at a pace that is suited to their academic capabilities. Finally, school leadership is creating a culture of using data to drive instructional delivery. The emphasis on ensuring that teachers understand how to access, process, and act upon real-time student performance data is a key element to the success of blended learning programs.

Promising Practices

Across the Lab Schools, promising practices in operations, systems and policies have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Operational Support

- Assistant Principals are assigned to work directly with the IM and the blended learning teachers.
- System-wide course management system is provided to all participating schools.
- Digital content for use by the blended cohorts has been vetted and made available by iLearnNYC.
- Participating teachers share a common planning time.

Policy Development

- Focus is on student achievement towards course goals, not on seat-time and hours of instruction.
- Students are provided individualized pacing options to complete their online courses in a timeframe that best meets their needs and abilities.
- Ongoing study of the implementation of competency education practices will provide further movement to student centric teaching and learning.

Data-driven instruction

- Teachers are using real-time performance data to provide both group and individualized remediation opportunities for students.

More to Think About

New educational models such as blended learning require a review of existing operational practices and policies and potentially the creation of new protocols to foster successful implementations. Operational issues such as the structure of the school day for students and teachers may need to be changed. Administrative systems that provide real-time student performance data will need to be utilized. Even policies related to seat-time, the definition of “attendance” and how instructors are evaluated will need to be reviewed.

- *Costs/funding:* What are the potential costs of implementing a new student information system and learning management system; including training costs of school personnel? Is there a technology solution that allow the current student information system to interface with the learning management system?
- *Evaluation/research:* Blended learning, when successfully implemented, changes the role of the teacher in regards to their responsibilities for content delivery and student assessment. Traditional teacher evaluation systems often assess teachers based on a single or small number of classroom observations that are based on the teacher being the primary deliverer of instruction. New evaluation formats may be necessary to effectively assess instructional quality in a blended learning classroom.
- *Quality:* Blended learning classrooms provide individualized pacing and instructional support to students in their effort to complete their courses in a timeframe that best meets their needs and abilities. The focus is on student achievement towards course goals, not on seat-time and hours of instruction. To ensure a quality blended learning implementation, school leaders should continually seek to identify and remove barriers and ensure that teachers, students, and parents have the information and support they need to be successful.



ELEMENT 5: Content

Description: The decision to buy or build digital content is essential in the implementation of online and blended learning programs. Teachers may use content from an online provider, create their own, or a combination of both.

Key Questions to Ask Regarding Content

School administrators, teachers, and staff should consider the following questions about content during the planning and implementation stages of a blended learning program:

- How will content be acquired (build, buy, or borrow)?
- Is content aligned to instructional goals of the program?
- If developing content, what professional development will be provided for content developers?
- How will the content be customized to meet student needs?
- Which content management platform will be used to manage purchased and/or developed content?
- Is content aligned to state standards?
- What ongoing professional development will be provided to teachers regarding the use of content, the platform and alignment to standards and quality?

NYCDOE Leadership and Support

Once the vision for the iLearnNYC was established, the decision was made to create a common online platform that could be used by all schools across New York City. Once the platform was developed, the NYCDOE created criteria and a selection process for vendor content to be used by schools. There were 15 vendors selected that provided content in all subject areas for grades 6-12. Schools may select vendor content that best meets the needs of their students. In addition, the iLearnNYC platform was developed so that schools and teachers can use vendor content, customize the vendor content, or develop their own content within the platform. In addition, teachers are able to select other subject specific web content, such as videos, which can easily be placed in the platform and incorporated into lessons they may develop. NYCDOE provides ongoing professional development regarding the use of the platform and the various vendors throughout the year.

School Leadership and Support

Across the iLearnNYC schools, the common platform is utilized in a variety of ways. School leadership and teachers select the content that best meets the needs of their students on a yearly basis. Once the content is selected, blended learning teachers spend time examining the content and aligning the online content with their respective subjects and grade levels. Throughout the school year, at department meetings and designated professional development time, the platform and content is reviewed to determine how teachers can best use it as part of the regular curriculum. In some schools, lead teachers demonstrate and share how the platform and content can be utilized on a daily basis with other involved and interested teachers.

Promising Practices

Across the Lab Schools, promising practices in using content have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Common Platform

- Having a common online platform (learning management system or LMS) facilitates professional development, consistency and common reporting across schools.
- As content is developed, there is the opportunity to share content between teachers and across several schools.
- Ongoing professional development about the technical and pedagogical use of the platform is provided for blended learning teachers.

Content Decision Making

- Schools choose the vendor content that best meets the needs of the students that attend their school.
- Teachers are involved in the selection of the content used at each school.

Platform Reporting

- Administrators utilize the platform reports to view usage and report this information to blended learning teachers.
- Teachers utilize platform reports to determine student learning and then customize learning for students based on these reports.

Customizable for Daily Use

- The platform allows teachers to use vendor content to customize for student learning.
- Teachers may develop their own content in the platform that students can access at any time from school or home.
- Individual student lessons may be customized within the platform for students who may need a variety of strategies to learn concepts or who have individual educational plans.
- Teacher lessons for the entire year are placed in the platform for use by students on a daily basis and are modified from year to year as needed.
- All functions of the platform are utilized on a daily basis by teacher and students including lesson content, assessments, student dropbox for turning in work, and the electronic grade book.



High School of Economics and Finance – Using Online Options to Teach French

The High School of Economics and Finance (HSEF) has taken advantage of a variety of content options for students. First, there was a need for students to take a foreign language course other than Spanish. HSEF administrators coordinated with a French teacher at another school to provide an online French course for their students, primarily using vendor content from Middlebury Powerspeak. Second, there was a need for Advanced Placement® students to have additional AP® science courses. The Assistant Principal developed an AP® environmental science course for a select group of students where students work independently on their content during class time twice a week.

Finally, a group of math students were not being successful in their school in their math courses. Several math teachers started using vendor content for their math courses in the PM school. PM school provides an opportunity for students who may need to complete targeted credit recovery or take a course over in order to gain credits toward graduation. PM School is currently offered during the Spring Semester in the subjects of Math, English and Science. Students became more engaged in their learning, and ultimately, learned the needed math concepts.



Francis Lewis High School – Labs of Innovative Content

School leadership, led by Principal Shama, has fostered an environment for participating teachers to be innovated in their attempt to implement blended learning using a variety of models. Ultimately, these “labs of innovation” will determine which model is most effective.

While many of the Francis Lewis teachers are involved in developing their own digital courses using the content provided by iLearnNYC (Aventa Learning courseware as one example) and other OER materials, administration has recognized that some of the teachers involved really would have benefited if they could have focused more time on actually honing their skills at being a blended learning teacher as opposed to having to spend considerable time at online course. Future blended learning implementations may involve some teachers using the base online course provided through iLearnNYC, rather than having them take on the role of development and enhancing their own online courses.

With the “incubator” approach that Francis Lewis High School is using to implement blended learning, there will need to be a method for measuring which instructional models, and which digital content resources, are proving to be most successful. How this success is defined and measured will be very important.

More to Think About

Selecting content that will be used by teachers is critical to the successful implementation of a blended learning initiative. Planning for blended learning should occur at least one year prior to the implementation. In the planning phase and in subsequent implementation years, teachers should view the available content and make decisions based on the needs of their students:

- *Costs/funding – purchase vendor content:* Which ongoing and one-time funds will be used for the purchasing of vendor content? Administrators should plan ongoing budgets to include the cost of content – this becomes an ongoing curriculum cost.
- *Costs/funding – teacher-created content:* Which ongoing or one-time funds will be used for initial teacher time to develop content? Teachers need professional development and guidance if they are developing their own content. This initial content development works well during the summer when teachers are not teaching. Once the content is developed, content adjustment becomes part of the regular teacher workday.
- *Evaluation/research:* How will teachers and administrators know that the content is effective? Some process should be developed within the school to provide ongoing feedback among teachers and administrators about the content. One evaluation tool that could be used would be having students evaluate the content, which can be easily administered online.
- *Quality:* How will you ensure that the purchased content or teacher-developed content is at the right quality? Utilizing an alignment rubric similar to what is used with textbooks is one way to ensure quality as well as providing professional development for teachers in quality alignment based on common core standards and online course standards.



ELEMENT 6: Technology

Description: A reliable technology infrastructure is required for the successful implementation of blended learning. This includes a dependable telecommunications network, software, and hardware devices that can be accessed and utilized by students and teachers. In addition to the technology infrastructure, educators and students need effective technology support to maintain positive momentum in teaching and learning in a digital environment.

Key Questions to Ask Regarding Technology

School administrators, teachers, and staff should consider the following questions about technology during the planning and implementation stages of a blended learning program:

- What technology, hardware, software, and networking, will be needed to run a successful blended learning initiative?
- What technology infrastructure is currently available to support blended learning?
- What investments need to be made to the school's technological infrastructure, including but not limited to bandwidth, hardware, software, devices, and network?
- What technical support for students and teachers is needed to maintain technological infrastructure (human, interoperability)?
- Will the school employ a single-platform hardware approach or utilize multiple platforms (PC, Mac OS)?
- Will the school support BYOD (bring your own device) for students?
- What technology accessibility, if any, will students need to have outside of school?
- How will interoperability between systems (content, hardware, learning management system, and student information system) be ensured?

NYCDOE Leadership and Support

NYCDOE and iLearnNYC implementation has provided the following technology systems and policies to support blended learning implementations:

- A robust network that can be accessed by a variety of student and teacher devices.
- A course management system/platform has been provided for use by blended teachers, including individualized student log ins, discussion board, teacher assignments, and digital grade book.
- The platform has analytics capabilities that provide information to the teacher about student learning and provide opportunities for teachers to individualize student learning.
- District technical support is available via phone and email.
- Ongoing meetings between iLearnNYC administration and IMs about technology use and tools facilitates progress towards the iLearnNYC goal.

School Leadership and Support

School leadership is helping to ensure that the technology needs for their blended learning programs are addressed in a variety of ways. In all Lab Schools, a school technician is dedicated to the blended learning classes to ensure that instructional time is not adversely affected by “down time”. In many, if not all, of the Lab Schools, a school technician is dedicated to the blended learning classes to ensure that instructional time is not adversely affected by “down time”. The technology support reps have been educated on the unique needs of the blended learning program and are quick to respond to the technology needs of the teachers and students. Lastly, school leadership model their expectations. By being visible in their own use of technology, through their interactions with students, parents, and teachers, as well as in classroom visits and informal communications, administrators demonstrate the commitment to blended learning by their own use of technology as part of everyday operational activities.

