EDQUIDDITY
EDUCATION FOR YOUR WHATNESS

Designing Hybrid Learning Environments

Learning Anywhere, Anytime

Summer 2020 PD Experiences

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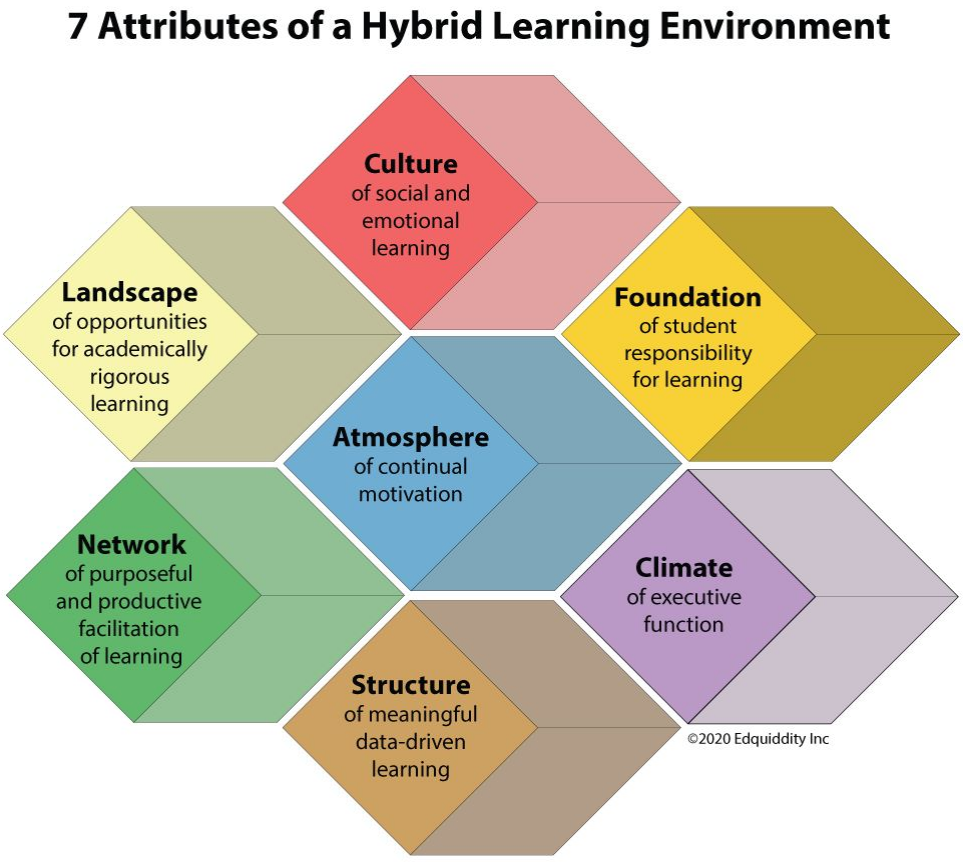
Overview

The 2020 COVID-19 pandemic caused educators to be thrown into a situation where they had to attempt to recreate academically rigorous instruction and the social classroom structure through home-based learning. When schools reopen, they may need to introduce staggered schedules. The "classroom" needs to be designed to function effectively and flexibly in physical spaces or remote spaces. What if we could have the best of both worlds in one model? That's our **Hybrid Learning Environment!**

Dr. Nancy Sulla, author of the *Students Taking Charge* series is working on her new book: *The Re-Imagined "Classroom" - Learning Anywhere, Anytime*. This summer, we are offering a series of professional development opportunities for districts looking to seize the moment and prepare for an unknown future of schooling! The key is to not think of instruction as either in a physical classroom or online, but to design a **Hybrid Learning Environment** that will easily address both venues.

With IDE Corp. as our on-site professional development company and EdQuiddity Inc as our remote services company, we've teamed up to offer educators virtual summer experiences to prepare for the fall school opening.



