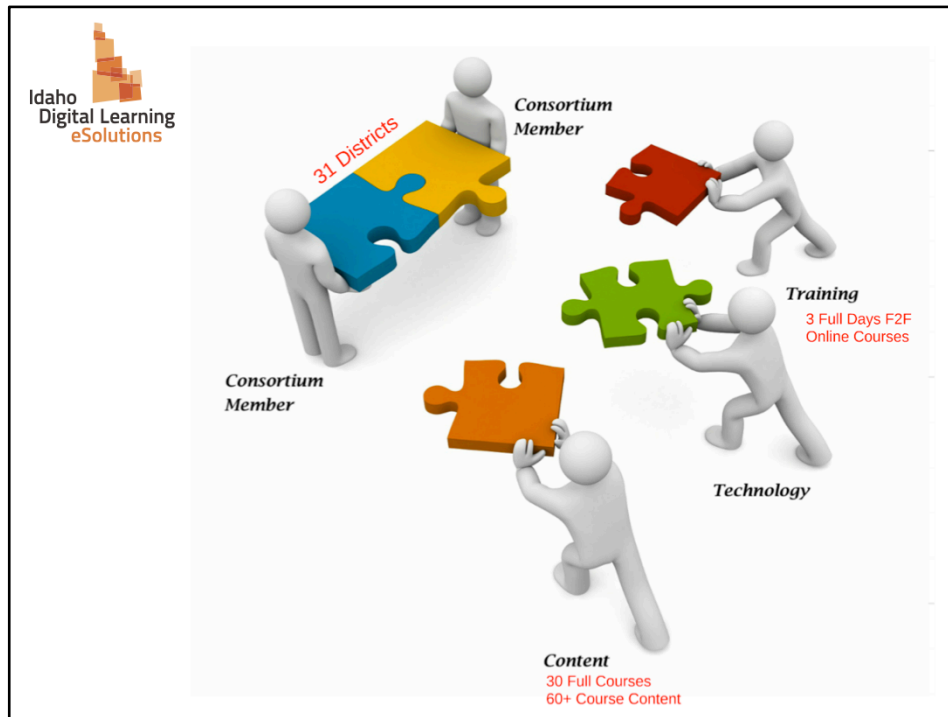




Julie Best filling in for Sherawn Reberry, our educational program director and Niki Walker, Niki is the program manager over our blended learning program.

We are mostly **known for our online courses** .... Our summer session started yesterday. It was crazy yesterday we had a **record 7,627** students get started!

However, today I am going to talk about some of **the other program IDLA offers** schools in Idaho. One program that supports educators in Idaho is our **blended learning program** and the other is a program for students – **the ISAS program**



Clear the Slide – IDLA leverages 4 key pieces in the blended learning program – Our blended program is a **state-wide collaborative approach to offer content, training, support, and technology within districts.**

Our goal to guide districts in the develop of blended learning programs in which teachers **are supported and educated on the best practices of personalized learning** using blended learning strategies.

As a member of the consortium **districts will receive** professional development training, ongoing support, Learning Management System access, tech support, and content.



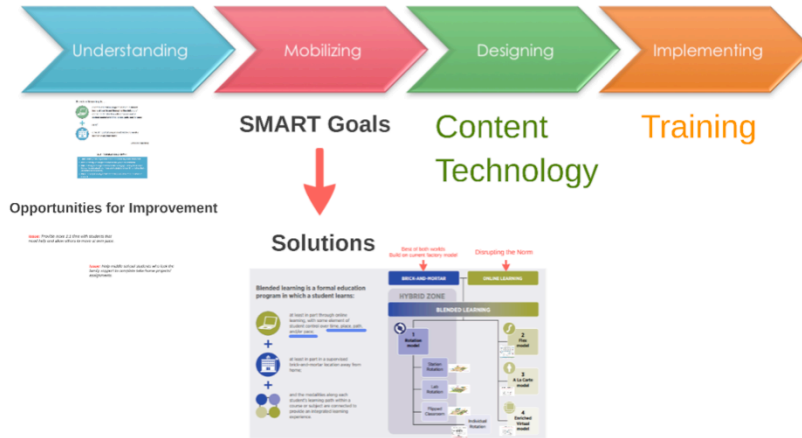
## Blending the SMART Way



This is our approach to blended development which heavily leverages research provided by the **Clayton Christensen Institute**.