Promising Practices

Across the Lab Schools, promising practices in using technology have emerged that support the effective and efficient implementation of blended learning. The following are examples of promising practices that are taking place in some way in each Lab School:

Technology Training

- Content knowledge is only part of the equation for teachers to be successful in a blended learning environment. Training on how to utilize hardware and digital content for instructional purposes is critical. IMs, school-based administrators, and teacher mentors all play a role in providing teachers with both introductory and advance technology training, depending on the needs of the teacher.
- IMs provide training to instructional staff on the use of content management systems and how to effectively use student performance data to modify instruction.

Technology Support

- Lab schools have a dedicated technology support representative to ensure that network and hardware is functioning properly.
- Participating teachers develop a system of sharing technology tips through regular communication.

Hardware and Software Needs

- A school-wide content management system is utilized.
- Schools utilize digital content provided to them from 15 digital content collections that the district has approved for use.
- Select instructors are provided the opportunity to develop their own digital lessons.
- Multiple device options are available to students.

More to Think About

A successful blended learning implementation simply cannot be achieved without the necessary technology to support such an initiative. The appropriate combination of a robust network, software, and hardware must be assembled for students and teachers to engage in blended learning opportunities. Once you have determined what your blended learning goals are, you will want to assess what changes may need to be made in your current technology infrastructure. Establish your blended learning goals first, then work on assembling the technology to support those goals, rather than allowing currently technology capacity to drive, or limit, your plans. Ideally, this type of assessment and the necessary technology assessment will begin approximately 12 months prior to implementation. In the planning and implementation phase, the following questions should be addressed:

- *Costs/funding:* Is existing technology in the school adequate to implement the blended learning plan? If no, what upgrades to the network, software, and hardware need to be made? From where will the money to support the technology needs come? Be sure to consider not only costs but the time that will be needed to implement upgrades and provide appropriate user training on new technologies.
- *Evaluation/research:* Take time to explore what other schools and districts have done in terms of ramping up their technology capabilities for blended learning. This type of research can be invaluable and save time and money as you consider the technology needs for your blended learning implementation. When selecting technology partners, evaluate their experience and success in helping implement blended learning and be sure that technology that is acquired meets the curriculum and instructional delivery needs of the teachers.
- *Quality:* Consider how you will assess the overall quality of your technology implementation plan. How will you define and measure success as it relates to the technology support for blended learning?



Francis Lewis High School – Less Down Time

Francis Lewis has dedicated tech support onsite to support administrators, teachers and IMs with the network and devices used in the school. Having a full-time school technician at the school provides both network and device support so that the students and teachers machines are functional. Obviously the less “down time” that each of these groups encounter, the higher probability that the blended learning goals can be attained.

Because Francis Lewis instructors involved in the blended learning program utilize a variety of both vendor content, Open Educational Resources (OER) materials, and teacher-created online courses, the implementation of common learning management system is very important, both for ease of use for the students but also for data reporting purposes related to student progress and achievement.



Fordham High School of the Arts – Re-prioritizing the Budget

The leadership at Fordham has hired a full-time school technician to support their blended learning teachers and students. This technician supports the school technology infrastructure and network as well as ensures student and teacher laptops are working and software is up to date.

The school’s principal believes in this program and has re-worked the budget in order to fund the full-time position. Having a full-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be used to implement the blended learning goals.

As the Fordham blended learning program evolves over the next year to allow for teachers to develop their own content, it will be essential for the teachers and students to utilize one Learning Management System (LMS), to ensure consistent data reporting, student login, and for the teachers to easily create and upload new digital content. This will also allow the technician to easily support all teachers and students by choosing to use one common LMS to support the school’s blended learning vision and goals.

Conclusion/Summary

The path each school takes down this road of blended learning may be different, but the journey will be the same.

iNACOL worked with the iLearnNYC Lab Schools during the 2012-2013 school year for the purpose of developing this roadmap. Data was collected via school observations, conversations with school and district administrators, meetings and conversations with IMs, quarterly benchmark reports, and attendance at Lab School cohort meetings. Through the analysis and examination of this qualitative data, common themes emerged. The main result was the “Six Elements for Planning and Implementation of Blended Learning” which include leadership, professional development, teaching/instructional practice, operations/administrative systems/policies, content and technology.

This roadmap was designed for any school administrative team to follow in order to implement a blended learning program. The path each school takes down this road may be different, but the journey will be the same. Every school has a different culture, with different teachers and different students who have different needs, but the six elements outlined in this roadmap are needed for any school to have a successful blended learning implementation. Some schools may complete this roadmap in one year, while others may take two or three years. Whatever time it takes, it is important to take the time needed to plan and then to implement based on the needs, expectations, standards and culture of your school. Overall, it is important to remember that people are the most important component for implementing the program. Identifying how the people involved in the program will be encouraged, empowered and supported will facilitate a more effective and sustaining adoption.

Essential for implementation is a consistent leadership team that is collaborative, innovative, supportive, and is empowering of others. The key areas of initial focus that provide the framework for a successful blended learning implementation include:

- Clear and measurable short and long term goals that are re-examined at least yearly.
- Recruiting and selecting the right teachers.
- Providing ongoing customized professional development that is both online and face-to-face, based on the needs of blended learning teachers and staff. Professional development should focus on pedagogy, technology tools and content.
- Identification of ongoing formative evaluation indicators and measures of success for the program.
- Maintaining and sustaining a functional technology infrastructure and technology devices.
- Identifying the financial and human resources to support the overall implementation.

Within each element is a section entitled “More to Think About”. Three important areas that affect implementation and cross all elements include: budgeting, evaluation and quality. Key questions for administrators to consider regarding these topics are included within each element. Overall, the important questions to consider are: a) What is the needed budget and where will it come from? b) What tools will be used to measure progress? c) How do you measure quality within each element?

Maintaining and sustaining a blended learning initiative takes ongoing attention and involvement by administrators, teachers and staff. The amount and type of digital content as well as online tools for teachers to use with students is constantly changing, so it is important to have a system of ongoing professional development in place for all blended learning teachers. Informal professional development can be teacher check-ins, lunchtime meet-ups, scheduled meetings for teachers to meet and discuss various topics, or lead teachers sharing ideas with other teachers in passing. In addition, each teacher should develop his or her own personal learning network which would include other people, Twitter followers, blogposts or webinars that increase their knowledge on topics of interest. Joining professional organizations such as the International Association for K-12 Online Learning (www.inacol.org) provides other informal exchange of information through webinars, member only forums and regional committees. Formal professional development would include topic driven workshops presented on topics identified by the teachers. Some of these could be presented by teacher-leaders from the school. Overall, an ongoing systemic plan for teacher professional development should be in place to ensure sustainability.

Administrators and teacher-leaders should have a system in place by which they keep updated about of the changing environment of blended and online learning. This could include reviewing the latest research and reports such as *Keeping Pace with Blended and Online Learning*, attendance at conferences and membership in key organizations such as INACOL. Establishing a collaborative environment by which teachers and administrators can share new research, teaching strategies and teaching tools within the school will further enhance the learning for everyone involved.

Finally, it is important to realize that the implementation of effective teaching and learning — whether face-to-face, blended or online — never ends. An effective blended learning implementation will eventually become integrated into the “regular” teaching and learning of the school and not thought of as something separate or different. The culture of the school embraces change and innovation and becomes part of the fabric of the school, and the end result is a community of learners where all students are engaged and achieving at high levels.

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Appendix A – Fordham High School for the Arts Profile

Overview

Blended learning implementation at Fordham High School for the Arts (Grades 9-12) is occurring in a variety of courses, among the Math Department, 2 English teachers, 2 Social Studies teachers and the Dig-It program throughout the school. Two teachers stand out as the innovators while the rest of the teachers fit into the early adopters and beyond as blended learning is gradually integrated throughout the school.

Implementation Notes: The principal's vision for the iLearnNYC program at Fordham is to ensure all students have multiple pathways to success in college and career. About 1/3 of the participating students are taking Advanced Placement® courses, 1/3 are students with special needs and the other 1/3 are taking Regents courses in a blended format.

The student population of the school is extremely varied in that students are either high achievers or below grade level. Blended learning allows students at all areas of the student achievement spectrum to work at their own pace to achieve their individual goals.

The program started with a handful of teachers and is rapidly growing. The Assistant Principal has been a strong leader of the program as both a mentor to new teachers to the program as well as pushing himself and the other teachers to reach their full potential.

Lab School Goals

- Fully implement blended courses in all core content areas (Mathematics, English, and History).
- Continued development of blended Advanced Placement® courses that will prepare students to sit for AP® exams in May 2013.
- Transformed classrooms into more student-centered learning with teachers using iLearnNYC in order to create various paths for students to self-pace and differentiate.

Lab School Cohort Goal

To implement blended practices within classrooms to build sustainability and capacity throughout the school.

Blended Learning Model(s) Utilized: Rotation and Flex Models are utilized at FHSA. The majority of the teachers are using flex models, with the Assistant Principal using a combination of flex and rotation models in his math courses.

Rotation Model is a program in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and paper assignments.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Leadership

Implementation Manager (IM) at Fordham

- Spends between one to two days of each week supporting blended learning teachers at Fordham.
- Provides ongoing formal and informal communications in person, email, and telephone.
- Provides group and individual as needed trainings with involved blended learning teachers.
- Hosts ongoing formal and informal meetings with principal and assistant principal.
- Attends iLearnNYC implementation team meetings at Fordham each month.
- Manages, develops and implements cohort meetings on a monthly basis for 18 cohort schools.
- Identifies and works weekly with two iLearnNYC teachers to provide additional support and professional development.
- Sends bi-weekly newsletter announcements to all schools about upcoming professional development and announcements about variety of topics such as teacher presentations, select articles, and available trainings.
- Completes quarterly goal and benchmark reports in collaboration with the principal and assistant principal.
- Develops workshops and PD with Fordham Arts leadership to present to schools on how blended learning can transform students' learning experience.
- Encourages students presented at College Board meeting to administrators from iLearnNYC and schools across New York City.

School Leadership

The leadership team at Fordham consists of the principal and assistant principal.

Principal

The principal provides leadership and support for the implementation of blended learning in the following ways:

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms.
- Meetings with assistant principal to discuss ongoing school progress, including blended learning implementation.
- Formal and informal meetings with the iLearnNYC blended learning teachers.

2012-13 SCHOOL YEAR

Name of Lab School:

Fordham High School
for the Arts

Grade Levels: 9-12

Number of Students: 368

Location of School:

500 East Fordham Road
Bronx, NY 10458

Phone Number:

718-733-4656

Principal: Iris Blige,

iblige@schools.nyc.gov

Assistant Principal:

Michael Johnson Jr,
mjohnson36@schools.nyc.gov

iLearn Implementation

Manager: Natalie Cosby,
ncosby2@schools.nyc.gov

iLearn School

Implementation Team:

Math Department
2 English Teachers
2 Social Studies Teachers

Blended Learning Focus

Grades: Grades 9-12

Teachers Involved:

10 (Math, English, Social
Studies, Dig-IT)

Students Involved: 200

- Established a culture of support and pride and risk taking throughout school community.
- Informal check-ins with the IM (in person and email).
- Continued creation of classroom environments that are conducive to iLearnNYC coursework, in order to align with school goals and city-wide initiatives.