Options

Four-Day Workshop: Introduction to Designing Hybrid Learning Environments

- The workshop will be conducted as a four-day, remote, summer experience with participants working in conjunction with one or more consultants between the hours of 9:00 AM and 3:00 PM.
- Participants will map out plans and begin to design resources for the opening of school.
- Participants will consider the successes and challenges of teaching in the physical classroom and those of teaching remotely, related to:
    - Student engagement
    - Content delivery
    - Executive function
    - Social and emotional learning
    - Assessment
- Participants will explore the unique nature and nuances of both in-person learning and remote learning.
- Participants will gain strategies and structures around 7 Attributes of a Hybrid Learning Environment:
    - An atmosphere of continual motivation
    - A landscape of opportunities for academically rigorous learning
    - A climate of executive function
    - A culture of social and emotional learning
    - A foundation of student responsibility for learning
    - A network of purposeful and productive facilitation of learning
    - A structure of meaningful data-driven learning
- Participants will explore strategies and structures for co-teaching and the use of teachers' aides.
- Participants will explore strategies and structures for addressing the needs of students with special needs, those who struggle academically, English Language Learners.
- Participants will gain strategies and structures to support students and parents in remote learning based on 8 Elements of Home-Based Learning:
    - Structure
    - Projects
    - Resources
    - Downtime
    - Conversation
    - Balance
    - Celebration Zone
    - Reflection
- The workshop will be conducted using a remote learning platform.

- Participants will build knowledge of the capabilities of the district's remote learning platform, including the role of various district-approved software, apps, and subscriptions.
- Participants will explore the role of synchronous and asynchronous instruction in both the physical and virtual learning environment.
- The workshop will be conducted by the equivalent of one consultant (consultants may be teamed to offer the broadest level of expertise to the participants) for the first 16 teachers with an additional consultant for every 20 teachers after that.
- The school or district may choose to provide follow-up coaching during the school year.

Four-Day Follow-Up DesignShop on Designing Hybrid Learning Environments

This optional follow-up to the 4-day workshop will allow participants to delve more deeply into the actual design and development of materials they will need to launch the school year, including, but not limited to:

- Screencast or videotaped lessons
- Learning, practice, application, reflection, and assessment activities for both the physical and virtual classroom environment
- Differentiated digital activity lists
- "9-box grids" for purposeful differentiation of key skills and concepts
- Project-, problem-, place-, interest-, or career-based unit materials
- Norms and protocols for students
- Transfer-task, performance-based assessments

The school or district may choose to provide follow-up design-shop days and/or coaching during the school year.

Comprehensive Professional Development in Designing Hybrid Learning Environments: *The Learner-Active, Technology-Infused Classrooms* (LATIC)

How can you design a "Hybrid Learning Environment" that functions effectively and seamlessly whether students are in a physical classroom or learning remotely from home and promotes student engagement, empowerment, and efficacy? That's the newly-modified *Learner-Active, Technology-Infused Classroom* framework!

The goals of the summer professional development workshops will be four-fold:

- Immerse teachers in a *Learner-Active, Technology-Infused Classroom* so they can experience it from the learner's perspective
- Provide teachers with "aha" experiences for why and how instruction must change
- Provide teachers with the training needed to design their own hybrid learning environment
- Assist teachers in designing the structures and developing the strategies to implement their own hybrid learning environment in the fall

This PD option is followed by a combination of on-site and virtual coaching throughout the school year.

For more on the LATIC framework, see Appendix A.

This is a multi-year program of deepening one's understanding of designing hybrid learning environments that depends on a series of paradigm shifts that develop across the years. Teachers are typically involved in workshops and coaching for three years, after which time they engage in PD towards becoming school leaders in assisting consultants in delivering PD. Thus, while consulting costs rise across three years as more and more teachers engage in this work, they level off in year four and begin to decline in year five.

Logistics

- The summer PD will be conducted remotely during 8 days with teachers expected to be online and engaged in activities from 9:00 AM until 3:00 PM.
- The workshop will be conducted using a remote learning platform of the district's choice (e.g., Office 365, OneDrive, and Teams; GSuite, Google Classroom, and Google Meet or Zoom; Schoology; CANVAS; and any combination thereof.)
- The workshop will be conducted by the equivalent of one consultant (consultants may be teamed to offer the broadest level of expertise to the participants) for the first 16 teachers with an additional consultant for every 20 teachers after that.
- Participating teachers will need a copy of the relevant grade level edition of the book, *Students Taking Charge* (2018 version) and may additionally benefit from *Building Executive Function: The Missing Link to Student Achievement*.
- Participating teachers will receive coaching approximately once each month across the school year and have access to consultants for assistance between visits.

Two-Week VLC: Introduction to Designing Hybrid Learning Environments

This summer, we will be offering a Virtual Learning Community over two weeks that includes 25-30 hours of participant engagement and addresses the topics listed under the Four-Day Workshop. (See more on VLCs below.)

Virtual Learning Communities (VLCs)

For educators who wish to focus on a specific topic, we offer our Virtual Learning Communities (VLC), which we conduct both in summer and during the school year. VLCs offer the educator approximately 25 hours of online engagement. Each VLC begins with a task statement that requires the teacher to develop a product, typically resources they will use with their students in class; each includes a rubric to offer clearly articulated expectations for that product and for engagement.