# How IDLA Helps



We will walk you through each leg of these milestones.

Lets start with understanding....



## What is Blended Learning?

<http://player.vimeo.com/video/78871778>

Let's start off with a video that explain blended learning – 2:17 sec stop  
----- Meeting Notes (6/1/15 14:29) -----



## Blended Learning is . . .



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



*and*



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

The important elements of blended learning is that **students have some control** over the variables of **time, place, path, and pace**



## SETTING BLENDED APART

- **Time:** Learning is no longer restricted to the school day or the school year.
- **Place:** Learning is no longer restricted to the walls of the classroom.
- **Path:** Learning is no longer restricted to the pedagogy used by the teacher. Interactive and adaptive software allows students to learn [in a method that is customized to their needs].
- **Pace:** Learning is no longer restricted to the pace of an entire classroom of students.



## Opportunities for Improvement

### Examples

- **Opportunity:** Provide more 1:1 time with students that need help and allow others to move at own pace.
- **Opportunity:** Help students who lack the family support to complete take-home projects/assignments.

Some of the benefits that be found from blending courses is teachers have **cited the ability to spend more time with individual students** who might need it yet allowing others to work ahead.

Additionally **students** have stated that they have more in-class **time to complete assignments** that they cannot complete at home.



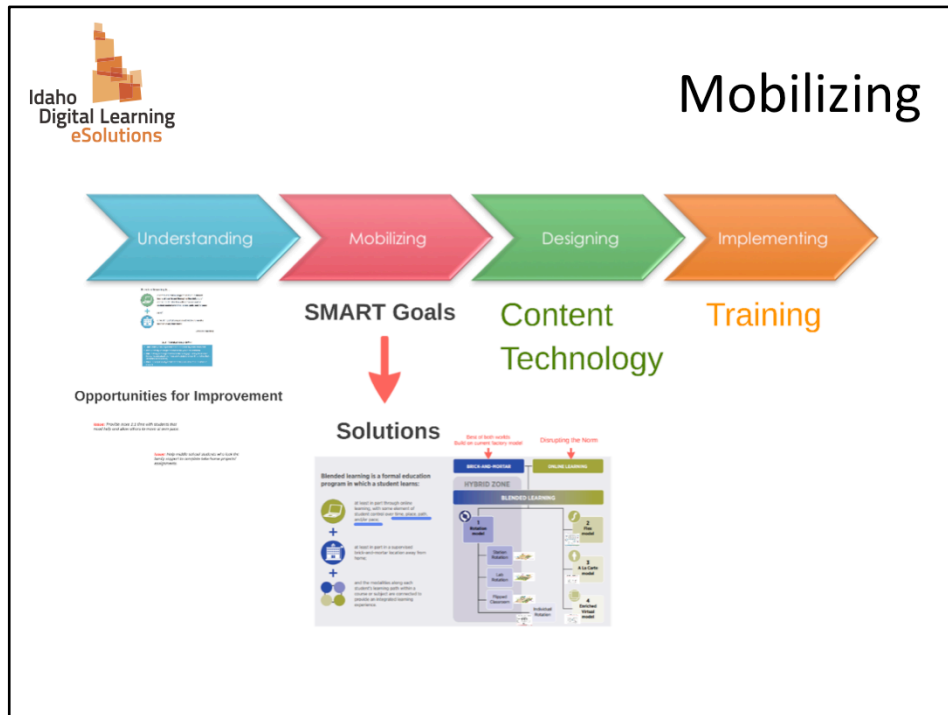


# Hear from a Student

## Opportunities to Reach Students

<https://youtu.be/xiBXftI1kQ>

Whole video



The **next milestone or step** in the blended learning process is we **guide each group of teachers through strategic planning session** - the session(s) are focused on developing SMART goals that are realistic based on your needs.

For example, An elementary blended classroom might have very **different needs** from a high school course.

And, access to technology looks different in every school and every classroom.