Assistant Principal

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms.
- Formal and informal meetings with the iLearnNYC blended learning teachers each month.
- Formal and Informal check-ins with the IM.
- Teaches a blended learning math course and serves as a model teacher and classroom for others on staff to observe and collaborate.
- Provides support and mentors blended teachers.
- Provides time and support for blended learning teachers to be creative in their implementation of blended learning.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by the principal and assistant principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.
- Openness to change. Teachers have only used vendor products for their digital content and the administration is now open to a couple of teachers developing their own content.
- The assistant principal is very involved in and focused on the success of the iLearnNYC project and school goals. He is dedicated to building relationships with each of the teachers in order to better understand their strengths and needs to support their growth as a blended teacher.

Professional Development

School Implementation

Fordham has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- IM has identified to stand out teachers to provide one-on-one support.
- The IM has created a wide variety of resources to support the blended learning teachers at Fordham Arts.
- Teachers meet and discuss blended learning implementation goals.
- The principal and assistant principal are open to participating teachers participating in district and other professional development offerings as requested.
- School invites vendors to content meetings and iLearnNYC cohort meetings for planning and training.

Promising Practices

- Having scheduled time for teachers to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.
- Challenge teachers to push themselves in blending their teaching by finding additional professional development, having administration teach blended courses and share resources are all promising practices at Fordham Arts.
- Fordham Arts has an “open door” policy for classroom visitations and feedback.

Teaching

School Implementation

- Each blended learning classroom has an interactive white board and cart of laptops.
- Fordham Arts, as a whole school, is striving to a student-centered learning model.
- The teacher’s desk is usually in the back or some corner of the classroom. Some of the classrooms had the desks grouped together, a few were in a U-shape formation and other were in rows but had two desks paired with each other and one had them set up in small groups.
- Participating teachers ranged from lecturing at the front of the room to kick off the lesson and transitioned students to work independently or in small groups, where in other classrooms, students went straight to work on whatever project they were currently working on, either in groups, pairs, or individually and the teacher continuously walked around the room assisting students.
- Teachers used learning analytics provided by the iLearnNYC platform, vendor content and individual student feedback to re-configure groupings and to differentiate instruction.

Promising Practices

- Creating flexible use of the classroom space.
- Use of vendor analytics in addition to student self-reflection feedback on a daily basis to inform teachers about student learning.
- A teacher had created a worksheet for each student to complete each day. As the course progressed, the student was responsible and held accountable for their learning. As they were working on individual lessons during the period, the student would answer key questions and record a question and an update on the progress made that day. The teacher then took that feedback to create the lessons for the next day. Other teachers using the same vendor have also begun to embrace this idea.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- Three Teachers: 100% Blended
- Five teachers: 60% Blended and 40% Web Enhanced
- Two teachers: 75% Web Enhanced and 25% Blended

Operations

School Implementation

- Administrators and teachers utilize the platform for vendor content that provides learning analytics for the teacher, student and administrator.
- School administrators have developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Use of the reporting features of the platform provide ongoing information about student learning for teachers and administrators.
- Learner analytics provided by students, teachers, and vendors used in the school provide ongoing information about student learning to teachers and administrators.
- A school culture of innovation and support of blended learning increases adoption and implementation rate among teachers.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is vendor provided.
- Next year, four additional teachers will be provided the opportunity and support to develop their own digital content.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- Having content from a variety of approved vendors in a variety of subjects, in one location for schools to access.

Technology

School Implementation

- A full-time technician is on the Fordham Arts campus five days per week to support administrators, teachers and IMS with the network and devices used in the school.

Promising Practices

- The district has allocated funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a full-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be working and used to implement the blended learning goals.

Appendix B – Francis Lewis High School Profile

Overview

Blended learning implementation at Francis Lewis High School is occurring in a cross section of curriculum areas in grades 9-12. Each teacher has been provided the flexibility to implement blended learning in their classroom in varying formats (an “incubator” approach), where the teachers can differentiate for themselves as opposed to doing a prescribed single blended learning model for the entire school. Teachers gravitate to the Lab and Flex models of blended learning as they seem to be the most efficient.

Lab School Goals

- Increase teacher proficiency and capacity in developing online components and use of blended learning technology.
- Collect students’ progress data toward achievement in each of the citywide expectations for common core using LMS software to better improve on professional development and content development.
- Increase the number of online coursework in the core curriculum being offered by iLearnNYC that incorporates “homegrown” content to 24 courses.
- Increase the percentage of students meeting credit requirements through online courses in English, Foreign Language, History, and Physical Education.

Lab School Cohort Goal

Increase teacher proficiency and capacity in developing online components and use of blended learning technology.

Blended Learning Model(s) Utilized: The Flex Model is utilized at Francis Lewis High School

The Flex Model is a model in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. This model has been used for regents tutoring, content supplementation and academic intervention services.

2012-13 SCHOOL YEAR

Name of Lab School:
Francis Lewis High School

Grade Levels: 9-12

Number of Students: 4,117

Location of School:
58-20 Utopia Parkway
Queens NY 11365

Phone: (718) 281-8200

Principal: Musa Ali Shama,
MShama@schools.nyc.gov

Assistant Principal:
Desmond Poyser,
DPoyser@schools.nyc.gov

iLearn Coordinator:
Lisa Brenes,
Lbrenes@schools.nyc.gov

iLearn Implementation Manager: Joseph Iacono,
Jiacono2@schools.nyc.gov

iLearn School Implementation Team:
7 teachers and
3 administrators

Blended Learning Focus Grades: Grades 9-12

Teachers Involved:
2 Math
6 Integrated Co-Teaching
2 Special Education (Self-Contained)
1 World Language
1 Science
2 Economics

Students Involved: 592

The Lab Model is used as a strategy for many classes in the building. In one particular strategy, re-takers of the regents receive individualized instruction within the classroom from a teacher who is informed by benchmarks from a custom built database that uses homegrown content developed by multiple departments.

Leadership

Implementation Manager (IM) at Francis Lewis High School

- Spends about 5 hours per week supporting blended learning teachers at Francis Lewis High School.
- Ongoing formal and informal communications in person, via email, and Edmodo.
- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with school leadership to identify the different professional development needs.
- Manages, develops and implements cohort meetings on a monthly basis for cohort schools.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal and assistant principal.

School Leadership

The leadership team for the blended learning program at Francis Lewis High School consists of primarily the principal, assistant principal, and the iLearnNYC coordinator.

- The principal has established a strong vision that has clearly propelled the school towards 21st Century objectives. His vision is one that promotes the success of all 4,117 students in the building.
- The team Interacts weekly with each other and the teachers at the school who are involved in the blended learning implementations. They compare notes on what they have seen which provides an informal feedback loop for all administrators.
- Constant check-ins with blended learning teachers by informal conversations, email, conference time, and/or classroom observations ensure that there is two way communication between the teachers and the administration and that students do not fall in between the cracks.
- Informal check-ins with the IM each month.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated a clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by principal and assistant principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.

- Teachers respond to the principal's passion for building content that is homegrown and identify with his strong desire to effect an increase in student learning and the development of teacher practice.
- Time scheduled for teachers to meet during the work week.
- Implementation team meetings with school administration formally and informally throughout the month.
- The principal, assistant principal, and iLearnNYC coordinator are focused on the success of the iLearnNYC project and school goals. They are dedicated to building relationships with each of these teachers in order to better understand their strengths and needs to support their growth as a blended teacher.

Professional Development

School Implementation

Francis Lewis HS has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- iLearn team are constantly in contact with the IM creating an instant feedback and response system.
- Teachers meet in department groups and discuss blended learning implementation goals on a monthly basis.

Promising Practices

- Blended learning teachers schedule time to meet and share ideas important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.

Teaching

School Implementation

- Each blended learning classroom has laptops for individual students.
- Blended learning teachers in blended learning classrooms frequently rotate around the classroom, pulling groups of students based on student learning needs.
- Participating teachers ranged from lecturing at the front of the room to kick off the lesson and then let students work independently or in small groups, where in other classrooms, students went straight to work on whatever project they were currently working on, either in groups, pairs, or individually and the teacher continuously walked around the room assisting students.
- Teachers and administrators use sophisticated data systems such as custom databases and reports to identify and address students' individual weaknesses and enhance their strengths.

Promising Practices

- Teachers who are implementing blended learning report there is more time to interact with students.
- Students are more engaged when each student has a computer and is focused on a specific blended learning lesson.
- Recognition of teacher leaders who are more skilled at developing/assembling online content who support other teachers who are incorporating blended learning into their classrooms.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- Classroom models are primarily a mix of web enhanced and blended instruction.

Operations

School Implementation

- Administrators and teachers utilize the platform for both vendor and teacher-developed content.
- School leadership has developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Learner analytics provided by vendors used in the school provide ongoing information about student learning to teachers and administrators.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- Principal has made a clear investment in the development of strong, common core enhanced homegrown content.
- The iLearnNYC platform is utilized for students to log into course content that is both vendor provided and teacher created.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- Having content from a variety of approved vendors in one location for schools to access.

Technology

School Implementation

- Francis Lewis has dedicated online technical support for administrators, teachers, and IMs.
- The principal's investment in technology is evident. The school has 12 computer labs, each teacher has an iPad and approximately 70% of the classrooms are equipped with interactive white boards.
- Teachers are constantly offered professional development in Skedula, EdModo, Castle Learning, Safari Montage, Blended Learning, Pen Casting, Excel, etc.

Promising Practices

- The district has allocated funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a full-time technician at the school that can provide both network and device tech support is important so that downtime can be minimal.

Appendix C – Robert H. Goddard High School of Communication Arts, and Technology Profile

Overview

Blended learning implementation at Goddard HS (Grades 9-12) is occurring in a variety of courses, among eight teachers throughout the school. Two teachers stand out as the innovators while the rest of the school will fit into the early adopters and beyond as blended learning is gradually integrated throughout the school.

Implementation Notes: The program began with a focus on credit recovery during the first year. However, the administration felt that students were too independent and not as successful. In addition to credit recovery courses, AP® and Regents courses were also implemented using blended learning approaches, in which they found students were very successful. The administration has made a push to move away from credit recovery, and they are now focusing more on Regents and Advanced Placement® courses.

Blended learning implementation at this school is occurring on a voluntary basis. Teachers must request or have been asked (based on previous interest and teaching practices) to participate in the iLearnNYC project. All students who are taking courses from any of these eight teachers are participating in some form of blended learning.

