

How do I plan for Blending?

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What are the Components of a Blended Classroom?

The following are seven typical “look-fors” in a blended classroom. They don’t necessarily fall in every lesson, but they should all be apparent in classroom where blending is happening. Under each “look-for” there are questions one could ask during planning to get a feel for if the lesson/unit has properties of blended instruction.

- **Differentiation: (Pathways)**

- What are the multiple pathways to achieve the content mastery objectives (CMO)?
- What is the variety of **meaningful content** used, approaches to the **process** of learning and demonstrations through the final **product**?

- **Use of Technology & Face to Face (F2F) with Instruction:**

- What are the intentional decisions made as to when F2F?
- What are the intentional decisions made as to when technology?
- What instructional benefit am I getting from either choice (F2F/Tech)?

- **Synchronous & Asynchronous:**

- Can what students are learning be done at the same time or different times and paces (even spaces!)?

- **Data:**

- What is the immediacy of the feedback?
- Does the feedback result in multiple attempts at content mastery?
- Is the data real-time and immediate?
- Can the data be used to change instruction/approach/grouping in the moment?

- **Multiple Supports: (Resources)**

- What are the resources in the room and virtual space to scaffold or enhance student learning?
- What are the opportunities for students to access multiple resources?
- Am I using the space in my room effectively so that students can access all the resources that are available to them?
- What resources do I need to find to make differentiation possible?
- What resources have I curated or have been curated for me?
 - Resources include teacher, groups, tools (online and otherwise), varied texts (speaking/listening/reading/writing) & etc.

- **Student Ownership & Reflection:**

- Do students know where they are at in moving toward content objective mastery?
- Can students, **independently or collaboratively**, move forward, back, or up based on their understanding/needs?
- Do students have opportunities to reflect and set goals based on performance?

- **Culture of sharing:**

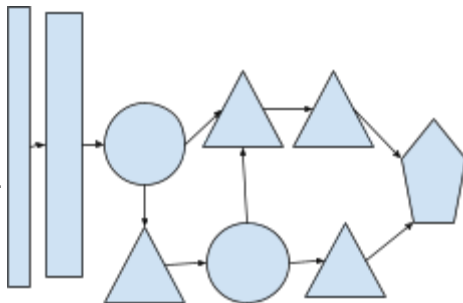
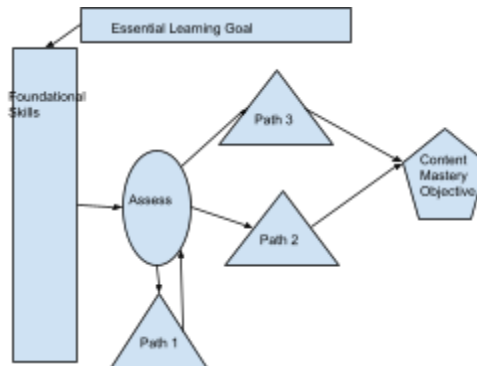
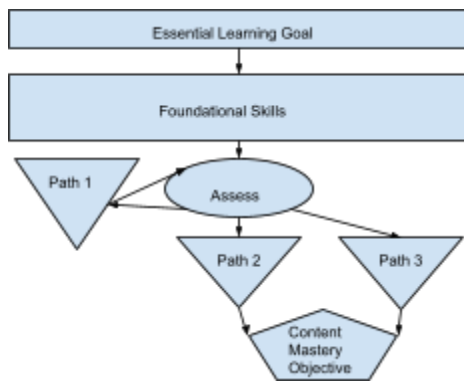
- Do teachers and students curate the resources found, and developed, for sustainability?
- Do students and teachers have opportunities to share what they know?
- Are products public in an appropriate domain?

Sample Lesson Design:

Outline of a Lesson

- Driving Question: Done to frame unit
 - Essential Learning Goal (ELG) is the Content Mastery Objective (Assessed Summatively)
 - Essential Questions (EQ) related to ELG (Assessed Formatively)
 - EQs are varied in levels (Costa's)
 - Costa's level 1 EQs are Foundational Knowledge
 - Costa's level 2 are done in the multiple pathways
 - Costa's level 3 demonstrate content mastery (there may be a variety of ways for this to happen. It is not a single assessment.

Possible structures as models?



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