During the strategic planning process we **explore different models within blended learning** in order to support the different needs in each classroom



Mobilizing

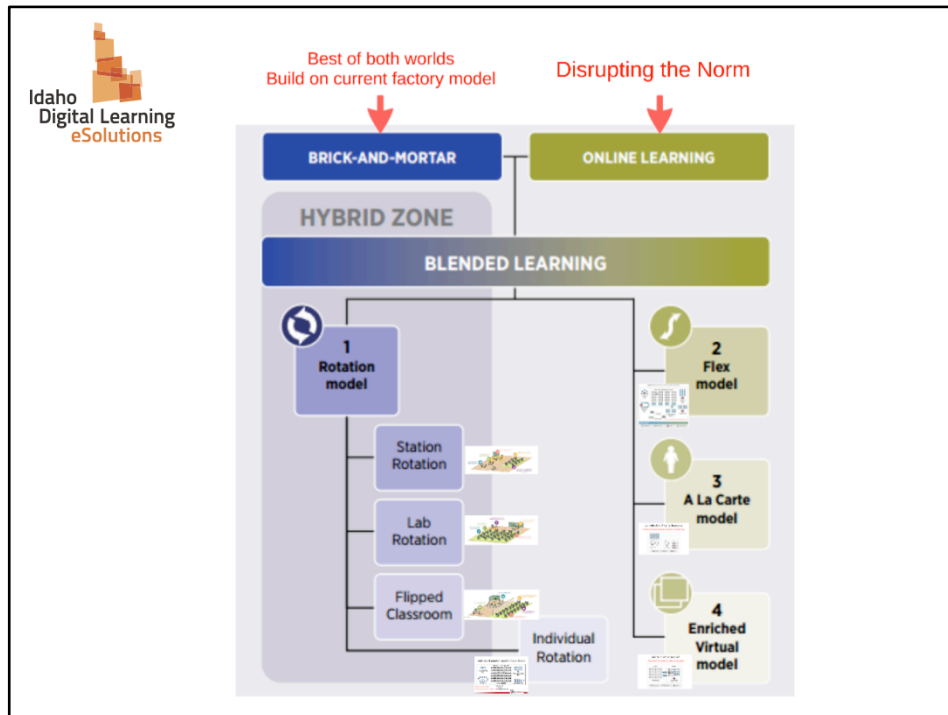
**SMART Goals**



**Solutions**

Best of  
Build on cur

We start off with helping you determine Smart Goals and brainstorm how blended learning can support your new opportunities.



I won't get into the weeds of the each **model** but it is important to understand there are **two paths to take**.

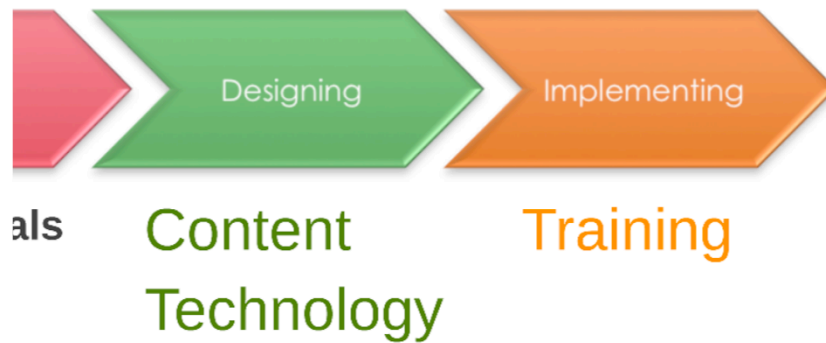
You can build upon the current traditional classroom structure and have teachers teach blended in classrooms using the rotation models

or you can “**disrupt the norm**” and **use methods that don't require things like seat time** and individual classrooms for teachers.

We have schools who do both.



## Designing and Implementing

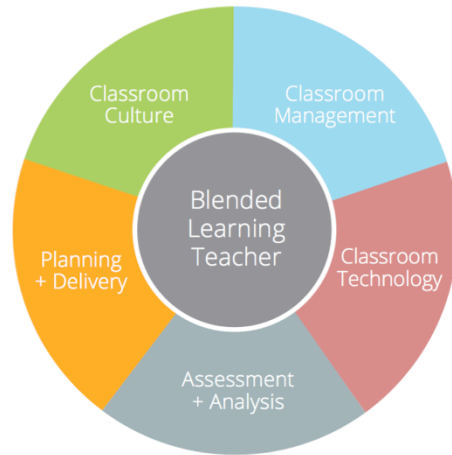


During the last two milestones we provide a wide range of Professional Development in designing and implementing blended learning **based on the outcomes of the strategic planning sessions.**

Not only do **we train teachers on how to build and integrate their own content into the learning management system** we can assist in finding OER content, integrating content from our LOR, and development of custom interactivities, lessons, or entire courses.