The Digt! program has also been implemented (two of the participating teachers) to provide a project-based, blended learning course to teach students life skills to prepare them for life after high school. These students also receive a netbook computer upon completion of the program.

Lab School Goals

- By June 2013, raise Geometry and Earth Science course pass rates to over 90%.
- By June 2013, raise Earth Science Regents pass rates to over 90%.
- By June 2013, raise Geometry regents pass rates to over 70%.
- By June 2013, raise the number of AP® scores of 3 or above by over 20%.

Lab School Cohort Goal

By June 2013, increase the scholarship of the school by 5%.

Blended Learning Model(s) Utilized: The Rotation and Flex Models are utilized at Goddard HS.

Rotation Model is a program in which within a given course or subject (e.g., math), students rotate on a fixed schedule or at the teacher's discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and paper assignments.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Leadership

Implementation Manager (IM) at Goddard:

- Spends approximately one day a week supporting blended learning teachers.
- Ongoing formal and informal communications in person, email, and phone.
- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with assistant principal.
- Attends occasional iLearnNYC implementation team meetings at Goddard each month.
- Manages, develops and implements cohort meetings on a monthly basis for 14 cohort schools.
- Has identified and works weekly with two iLearnNYC teachers to provide additional support and professional development.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the administration.

School Leadership

The leadership team at Goddard consists of the principal and assistant principal.

Principal

The principal provides leadership and support for the implementation of blended learning in the following ways:

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms.
- Meetings with assistant principal to discuss ongoing school progress, including blended learning implementation.
- Formal and informal meetings with the iLearnNYC blended learning teachers.
- Established a culture of support and pride and risk taking throughout school community.
- Informal check ins with the IM (in person and email).

2012-13 SCHOOL YEAR

Name of Lab School:
Robert H. Goddard High
School of Communication
Arts and Technology

Grade Levels: 9-12

Number of Students: 590

Location of School:
138-30 Lafayette Street
Queens, NY 11417

Phone: (718) 848-8357

Principal:
Dr. Joseph Birgeles,
jbirgel@schools.nyc.gov

Assistant Principal:
Seung Oh,
soh2@schools.nyc.gov

**iLearn Implementation
Manager:** Kelly Gallagher,
kgallagher4@schools.nyc.gov

**iLearn School
Implementation Team:**
8 teachers; 2 administrators

**Blended Learning Focus
Grades:** Grades 9-12

Teachers Involved:
8 (variety of subjects,
teachers are teaching
1-3 courses in blended
environment)

Students Involved: TBD

Assistant Principal

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms.
- Formal and informal meetings with the iLearnNYC blended learning teachers each month.
- Formal and Informal check-ins with the IM.
- Provides funding and support for a part-time technician to support technology throughout the school.
- Is finding funding to provide after school support and technology access for students to work on iLearnNYC projects a few days a week.
- Provides time and support for blended learning teachers to be creative in their implementation of blended learning.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by principal and assistant principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.
- Openness to change. Started in one direction that didn't work well for students and was open to changing strategy to do what was best for students.
- Time scheduled for teachers to meet during the work week
- Implementation team meetings with the assistant principal formally each month and informally throughout the month.
- The assistant principal is very involved in and focused on the success of the iLearnNYC project and school goals. She is dedicated to building relationships with each of these teachers in order to better understand their strengths and needs to support their growth as a blended teacher.

Professional Development

School Implementation

Goddard has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- IM has identified to stand out teachers to provide one-on-one support.
- Teachers meet and discuss blended learning implementation goals.
- The assistant principal is open to participating teachers participating in district and other professional development offerings as requested.

Promising Practices

- Having scheduled time for teachers to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.

Teaching

School Implementation

- Each blended learning classroom has an interactive white board and cart of laptops.
- The teacher's desk is usually in the back corner of the classroom. Some of the classrooms had the desks grouped together, a few were in a U-shape formation and other were in rows but had two desks paired with each other.
- Participating teachers ranged from lecturing at the front of the room to kick off the lesson and then let students work independently or in small groups, where in other classrooms, students went straight to work on whatever project they were currently working on, either in groups, pairs, or individually and the teacher continuously walked around the room assisting students.
- Teachers use learning analytics provided by the iLearnNYC platform, vendor content and individual student feedback to receive frequent feedback about student learning.

Promising Practices

- Creating flexible use of the classroom space.
- Use of vendor analytics on a daily basis to inform teachers about student learning.
- One teacher had created a worksheet for each student to complete each day. As they were working on individual lessons during the period, the student would answer key questions and then record a question and an update on the progress made that day. The teacher then took that feedback to create the lessons for the next day. Other teachers using the same vendor have also begun to embrace this idea.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- Three Teachers: 100% Blended
- Three teachers: 60% Blended and 40% Web Enhanced
- Two teachers: 75% Web Enhanced and 25% Blended

Operations

School Implementation

- Administrators and teachers utilize the platform for vendor content that provide learning analytics for the teacher, student and administrator.
- District administrators have developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Use of the reporting features of the platform provide ongoing information about student learning for teachers and administrators.
- Learner analytics provided by vendors used in the school provide ongoing information about student learning to teachers and administrators.
- A school culture of innovation and support of blended learning increases adoption and implementation rate among teachers.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is vendor provided.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- Having content from a variety of approved vendors in one location for schools to access.

Technology

School Implementation

- A technician is on the Goddard campus three days per week to support administrators, teachers and IMs with the network and devices used in the school.

Promising Practices

- The district has allocated funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a part-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be working and used to implement the blended learning goals.

Appendix D – High School of Economics and Finance (HSEF) Profile

Overview

Blended learning implementation at HSEF is occurring primarily through the AP® Biology, AP® Environmental Science and PM school classrooms. The Assistant Principal who leads this initiative is also the teacher of the AP® Biology and AP® Environmental Science classes. Four teachers teach the math, science and English courses in the PM School which occurs during the spring semester. In addition, the school leadership has increased course options by contracting with a French teacher from another school who teaches one section of French online.

Implementation Notes: Blended learning implementation at this school is primarily occurring in the AP® Biology course and in two courses in the PM school. Students in the AP® Biology course meet face-to-face with instructor three times a week. The AP® Biology instructor is the Assistant Principal. The PM school students meet once a week for two hours after school, where they have access to a content area teacher, who facilitates the lab, conferences with students and is responsible for grading their work.

Lab School Goals

- Add an online course to the PM school.
- Implement an independent study course for a select group of students for AP® Environmental Science.
- Build knowledge and capacity for iLearnNYC programs in the Math and Science Departments.

Lab School Cohort Goal

To utilize online and blended learning tools to provide innovative learning opportunities to a select group of students.

Blended Learning Model(s) Utilized: Flex Model is used by the PM School teachers, while the Enriched Virtual School Model is utilized for the AP® Environmental Science and French Courses.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

2012-13 SCHOOL YEAR

Name of Lab School:
High School of Economics
and Finance (HSEF)

Grade Levels: 9-12

Number of Students: 729

Location of School:
100 Trinity Place
Manhattan, NY 10006

Phone: (212) 346-0708

Principal:
Michael Stanzione,
mstanzi@schools.nyc.gov

Assistant Principal:
Heather Page,
hpage@schools.nyc.gov

**iLearn Implementation
Manager:** Eileen Marks,
(emarks@schools.nyc.gov)

**iLearn School
Implementation Team:**
Assistant Principal
three teachers in the PM
School program

**Blended Learning Focus
Grades:**
AP® Biology
AP® Environmental Science
PM School math course

Teachers Involved:
5 (Assistant Principal and
four teachers in PM School)

Students Involved: 188

Enriched Virtual School Model is a whole-school experience in which within each course (e.g., math), students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction. The French course is taught entirely online.

Leadership

Implementation Manager (IM) at HSEF

- Spends between 1-2 hours per week supporting blended learning teachers at HSEF.
- Ongoing formal and informal communications in person, email and phone.
- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with assistant principal.
- Provides targeted professional development for blended learning teachers in partnership with the assistant principal.
- Manages, develops and implements cohort meetings on a monthly basis for cohort schools.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal and assistant principal.

School Leadership

The leadership team at HSEF for the blended learning program consists of the assistant principal.

Assistant Principal

- Ongoing check-ins with blended learning teachers by email or in person.
- Informal check-ins with the IM.
- Coordinates trainings with IM as needed.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated a clear vision for the implementation of blended learning provides guidance for Lab Schools.
- Students at HSEF are taking an online French course taught by a teacher at a different school where the majority of content is taught online.

Professional Development

School Implementation

HSEF has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school assistant principal.

- IM has presented to the science department to encourage other science teachers to become involved in the iLearnNYC program.

Promising Practices

- Having scheduled time for teachers to meet and share ideas is important for implementation.

Teaching

School Implementation

- The Assistant Principal teaches the blended AP® Environmental Science course.
- Students meet with the instructor once a week and work on their own the rest of the week.
- Two teachers began the implementation of a blended learning approach for math classes in the PM School. The program has expanded to four teachers in math, science and English.

Promising Practices

- Creating flexible time for some students to better meet course requirements (Online French and AP® Environmental Science).

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- PM School teachers: 25% Web Enhanced and 75% Blended (do some blended learning each day during the PM school)
- Online French: 100% Online
- AP® Biology and AP® Environmental Science: 50% Web Enhanced and 50% Blended (do some blended learning as part of the overall class)

Operations

School Implementation

- Administrators and teachers utilize the platform for vendor content that provides learning analytics for the teacher, student and administrator.

Promising Practices

- Sends semi-monthly “Cohort Digest” via email to school leaders, blended learning teachers, school technicians and all teachers who wish to receive the communication. This digest includes information about upcoming professional development, teacher presentations, select articles, and promising practices. IMs add email names to this list as needed.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is both vendor provided and teacher created.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.

Technology

School Implementation

- A technician is on the HSEF campus 15 hours per week to support administrators, teachers and IMs with the network and devices used in the school.

Promising Practices

- The district has allocated funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.

Appendix E – Marta Valle High School Profile

Overview

Blended learning implementation at Marta Valle HS (Grades 9-12) is occurring in a variety of courses, among three teachers throughout the school. These teachers stand out as the innovators while the rest of the school will fit into the early adopters and beyond as blended learning is gradually integrated throughout the school.

Implementation Notes: The blended program began with a focus on special education students and a focus on students who are behind and need to catch up. A few other teachers in the school are also using the iLearnNYC vendor courses in their classrooms.

Blended learning implementation at this school is occurring on a volunteer basis. Teachers have volunteered to take part in the program, and a few new teachers have been identified to start up during the 2013-2014 school year. All students who are taking courses from any of these teachers are participating in some form of blended learning.