VLCs are powered by a website where the participants access videos and resources, sign up for group video sessions, and sign up for one-on-one video sessions. The consultant engages with participants through video as well as by weighing in on their cloud-based assignments.

While school-year VLCs are conducted across five weeks, summer VLCs are conducted across two weeks.

Summer 2020 sessions are as follows:

June 23 - July 6th

- Introduction to Designing Hybrid Learning Environments

July 7 - July 20

- Designing Problem-Based, Authentic Learning Units
- Designing Lesson Plans to Build Executive Function
- Teaching Through Power Standards
- Supporting Students with Learning Disabilities in a Hybrid Learning Environment

July 14 - July 27

- Introduction to Designing Hybrid Learning Environments

July 21 - August 3

- Creating a Powerful Co-Teaching Partnership
- Designing Problem-Based, Authentic Learning Units
- Social and Emotional Learning in the Student-Driven Classroom
- Creating a Culture of Executive Function in Your Classroom

August 4 - August 17

- Introduction to Designing Hybrid Learning Environments
- Fostering Student Empowerment Through Structures
- Designing Lesson Plans to Build Executive Function
- PBL Implementation - Next Steps in Student-Centered Authentic Learning Unit Design

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Leadership Summit: Leading the Shift to Hybrid Learning Environments

The recent pandemic-related school closures left school and district leaders to figure out how to lead in a remote learning environment. We cannot go back, however, to thinking leadership will always be in a physical school building. It's time to shift our thinking about what a classroom, school, and district/organization looks like as a **Hybrid Learning Environment,** and to think about its implications on leadership. A two-day leadership summit can allow your leadership team to grapple with issues unique to their situation as they consider how to make a seamless transition from leading in the physical building to leading remotely.

Let's Talk!

Email us at solutions@idecorp.com to brainstorm ideas. We are happy to offer suggestions whether or not you decide to partner with us. Just let us know if you want to connect via:

- Phone (give us your phone number and a good time to call)
- Videoconference (give us a good time to connect and we'll send you a link)

About IDE Corp. and EdQuiddity Inc

IDE Corp. – Innovative Designs for Education – is a NJ-based, MWBE-certified educational consulting firm partnering with educational organizations to increase student achievement and position students to thrive in their future college and career paths. IDE Corp. is nationally known for creating the *Learner-Active, Technology-Infused Classroom*™ framework of instruction (See Appendix A). These student-driven classrooms are characterized by increased student engagement, high academic rigor, and increased student responsibility for learning, including an emphasis on executive function (see Appendix B), resulting in higher academic achievement. The intent is to move beyond student engagement to empowerment and, ultimately, to efficacy -- where students can identify a problem, develop a plan for solving it, and meet with success. IDE Corp. President, Dr. Nancy Sulla, has authored five books related to this work, published by Routledge:

- *Building Executive Function: The Missing Link to Student Achievement*
- *Students Taking Charge in Grades K-5: Inside the Learner-Active, Technology-Infused Classroom*
- *Students Taking Charge in Grades 6-12: Inside the Learner-Active, Technology-Infused Classroom*
- *Students Taking Charge Implementation Guide for Leaders: Inside the Learner-Active, Technology-Infused Classroom*
- *It's Not What You Teach, But How: 7 Insights to Making the CCSS Work for You*

Unlike most professional development that provides teachers with strategies to incorporate into their existing instructional repertoire, IDE Corp. consultants provide customized professional development experiences that cause teachers to rethink all aspects of their classrooms, building classroom environments that maximize academic rigor and the differentiation needed to achieve success. Through carefully structured workshops, IDE Corp. consultants inspire teachers to rethink the roles of both teacher and student in the classroom. Through on-site coaching, IDE Corp. consultants provide teachers with just-in-time support as they take steps to reinvent their approach to teaching. Existing initiatives and adopted instructional resources are melded into the professional development so that teachers see their current experience with IDE Corp. as unifying and complementary to their experiences thus far. IDE Corp. consultants design workshops to be differentiated, including modeling the power of executive function in raising student achievement and, to the extent technology is available in the district's classrooms, to model technology infusion (see Appendix C). Our focus is on moving beyond what Ron Heifetz refers to as Technical Change to Adaptive Change (see Appendix D).