## Designing and Implementing



We provide a wide range of Professional Development in designing and implementing blended learning. Please contact the Blended Specialist in your area for questions.



## The Pay Off

Kelsey Cromwell - Kamiah

<https://youtu.be/vQbWDfoYQis>

Our ultimate goal is for teachers and students to find success blending the learning environment.

The pay off is hearing from teachers like Kelsey Cromwell after her first semester of blending....

## The Pay Off

Individualization



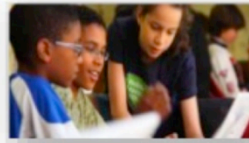
Teacher Effectiveness



Data and Feedback



Cost Control



At the end of the day **the value to you and your students is blended learning can foster an more individualized learning environment** where educators have **more tools** at their disposal ....



## Idaho Science and Aerospace Scholars Program



The other program I want to highlight is ISAS

How many of you are familiar with ISAS? Let me show you a quick introduction

<https://youtu.be/xiR548cqmC0>



## Idaho Science and Aerospace Scholars

- Course content is delivered
  - Synchronously
    - Webinars
  - Asynchronously
    - Spring course and Professional Learning Communities
  - Blended
    - Capstone Events and Summer Academies
- Blackboard Catalyst Award
  - Blackboard Learn Exemplary Course Award

ISAS Coursework is a **one-semester**, interactive, **exploration-themed**, course for **high school juniors offered online by Idaho Digital Learning from January through May.**

In partnership with the Idaho State Department of Education and NASA, this graded course consists of eight online **units and a semester project that allow students to build their knowledge of NASA STEM** and its relationship to Idaho STEM.

Master **Idaho educators work with students online throughout the course.**

The students and teachers also learn directly from Idaho and NASA STEM professional scientists and engineers via a series of webinars.

Students receive one science elective credit for successful completion of the online course.

The Idaho Science and Aerospace Scholars Program is a nationally recognized STEM program by Blackboard. The program has earned **the Blackboard Learn Exemplary Course Award** for the use of different types of technology to present different types learning opportunities for students at a state-wide and national level.



## Idaho Science and Aerospace Scholars

- Students and their Teacher-Mentors
  - Engage with scientists from industry, business, and academia
  - Participate in real-world STEM work and problem-solving
  - Increase their knowledge of STEM content, skills and career opportunities
  - May earn Dual Credit (students), PD credit (teachers), and Internship Credit (pre-service teachers)
- Effective statewide partnership
- Contact Peter Kavouras at ISDE - [www.sde.idaho.gov/site/science/ISAS](http://www.sde.idaho.gov/site/science/ISAS)

At the completion of the online course, students participate in a **Capstone Event, a regional day-long STEM exploration at:** (1) the University of Idaho; (2) Idaho National Laboratory and Center for Advanced Energy Studies, with Idaho State University; and (3) at Gowen Air Field hosted by the Idaho Air National Guard, FAA and NOAA.

**Based on their performance in the online semester course, students are invited to participate in an intensive, week-long, residential Summer Academy at Boise State University and NASA Ames Research Center in California.**

At the residential Summer Academy, **the student Scholars work side-by-side with Idaho and NASA professional scientists, engineers, and teachers to design a human mission to Mars and be immersed in hands-on STEM activities.**

Students **may earn dual college credit in engineering** for the spring course and the summer academy.

Teachers are able to earn professional development credits, and pre-service teachers from the I Do Teach program can earn internship credits.

This is a highly successful state STEM program, which is a collaborative partnership with local, state, regional, and national organizations that are committed to



## Contact, Resources, and Q's

- Contact us about IDLA Blended Learning PD and Programs
  - For more information on the program contact Niki Walker [niki.walker@idla.k12.id.us](mailto:niki.walker@idla.k12.id.us)
  - Julie Best [julie.best@idla.k12.id.us](mailto:julie.best@idla.k12.id.us)
- Life of an Idaho Teacher – Find on YouTube
- Clayton Christensen Institute – [www.christenseninstitute.org](http://www.christenseninstitute.org)
- ISAS Registration for 2016 - <https://www.sde.idaho.gov/site/science/ISAS/>

So hopefully I have **illustrated a few things IDLA** is doing in addition to online courses –

we have many other programs serving students and educators in Idaho –

**and I would be remised if I did not thank you for what you do – so THANK YOU!**

I have provided our blended learning **brochure** in the back of the room if you would like to talk to one of our implementation specialists.

Does anyone have **questions?**