The DigiT! program has also been implemented to provide a project-based, blended learning course to teach students life skills to prepare them for life after high school. These students also receive a laptop computer upon completion of the program. Currently 90 students have participated in this program.

The teachers participating in iLearnNYC at Marta Valle are developing their own digital courses using a variety of resources from the Internet and Google Apps. The school is moving towards a more competency-based learning approach and the participating English/Language Arts teacher is leading this charge through a blended approach.

Lab School Goals

- *Systems and Structures:* As an iLearnNYC NYC Lab Site, we will work collaboratively to develop systems and structures that support improving students' skills in the use of technology, including virtual learning, as a tool to sharpen critical thinking, solve real-world problems and create digital content with an emphasis on college and career readiness.
- *Building Capacity:* Teachers will integrate technology into their instruction, as measured by the development of Curriculum Maps that reflect the use of digital tools that sharpen critical thinking, solve real-world problems, and support the creation of digital content, and that demonstrate an emphasis on college and career

2012-13 SCHOOL YEAR

Name of Lab School:
Marta Valle High School

Grade Levels: 9-12

Number of Students: 351

Location of School:
145 Stanton Street
Manhattan, NY 10002

Phone: (212) 475-8152

Principal: Mimi Fortunato,
MFortun@schools.nyc.gov

Lab Cohort Contact:
Tracy Karas,
TKaras@schools.nyc.gov

iLearn Implementation Manager: Richard Haynes,
RHaynes6@schools.nyc.gov

iLearn School Implementation Team:
Alicia Carlson (ELA, Dig-It)
Robin Paletti (Lead Literacy Teacher)
Orna Silverstein (IEP Coordinator, Special Ed Teacher)

Blended Learning Focus Grades: Grades 9-12

Teachers Involved:
3 (mainly an English teacher, Dig-It Program and a Special Education Class)

Students Involved: 250

readiness, and support student performance of authenticated tasks aligned with NY State Standards, National Technology Standards (NETS) and Common Core Learning Standards (CCLS).

- *Deepening Student Engagement and Ownership:* Across classrooms, student work products and discussions will reflect high levels of student engagement in technology-rich learning experiences as responsible digital citizens, demonstrating student ownership of CCLS aligned multi-faceted project-based learning units of study.

Lab School Cohort Goal

By June 2013, each cohort school will develop and meet their customized goal to increase teacher capacity in blended learning.

Blended Learning Model(s) Utilized: The Flex Model is utilized at Marta Valle HS.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Leadership

Implementation Manager (IM) at Marta Valle

- Visits Marta Valle a couple of times a month supporting blended learning teachers at Marta Valle (4-5 times right before a cohort meeting).
- Ongoing formal and informal communications in person, email, and phone.
- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with cohort leader and principal.
- Manages, develops and implements cohort meetings every other month for 22 cohort schools.
- Has identified and works weekly with two iLearnNYC teachers to provide additional support and professional development.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal and cohort leader.

School Leadership

The leadership team at Marta Valle consists of the principal and cohort leader.

Principal

The principal provides leadership and support for the implementation of blended learning in the following ways:

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs in teacher classrooms.
- Meetings with cohort leader to discuss ongoing school progress, including blended learning implementation.
- Formal and informal meetings with the iLearnNYC blended learning teachers.

- Established a culture of support and pride and risk taking throughout school community.
- Informal check-ins with the IM (in person and email).
- Provides funding and support for a full-time technician to support technology throughout the school.

Cohort Leader

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur regularly in teacher classrooms.
- Formal and informal meetings with the iLearnNYC blended learning teachers each month.
- Formal and Informal check-ins with the IM.
- Supports the participating teachers with resources and professional development.
- Provides time and support for blended learning teachers to be creative in their implementation of blended learning.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.
- A strong implementation team — principal, cohort leader/library media specialist and blended learning teachers. This is one of the strongest teams I have seen in any school (not just iLearnNYC). They are free and encouraged to try new things and have a strong support system to help them succeed.
- Putting the Library Media Specialist in charge of the team was a great idea. She finds and shares resources and ideas to support each of the iLearnNYC teachers. Her enthusiasm for the project and students shines through in everything she does.

Professional Development

School Implementation

Marta Valle has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- IM has identified two stand out teachers to provide one-on-one support.
- Library Media Specialist and teachers meet and discuss blended learning implementation goals and share resources and PD to work towards meeting them.
- The principal is open to participating teachers participating in district and other professional development offerings as requested.

Promising Practices

- Having scheduled time for teachers to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.
- Having the Library Media Specialist serve as the lead on this project is a promising practice as she has the resources to share and support teachers.

Teaching

School Implementation

- Each blended learning classroom has an interactive white board and cart of laptops.
- The teacher's desk is usually in the back corner of the classroom. Some of the classrooms had the desks grouped together, a few were in a U-shape formation and other were in rows but had two desks paired with each other.
- Participating teachers began lesson with a short lecture or directions at the front of the room to kick off the lesson and then let students work independently or in small groups.
- Teachers use learning analytics provided by the iLearnNYC platform and individual student feedback to receive frequent feedback about student learning.

Promising Practices

- Creating flexible use of the classroom space.
- Use of learner analytics on a daily basis to inform teachers about student learning.
- A form for students to report daily/weekly goals was created in Google to share their progress. The school is moving to competency-based learning and the ELA teacher is working to map the ELA curriculum to meet this goal.
- The school has partnered with a school in Canada and students are working together on a variety of projects from a distance.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- Three Teachers: 100% Blended
- Three other teachers using the iLearnNYC platform with teacher-created content. Two other teachers are using vendor-developed (Achieve 3000) content

Operations

School Implementation

- Some teachers are utilizing the platform for vendor content that provide learning analytics for the teacher, student and administrator.
- District administrators have developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.
- Participating teachers are using the iLearnNYC system to host teacher-developed content to support their individualized course content.

Promising Practices

- Use of the reporting features of the platform and teacher materials provide ongoing information about student learning for teachers and administrators.
- Learner analytics provided by vendors used in the school provide ongoing information about student learning to teachers and administrators.
- A school culture of innovation and support of blended learning increases adoption and implementation rate among teachers.

Content

School Implementation

- Teachers have the ability to choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is developed by Marta Valle teachers (the majority of participating teachers are developing their own digital content which is being mapped to standards to implement a more competency-based approach to learning).

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- As more teachers created content is put into the iLearnNYC platform, schools will have the ability to share across the school or district.
- Marta Valle has chosen to focus on those students who are behind in their coursework and those with special needs. The ability for teachers to create content to meet their individual student's needs is a promising practice.

Technology

School Implementation

A technician is on the Marta Valle campus everyday of the school week to support administrators, teachers and IMs with the network and devices used in the school.

Promising Practices

- The district has allocated funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a full-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be working and used to implement the blended learning goals.

Appendix F – Mott Hall V Profile

Overview

Blended learning implementation at Mott Hall V (Grades 6-11) is occurring primarily in science classes at the 6th, 7th and 8th grade level among six teachers. The school began the blended learning program in the science department and is growing it into other subjects in future years based on available resources.

Implementation Notes: Blended learning implementation at this school is primarily occurring in 6th, 7th and 8th grade science courses among three teachers. All students in grades 6, 7 and 8 participate in the blended learning implementation one period a day through their science class. All 6th graders receive blended learning in both their science course and in their social studies course. In addition, all 6th graders receive computer elective course content twice a week for two semesters.

Lab School Goals

- Incorporate blended learning into 6th, 7th and 8th grade science classrooms; full immersion.
- Increase implementation to 3 other teachers in 6th, 7th and 8th grade social studies; part time.
- Create different access points for students to access the materials.

Lab School Cohort Goal

Increase collaboration between teachers across all cohort schools.

Blended Learning Model(s) Utilized: The Flex Model is utilized by blended learning teachers.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

Leadership

Implementation Manager (IM) at Mott Hall V

- Spends between 15-20 hours per week supporting blended learning teachers at Mott Hall V (has a desk and office at the school and generally starts his day at the school).
- Ongoing formal and informal communications in person, email and phone.
- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with principal, assistant principal and department head.
- Attends iLearnNYC implementation team meetings at Mott Hall V that take place as part of department meetings once a month.
- Manages, develops and implements cohort meetings on a monthly basis for cohort schools.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal and assistant principal.

School Leadership

The leadership team at Mott Hall V consists of the principal, two assistant principals and the science department head.

Principal

The principal provides leadership and support for the implementation of blended learning in the following ways:

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms where one “Doing well” and one “I wonder...” comment is left for the teacher on a post-it note.
- Weekly meetings with assistant principals to discuss ongoing school progress, including blended learning implementation.
- Formal and informal meetings with the science department head.
- Provides stipend for science teacher to implement blended learning and support other teachers involved in the blended learning implementation.
- Provides funding for a full-time technician to support computer technology throughout the school.
- Established a culture of support and pride and risk taking throughout school community including a school wide standard dress code for all students with school emblems on student and staff attire, school “schwag” such as backpacks, T-shirts and sweatshirts that can be purchased by students and staff.
- Provided a desk and office space for the IM in the school library.
- Informal check ins with the IM (in person and email).

Assistant Principals

- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur weekly in teacher classrooms where one “Doing well” and one “I wonder” comment is left for the teacher on a post-it note.
- Formal and informal checks-ins with blended learning lead teacher who is the science department head.
- Informal check-ins with the IM.

Blended Learning Lead Teacher

The blended learning lead teacher is also the science department head. The blended learning lead teacher supports the implementation of blended learning in the following ways:

2012-13 SCHOOL YEAR

Name of Lab School:
Mott Hall V

Grade Levels: 6-11
(adding grade 12 in 2013-14)

Number of Students: 564

Location of School:
1551 East 172nd Street
Bronx, NY 10472

Phone: (718) 620-8160

Principal: Peter Oroszlany,
poroszlany@motthallv.org

Assistant Principals:
Tim Goettelmann,
tgoettelmann@motthallv.org
Marlene Rookwood
mrookwood@motthallv.org

iLearn Implementation Manager: Gerard Zoehfeld
gzoehfeld@schools.nyc.gov

iLearn School Implementation Team:
Science Teachers in
Grades 6, 7 and 8

Blended Learning Focus Grades: Grades 6, 7 and 8

Teachers Involved:
8 (3 science teachers and
3 social studies teachers)

Students Involved: 335
(count students in 6th, 7th
and 8th grade)

- Weekly science department meetings that discuss department goals including the discussion of blended learning implementation.
- Communicates in ongoing way about implementation with assistant principal and principal in person and by email.
- Implements and demonstrates blended learning in his classroom on a daily basis.
- Informal conversations in person and via email with involved blended learning teachers.

Separately, the science department head is the identified New York City Schools mentor for the other first year science teacher where he observes in her classroom on a weekly basis. Sometimes this observation focuses on curriculum and teaching strategies and other times, it focuses on blended learning implementation (This is district policy for first year teachers and discussions about blended learning do occur in conversations between the teacher mentor and teacher mentee).

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated a clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.
- Start small and build. The blended learning implementation was strategically focused on one group of teachers in grades 6-8 in the science department.
- Time scheduled for teachers to meet during the work week.
- Principal and assistant principal walk-throughs of classrooms on a weekly basis and leaving a quick feedback note that identifies what the teacher is doing well.

School Culture

The school culture is supportive of innovation and blended learning. Mott Hall V was established as a 6-8 school and has grown by one grade level each year. In the 2012-13 school year, there were grades 6-11. The implementation of blended learning has focused on grades 6-8. The blended learning implementation is indirectly supported by the innovative and supportive culture established at this school.

All students at Mott Hall V wear a uniform. In addition, school pride has been developed throughout the school as evidenced by inspirational sayings and posters throughout the school and school related clothing worn by the students and the teachers. All students in sixth grade follow an elective schedule that includes a mandatory technology elective that students attend three times a week, which indirectly supports the blended learning goals. The technology classroom as well as the six blended learning classrooms includes a computer for each student (about 35 in each classroom), a digital whiteboard, a document camera, a projector and a teacher computer. The technology elective teachers are also the lead science teacher who is implementing the blended learning initiative.

Professional Development

School Implementation

Mott Hall V has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- Teachers meet in department groups and discuss blended learning implementation goals.

Promising Practices

- Having scheduled time for teachers to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.

Teaching

School Implementation

- Science classrooms are arranged in groups of desk with the presentation screen in the front of the room and the teacher's desk in the back of the room.
- Blended learning teachers in science blended learning classrooms frequently rotate around the classroom, pulling groups of students based on student learning needs.
- Teachers use learning analytics provided by the iLearnNYC platform and vendor content to receive frequent feedback about student learning.

Promising Practices

- Creating flexible use of the classroom space.
- Use of vendor analytics on a daily basis to inform teachers about student learning.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- One Teacher: 100% Blended
- Two teachers: 75% Web Enhanced and 25% Blended (do some blended learning once a week)
- Three teachers: 90% Web Enhanced and 10% Blended (doing blended learning implementation every once in awhile)

Operations

School Implementation

- Administrators and teachers utilize the platform for vendor content that provides learning analytics for the teacher, student and administrator.
- District administrators have developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Use of the reporting features of the platform provides ongoing information about student learning for teachers and administrators.
- Learner analytics provided by vendors used in the school provide ongoing information about student learning to teachers and administrators.
- A school culture of innovation and support of blended learning increases adoption and implementation rate among teachers.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- Most of the blended learning teachers utilize the platform to supplement vendor content to customize learning for students.
- The iLearnNYC platform is utilized for students to log into course content that is both vendor provided and teacher created.

Promising Practices

Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.

Technology

School Implementation

A technician is on the Mott Hall V campus 30 hours per week to support administrators, teachers and IMs with the network and devices used in the school.

Promising Practices

- The district has allocated ongoing funds to support the ongoing implementation of blended learning in the form of a network, technology, funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a full-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be working and used to implement the blended learning goals.

Appendix G – Olympus Academy Profile

Overview

Blended learning implementation at Olympus Academy involves all students and teachers in all academic subjects.

Lab School Goals

1. 75% of teachers will enhance 6 assignments in their online curriculum to incorporate the Common Core State Standards for reading, writing, and problem-solving by January 2013.

Benchmarks:

- By November, establish a rubric for teachers to evaluate whether a particular assignment addresses each of these standards.
- By December, teachers will use the rubric to review their curriculum and determine which assignments already address these standards.
- By January, teachers will modify 6 assignments to more successfully incorporate these standards.

2. Have a system in place to measure student mastery in each of the citywide expectations for Common Core State Standards using the Desire2Learn competency tracker by March 2013.

Benchmarks:

- By November, create rubric to evaluate student mastery for each standard.
- By January, input rubric into the Desire2Learn platform and associate existing and newly enhanced assignments with rubric.
- By March, teachers evaluate 6 assignments using these rubrics.

Lab School Cohort Goal

By June 2013, we will build capacity in teachers to be facilitators in their classrooms through the creation and use of customized and/or homegrown online content.

Blended Learning Model(s) Utilized: The Flex Model is utilized at Olympus Academy.

Flex Model is a model in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

2012-13 SCHOOL YEAR

Name of Lab School:
Olympus Academy

Grade Levels: 10-12

Qualifications to enroll at Olympus Academy:
At least 16 years of age
Significantly behind in credit accumulation
Previously enrolled in high school

Number of Students: 185

Location of School: 755 E 100th St, Brooklyn, NY 11236

Phone: 718.272.1926

Principal: P.J. Murray,
pmurray12@schools.nyc.gov

iLearn Implementation Manager:
Alexandria (Alex) Jiménez,
ajimenez2@schools.nyc.gov

iLearn School Implementation Team:
All admin and teachers

Blended Learning Focus Grades: Since the age requirement to enroll in this school is 16-21, all classes are heterogeneous in terms of grade levels. At any given time, you might see 10th, 11th, and 12th grade students sitting together in the same room taking the same content area course. Therefore, all teachers at Olympus teach grades 10-12.

Teachers Involved:
2.5 English Language Arts
2.5 Social Studies
2 Math
2 Science
2 Special Education
1 Art

Students Involved: 100%

Leadership

Implementation Manager (IM) at Olympus Academy

- Spends approximately three days each month onsite supporting blended learning teachers at Olympus Academy.
- Ongoing formal and informal communications in person, via email, and Edmodo.
- Group and individual as-needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with school leadership to identify the different professional development needs.
- Manages, develops and implements cohort meetings on a monthly basis for cohort schools.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal.

School Leadership

The leadership team for the blended learning program at Olympus Academy consists of primarily the principal and the iLearnNYC coordinator.

- Interacts every week with each other and the teachers at the school who are involved in the blended learning implementations. They compare notes on what they have seen which provides an informal feedback loop for all administrators.
- Weekly check-ins with blended learning teachers by email, conference time, and/or classroom observations.
- Informal check-ins with the IM each month.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- The district having a written and articulated a clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A culture and structure of support established by the principal at the school — not just for blended learning, but teacher and curriculum innovation and support across the school.
- Time scheduled for teachers to meet during the work week.
- Implementation team meetings with school administration formally each month and informally throughout the month.
- The principal and iLearnNYC IM are very involved in and focused on the success of the iLearnNYC project and school goals. She is dedicated to building relationships with each of these teachers in order to better understand their strengths and needs to support their growth as blended learning teachers.

Professional Development

School Implementation

Olympus Academy has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- Teachers meet in department teams and discuss blended learning implementation goals on a monthly basis.

Promising Practices

- Blended learning teachers schedule time to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.

Teaching

School Implementation

- Each blended learning classroom has laptops for each individual student.
- Blended learning teachers in blended learning classrooms frequently rotate around the classroom, pulling groups of students based on student learning needs.
- Participating teachers ranged from lecturing at the front of the room to kick off the lesson and then let students work independently or in small groups, where in other classrooms, students went straight to work on whatever project they were currently working on, either in groups, pairs, or individually and the teacher continuously walked around the room assisting students.

Promising Practices

- Teachers who are implementing blended learning report there is more time to interact with students.
- Students are more engaged when each student has a computer and is focused on a specific blended learning lesson.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

Classroom models are primarily a mix of web enhanced and blended instruction

Operations

School Implementation

- Administrators and teachers utilize the platform for both vendor and teacher-developed content.
- School leadership has developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Asynchronous systems and continuous programming implemented in the school provide ongoing information about student learning to teachers and administrators.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is both vendor provided and teacher created.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- Having content from a variety of approved vendors in one location for schools to access.

Technology

School Implementation

- Olympus Academy has dedicated tech support onsite to support administrators, teachers and IMs with the network and devices used in the school.

Promising Practices

- The district has allocated ongoing funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.
- Having a full-time technician at the school that can provide both network and device tech support is important so that the machines are functional. The more time that machines are working, the higher probability that the machines will be working and used to implement the blended learning goals.

Appendix H – Seth Low Middle School Profile

Overview

Blended learning implementation at Seth Low (Grades 6-8) is occurring primarily in eighth grade in English Language Arts, math and special education classrooms. Teachers were recruited to represent a cross section of teachers with targeted students. The school plans to expand the blended learning initiative to science and social studies as further resources become available.

Lab School Goals

- iLearnNYC teachers will increase the integration of online blended learning to four days weekly by April 2013.
- iLearnNYC teachers will administer a teacher-generated assessment three times (Oct, Jan, Apr) during the school year to assess student performance.
- To increase the number of iLearnNYC teachers from 8 to 12 for term 2.

Lab School Cohort Goal

iLearnNYC teachers will increase the integration of online/blended learning a minimum of twice weekly for 2012-2013.

Blended Learning Model(s) Utilized: The Flex Model is used by some teachers at Seth Low and the remaining teachers use the Rotation Model.

Flex Model is a program in which content and instruction are delivered primarily by the Internet, students move on an individually customized, fluid schedule among learning modalities, and the teacher-of-record is on-site. The teacher-of-record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring.

A Rotation-model implementation in which within a given course or subject (e.g., math), students rotate on an individually customized, fixed schedule among learning modalities, at least one of which is online learning.

Leadership

Implementation Manager (IM) at Seth Low

- Spends about five hours per week supporting blended learning teachers at Seth Low.
- Ongoing formal and informal communications in person, email and phone.

2012-13 SCHOOL YEAR

Name of Lab School:
Seth Low Middle School

Grade Levels: 6-8

Number of Students: 755

Location of School:
99 Avenue P
Brooklyn, NY

Phone: (718) 236-1344

Principal:
Denise Sandra Levinsky,
delevins@schools.nyc.gov

Assistant Principal:
Erin Lynch,
elynch3@schools.nyc.gov

iLearn Implementation Manager: Lia Lambrides
VLambri@schools.nyc.gov

iLearn School Implementation Team:
11 blended learning teachers

Blended Learning Focus Grades: Grade 8, English Language Arts and Math

Teachers Involved:
3 English teachers – 8th grade
1 Science teacher – 8th grade
1 Social Studies teacher – 8th grade
3 Special Education teachers – grades 6 and 8
3 Math teachers – grades 6 and 8

Students Involved: 285

- Group and individual as needed trainings with involved blended learning teachers.
- Ongoing formal and informal meetings with assistant principal to identify the different professional development needs.
- Manages, develops and implements cohort meetings on a monthly basis for cohort schools.
- A bi-weekly email newsletter about professional development opportunities and promising practices is sent by the IM to cohort school administrators and blended learning teachers.
- Completes quarterly goal and benchmark reports in collaboration with the principal and assistant principal.

School Leadership

The leadership team for the blended learning program at Seth Low consists of primarily the assistant principal.

Assistant Principal

- Interacts every other week with other assistant principals to identify what to look for in blended learning classrooms. The compare notes on what they have seen which provides an informal feedback loop for all administrators.
- Ongoing check-ins with blended learning teachers by email or in person.
- Ongoing walk-throughs that occur several times a month.
- Informal check-ins with the IM several times a month.

Promising Practices

The Promising Practices that support the blended learning goals of the school include:

- NYCDOE having a written and articulated a clear vision for the implementation of blended learning provides guidance for Lab Schools.
- A clear goal to implement blended learning at least four times each week by blended learning teachers.
- Start small and build. The blended learning implementation was strategically focused with interested teachers and is expanding to other teachers as interest is developed.
- Time scheduled for teachers to meet every other week.
- Assistant principals identify what to look for in blended learning classrooms and discuss this several times a month.

Professional Development

School Implementation

Seth Low has provided individual and informal professional development support in the following ways:

- IM provides group and individual trainings customized for the blended learning teachers based on the needs of the teachers and input from school administrators.
- The Assistant Principal and IM interact throughout the year about the type of focus needed for individual and group professional development.

- Teachers meet in department groups and discuss blended learning implementation goals on a bi-weekly basis.
- Seth Low has made sure that teachers involved in iLearnNYC attended the summer professional development.

Promising Practices

- Blended learning teachers have scheduled time to meet and share ideas is important for implementation.
- Targeted individual and group professional development based on the needs of the teachers helps teachers to become more proficient in blended learning skills.

Teaching

School Implementation

- The English classroom had student desks arranged in groups.
- Math classrooms had student desks facing the front of the classroom in pairs.
- Blended learning teachers in blended learning classrooms frequently rotate around the classroom, pulling groups of students based on student learning needs.
- One English teacher provides the majority of her lessons on the platform so students can access lessons at school and at home.

Promising Practices

- Teachers who are implementing blended learning report there is more time to interact with students.
- More collaboration occurs between students in blended learning classrooms.
- Students are more engaged when each student has a computer and is focused on a specific blended learning lesson.
- Use of vendor analytics on a daily basis to inform teachers about student learning.

Tools: Blended Learning Observation Form and Textbook to Online Continuum (teacher level)

Blended learning teachers Placement on Continuum (Textbook enhanced, technology enhanced, web enhanced, blended or online):

- 1 English teacher is 80% blended and 20% web enhanced
- Other teachers are 20% blended, 40% web enhanced and 40% technology enhanced

Operations

School Implementation

- Administrators and teachers utilize the platform for vendor content that provide learning analytics for the teacher, student and administrator.
- District administrators have developed a culture of innovation and technology use to improve teacher learning as part of informal spoken policies.

Promising Practices

- Learner analytics provided by vendors used in the school provide ongoing information about student learning to teachers and administrators.

Content

School Implementation

- Administrators and teachers choose vendor content that best meets the needs of their students.
- The iLearnNYC platform is utilized for students to log into course content that is both vendor provided and teacher created.
- One teacher has put the majority of her customized course content on the platform. Other teachers have placed some content on the online platform.

Promising Practices

- Having a platform that can be customized for teacher and student use where content can be either vendor provided or teacher created provides flexibility for teachers to provide customized learning activities for students.
- Some teachers have supplemented the vendor content with teacher developed content which has increased student access to daily lessons.

Technology

School Implementation

- A technician is on the Seth Low campus 15 hours per week to support administrators, teachers and IMs with the network and devices used in the school.
- The Assistant Principal has worked with available school personnel, including the computer technician to ensure student computers are working in an ongoing basis.

Promising Practices

- The district has allocated ongoing funds to support the ongoing implementation of blended learning in the form of a network, the technology, the funding for purchase of devices and reduced subscription costs for vendor content which facilitates the implementation.

Appendix I – iLearnNYC: Blended Learning Quality Review Rubric

iLearnNYC: Blended Learning Quality Review Rubric

The purpose of this rubric is to identify the indicators that establish a culture for the blended learning vision and build the capacity for sustainability over time. The six quality categories of blended learning are as follows:

1. Leadership
2. New Staff Roles
3. New Student Roles
4. Personalized Learning Plans and Progress
5. Next Generation Curriculum and Assessment
6. Flexible and Real World Learning Environments

Listed on the following pages is the rubric for each of the above indicators.

1. Leadership				
Indicator	Under-Developed	Developing	Proficient	Well Developed
1.1 Measurable goals regarding blended learning have been written and communicated with all staff	No goals have been written nor are evident in the school	Goals have been written but not communicated with staff	Goals are written that can be articulated by all involved staff All staff is aware of these goals	Ongoing progress towards each goal is being collected and tracked by teachers and administrators
1.2 Teachers and administrators formally and informally communicate with one another in an ongoing way about progress towards the goals	There is no established common meeting time for teachers There is some informal communication channels between teachers and administrators	Formal communication has been established in the school that includes regular administrative check-ins with blended learning teachers and regular monthly meeting time is scheduled during or after school for teachers A teacher leader is designated to convene meetings Some written documentation of meeting outcomes is shared with administrators	A collaborative culture of formal and informal communication exists at the school A designated weekly meeting time has been built into the teacher work schedule A teacher leader is designated to convene meetings Agenda with discussion items are written and minutes are published that include action items that are sent to teachers and administrators Administrators walk-through classrooms at least twice a month and provide feedback	Collaborative teacher-to-teacher and administrator communication and feedback occurs on a daily basis Weekly teacher meetings are embedded into the teaching and learning system of the school Teachers meet weekly during a designated time built into the teacher schedule to share ideas and discuss progress towards goals A teacher leader sets the agenda based on input from peers and minutes are produced that include action items that are communicated to all involved The action items/tasks from meetings are tracked and progress towards goals is shown over time Administrators and teachers collaborate with one another and equally participate in discussing student mastery of learner objectives and classroom walk-throughs that are documented in an ongoing way

1. Leadership				
Indicator	Under-Developed	Developing	Proficient	Well Developed
1.3 Ongoing Professional Development related to blended learning is evident	No organized professional development is observable	Professional development workshops are offered to teachers Administrators and/or lead teachers provide workshops throughout the year Professional development is primarily delivered face-to-face	Professional development is aligned with the established goals and based on a teacher needs assessment Professional development is delivered by local staff and by district experts Professional development is delivered both in person and online and participation is tracked Local and global personal learning networks have been developed with blended learning teachers Teacher progress toward blended learning teaching standards is documented	Based on a teacher's needs assessment, teachers choose between a variety of professional development that are aligned with the program goals and determined by teachers Professional development is delivered by local staff, teachers, district experts, and global experts Professional development is offered in a variety of formats including one on one mentoring, online courses and face-to-face courses Teachers regularly contribute to local and global personal learning networks Teacher progress toward blended learning teaching standards is being documented and recorded Progressive and different levels of professional development are available and are customized for each teacher
1.4 Cross-school collaboration (Schools working with each other to improve student achievement, use of technology, blended learning goals, etc.)	There is no evidence of any cross school collaboration	Some cross-school collaboration may occur	There is a formalized written plan that includes some ongoing cross-school projects	There is a formalized plan that includes many ongoing joint projects that are documented and have become part of the regular culture of the involved schools

2. New Staff Roles

Indicator	Under-Developed	Developing	Proficient	Well Developed
2.1 Teacher as facilitator/coach in a blended learning classroom	Teachers primarily deliver instruction in lecture format in the front of the room	Teachers deliver instruction in lecture format with minimal group work Student data is sometimes used to determine instructional content and delivery	Teachers often circulate around the room meeting with small groups and individuals identifying progress toward learning goals Teachers often document student progress through some digital record keeping system Student data is often used as a means for differentiating instruction	Teachers regularly circulate around the room meeting with small groups and individuals identifying progress toward learning goals Teachers regularly document student progress daily through some digital record keeping system Student data is regularly used as a means for differentiating instruction
2.2 Multiple pathways for lesson delivery/ instruction	Teachers primarily teach from a textbook	Teachers use some online content to supplement instruction Instruction sometimes occurs synchronously or asynchronously	Lessons are often delivered both online and face-to-face via an online course management system or organized online format utilizing a variety of curriculum materials in both print and digital format and Web 2.0 tools Lessons are often available via video (tutorials, screencasts, webinars), small group instruction, individual consultation and online Instruction often occurs both synchronously and asynchronously	Lessons are regularly delivered both online and face-to-face via an online course management system or organized online format utilizing a variety of curriculum materials in both print and digital format and digital tools Lessons are regularly available via video (tutorials, screencasts, webinars), small group instruction, individual consultation and online Instruction regularly occurs both synchronously and asynchronously

2. New Staff Roles

Indicator	Under-Developed	Developing	Proficient	Well Developed
2.3 Teacher establishes multiple pathways for student communication	Teacher-student interaction only occurs in class/face-to-face	Teachers use asynchronous communication to sometimes interact with students	Teacher-Student interaction often occurs both synchronously and asynchronously Students often interact with the teacher in a variety of ways including face-to-face, texting, phone call, online forum, email, Edmodo wall comments, Web 2.0, and other social media tools Student-student communication is formalized and encouraged	Teacher-Student interaction regularly occurs both synchronously and asynchronously utilizing Web 2.0 and social media tools Students regularly interact with the teacher in a variety of ways including face-to-face, texting, phone call, online forum, email, Edmodo wall comments, Web 2.0, and other social media tools Student to student communication regularly occurs and is formalized and encouraged Students understand which communication method works best for gaining the needed information (e.g. email, discussion board, post/comment, chat or texting, etc.)
2.4 Teacher provides individualized student feedback	Teacher feedback to students is primarily via graded assignments	Some comments on papers and/or individual consultation teachers Providing some feedback to individual students	Teachers often provide individualized feedback to students via face-to-face consultation, email, online forums, and/or phone calls that focuses on student progress toward learning goals and classroom lessons Some ongoing dialogue develops between the teacher and student Differentiated instruction is integrated throughout the instruction	Teacher regularly provides individualized feedback to students via face-to-face consultation, email, online forums, and/or phone calls that focuses on student progress toward learning goals and classroom lessons Regular ongoing dialogue develops between the teacher and student Differentiated instruction is regularly integrated throughout the instruction

3. New Student Roles

Indicator	Under-Developed	Developing	Proficient	Well Developed
3.1 Students are active participants in their own learning	Classroom is entirely teacher directed	Students are able to make some choices regarding their learning that is primarily determined by the teacher Help and support is primarily provided by the teacher in the classroom	Students often take active roles in their learning and are able to choose types of content (e.g. textbook, video or online) that causes their best learning Students often track their own progress towards learning Students often have the ability to complete work at own pace Students often know where to find help or support when needed	Students regularly take active role in their learning and are able to choose types of content (e.g. textbook, video or online) that causes their best learning Students regularly track their own progress towards learning Students regularly have ability to complete work at own pace Students regularly know where to find help or support when needed
3.2 Students are empowered to find their own answers and know where to find the information they need (information literacy)	Teachers provide all information needed by students, which could include online links	Teachers collaborate with others such as the school librarian to provide information resources for students There is some training provided to students in how to search, find and use information	Students and teachers often access and update a learning portal that includes: - resources for students - training for students in how to search, access and use online resources Students often add resources or trainings to the learning portal Students are trained in how to search, find and use the information they need	Students and teachers regularly access and update a learning portal that includes: - resources for students - training for students in how to search, access and use online resources Students regularly add resources or trainings to the learning portal Students can articulate how to find and use the information they need

3. New Student Roles

Indicator	Under-Developed	Developing	Proficient	Well Developed
3.3 Multiple pathways of communication (email, texting, presentations, online forums, phone calls, use of Edmodo, etc.)	Communication between teacher and students occurs primarily in class and synchronously	Communication between teacher and students occurs in class and via email or a teacher website	Teacher-Student interaction often occurs both synchronously and asynchronously utilizing Web 2.0 and social media tools Students often interact with the teacher in a variety of ways including face-to-face, texting, phone call, online forum, email, Edmodo wall comments, etc. Student-student communication often occurs and is formalized and encouraged Students understand which communication method works best for gaining the needed information. (e.g. email, discussion board, post/comment, chat or texting, etc.)	Teacher-Student interaction regularly occurs both synchronously and asynchronously utilizing Web 2.0 and social media tools Students regularly interact with the teacher in a variety of ways including face-to-face, texting, phone call, online forum, email, Edmodo wall comments, etc. Student-student communication regularly occurs and is formalized and encouraged Students understand which communication method works best for gaining the needed information. (e.g. email, discussion board, post/comment, chat or texting, etc.)

4. Personalized Learning Plans and Progress

Indicator	Under-Developed	Developing	Proficient	Well Developed
4.1 Student individualization (Ongoing collaborative process between students and teacher to determine their best mode of learning)	There is no written individualized plan for the student	There may be a written individualized plan developed by the teacher but not utilized or reviewed with students	There is a written individualized plan that is sometimes reviewed or revised in partnership between teachers and students There is some dialogue about the individualized learning plan throughout the school year Students and teachers sometimes review the plan	There is a regular formal process in the classroom that includes: - Student individualized learning plan written by the student in partnership with the teacher based on progress and data - Ongoing and regular dialogue about the learning plan and student progress based on mastery between teacher and student - Regularly reviewed by students and teacher to revise as needed

4.2 Students can work at their own pace	Teachers direct the progress of students and students are essentially working on the same concept at the same time and pace	Teachers allow some variation of student pace for some assignments	Assignments are often developed and available so students can work at their own pace Student work is sometimes turned in through an online portal	Assignments are regularly developed and available so students can work at their own pace Student work is primarily turned in through an online portal
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5. Next Generation Curriculum and Assessment				
Indicator	Under-Developed	Developing	Proficient	Well Developed
5.1 Use of an online learning environment (online platform)	Not using online learning environment	Teachers utilize the online learning environment once a week for instruction	Teachers and students utilize the online learning environment for 50% of instruction	Teachers and students utilize the online learning environment regularly for a majority of instruction
5.2 Online curriculum/ content used (Vendor, pass through or teacher developed)	No online curriculum is being used	Teachers primarily use online vendor content that is based on Common Core standards	Teachers primarily use online vendor content, but sometime supplement with teacher created content to customize learning for students based on Common Core standards	Teachers regularly use both online vendor and teacher created content to customize learning for students based on Common Core standards Teachers regularly develop content to better customize instruction for students
5.3 There is evidence of tracking of student competency/ mastery via a data system	There is no online system in place to track student competency or grades	There is some online system used to track student competency or grades	Teachers and students often review work progress via the online learning environment Students may check their work progress online at any time	Teachers and students regularly review work progress via the online learning environment Students may check their work progress online at any time
5.4 There is evidence of the use of real-time data reports to inform instruction through the use of analytic tools	No reports are used	Teachers use some reports to inform instruction (e.g. usage report)	Teachers and students often use reports that inform instruction such as item analysis or time spent on task	Teachers and students regularly use reports that inform instruction Students participate in the ongoing analysis of these reports as it pertains to their learning
5.5 Cross-school collaboration (Schools working with each other to improve student achievement, use of technology, blended learning goals, etc.)	No evidence of cross-school collaboration	Teachers may participate in some inter visitation between schools to observe school components and/or teaching	Teachers are involved in some ongoing projects such as joint course development, lesson planning, professional development, or common assessments	Teachers are involved in regular ongoing projects that are documented and have become part of the regular culture of the involved schools

6. Flexible and Real World Learning Environments

Indicator	Under-Developed	Developing	Proficient	Well Developed
6.1 Room design and utilization of space	Desks are arranged in a traditional way with the student desks in rows and the teacher desk in the front of the room	There is some re-arrangement of student desks based on instructional needs	Desks are arranged that allow for a collaborative work space for students and teacher (e.g. teacher desk in middle of room with student desks grouped around classroom)	A flexible learning space exists that is intentional and may be changed based on instructional and student needs
6.2 Access to online courses outside the classroom (supplemental online courses) — Flex model (High school level)	There are no online course offerings at the school	Some courses are offered online at the school (e.g. AP students, PM school or certain subjects)	There are a range of online courses that students can access at school and at home that are credit bearing, for advancement or remediation Students may access courses both in school and from home Online courses are offered to students that can be taken for credit outside of the school day	There are a range of online courses offered at the school Students may also access courses offered for credit from other schools (e.g. access a course such as Latin from another school and receive credit for it) Students may also access online college courses for advancement and/or early college admission
6.3 Sharing an online teacher across several schools	There are no shared courses between schools	One or two courses are shared between two schools with one course	The schools sometimes share teachers between schools to provide increased online course options for students Many teachers are shared between schools and many courses are available to increase offerings for students	The schools regularly share teachers between schools to provide increased online course options for students Sharing teachers between schools and increased course offerings for students is integrated into the regular school system

Appendix J – Continuum from Textbook Enhanced to Online Teaching and Learning

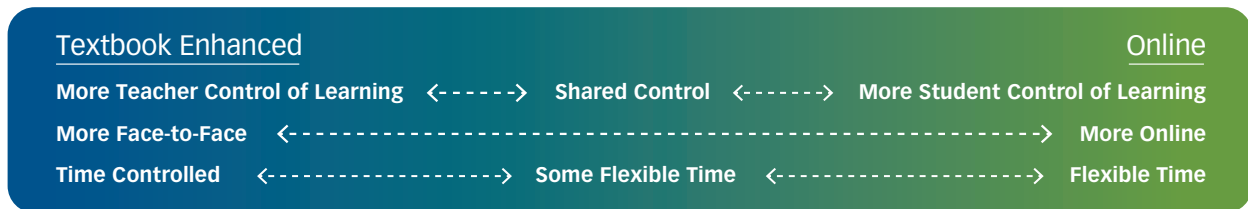


Figure 9: The Teaching and Learning Continuum

Textbook Enhanced	Technology Enhanced (Not Online)	Web/ Online Enhanced	Blended (30/70)	Online (70/30)
Student Learning				
Classroom Student work completed on paper	Classroom Student work completed on paper	Classroom Student work completed on paper or online	Classroom/Online (School and Home – 70% Classroom/30% Online) Student work completed on paper or online	Online /Classroom (Home and School – 70% Online/30% or less Classroom) Student work completed online
Teacher Instruction				
Classroom	Classroom	Classroom and online May post lessons online (or on blog/ wiki/iTunes/ podcasting/ YouTube)	Classroom/office and online May have face-to-face meetings once or more per week and/or may post lessons online (or on blog/wiki/iTunes/podcasting/ YouTube)	Online and/or classroom/office Online collaboration tools such as webinar software in addition to posting lessons online (or on blog/wiki/iTunes/podcasting/ YouTube) May meet face-to-face
Teaching Strategies				
Teacher directed, face-to-face	Teacher directed, face-to-face Technology used (Word, PowerPoint, SmartBoard, Clickers, Video, Audio, etc.)	Teacher directed, face-to-face Technology and online tools used (such as turning in assignments online, student blogging, discussion board)	Teacher guided/directed and/or computer directed Online tools primarily for face-to-face instruction such as a course management system (such as Moodle or Blackboard), paperless assignments, discussion board, email, Instant Messaging, etc.	Teacher guided and/or computer directed Online tools primarily for online instruction such as a course management system (such as Moodle or Blackboard), paperless assignments, discussion board, email, Instant Messaging, etc.
Content/ Curriculum/Assessment				
Primarily Paper Textbook/ Teacher Developed/ Supplemental Materials	Primarily Paper Textbook/Teacher Developed/ Supplemental Materials/ Technology (CD-ROM)	Paper and Online Textbook / Teacher Developed/ Supplemental/Technology/ Online (may use computer led instruction such as Plato, Nova Net, Rosetta Stone or ALEKS and/ or blogs or other online tools)	Paper and Online Textbook/ Teacher Developed/ Supplemental Materials/ Technology/Online	Primarily Online Textbook/Teacher Developed/ Supplemental Materials/ Technology/Online

Resource: iNACOL National Standards for Quality Online Courses (<http://www.inacol.org/research/nationalstandards/index.php>)

Appendix K – iLearnNYC Observation Form

Observation Notes

1 Next Generation Curriculum and Assessment	2 Next Generation Curriculum and Assessment
What did you see that exemplifies this?	What did you see that exemplifies this?
Content from 15 vendors -	Ability to individualize content -
School generated content -	Conditional release functionality -
Competency tracker -	Students work at own pace -
Real-time data through Analytics tool -	
3 New Student and Staff Roles	4 Flexible and Real-world Learning Environments
What did you see that exemplifies this?	What did you see that exemplifies this?
Teacher as facilitator/coach -	Cross school collaboration -
Student ownership of learning -	Access to courses outside of classroom -
Multiple pathways to communicate -	
How can we capture, assess and share what you saw today?	



TOLL-FREE 888.95.NACOL (888.956.2265) DIRECT 703.752.6216 FAX 703.752.6201
EMAIL info@inacol.org WEB www.inacol.org
MAIL 1934 Old Gallows Road, Suite 350, Vienna, VA 22182-4040