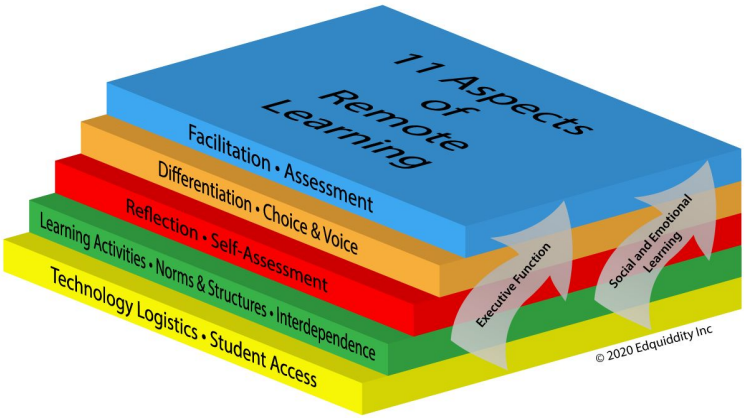
IDE Corp. consultants must pass through a rigorous interview process to be named as a member of Team IDE. All of our consultants possess a Master's degree or higher and have an average of fourteen years experience in the field of education. Our consultants possess a breadth of knowledge about instruction and the field of education; they engage in continual professional development through monthly "think tank" meetings, monthly book discussions and analyses, and participation in a reflective learning community.

IDE Corp. consultants have been providing consulting and professional development services to schools since 1997. The company is headquartered in Ramsey, New Jersey and has an office in Naples, Florida.

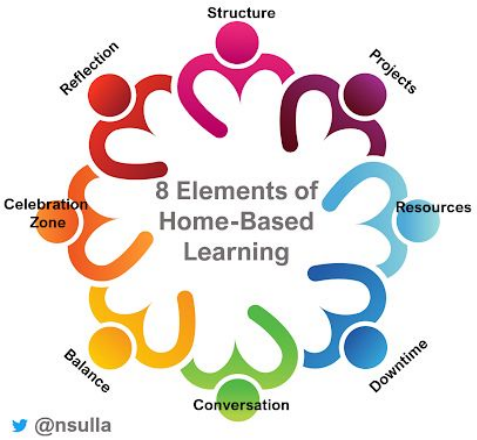
To learn more about IDE Corp.'s approach to instructional innovation, see Appendix E.

In January of 2019, Dr. Sulla launched EdQuiddity Inc to provide virtual products and services. The word quiddity means "your essence or your whatness;" so we provide *education for your whatness!* The consultants of IDE Corp. have teamed up with the EdQuiddity ThinkTank to provide both in-person and remote consulting services to schools and organizations.

During the COVID-19 pandemic, EdQuiddity and IDE consultants provided personalized support to teachers in reinventing themselves as curators and facilitators of remote learning environments, guided by their "11 Aspects of Remote Learning." They partnered with schools to design Differentiated Digital Activity Lists to ensure that students had access to meaningful, rigorous learning activities. They provided webinars for parents on their "8 Elements of Home-Based Learning." They designed free websites to serve the educational community:



- ddal.idecorp.com - resources for designing Differentiated Digital Activity Lists
- 4thekids.idecorp.com - printable, digital resources for students, focusing on executive function and higher-order thinking
- 4theparents.idecorp.com - resources for parents on the 8 Elements of Home-Based Learning



These partner companies are dedicated to continually expanding the conversation of the future of schooling in the world and serving as leaders in visioning, designing, and implementing instructional and organizational models that empower all learners to high levels of efficacy.

APPENDIX A

IDE Corp.'s *Learner-Active, Technology-Infused Classroom*

Detailed in the book *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom*, this comprehensive instructional framework is the ultimate hybrid instructional framework, allowing teachers to curate and facilitate academically rigorous learning whether in a physical classroom or a remote environment. This model melds research-based, best practices into one, cohesive, student-focused, problem-based learning environment, including: executive function, social and emotional learning, differentiated instruction, formative assessment, student responsibility for learning, higher-order thinking, knowledge-based instruction, literacy across the content areas, technology infusion, 21st century skills, Response to Intervention, Understanding by Design, Universal Design for Learning, and more.

A Look Into *The Learner-Active, Technology-Infused Classroom*

> *Imagine a learning environment in which students pose questions and actively seek answers. They decide how they will use their time; take charge of setting and achieving goals; and work individually to build skills and collaboratively develop solutions to real-world problems. Computer technology is used throughout the day, seamlessly, as students and teachers need it. Teachers move around the room, or in the case of a remote learning situation, use video conferencing, to connect with students to hear about their accomplishments, ask probing questions, and gather assessment data that will shape instructional plans. You hear students talking about content; their vocabulary is sophisticated for their grade level; their thinking processes are evident through their discussions and reflections. They are intent on the task at hand, yet not everyone is working on the same thing at the same time. No one is off task; no one is misbehaving. Every now and then you hear a cheer or a student exclaim, "I got it!" as they excitedly dive into the next phase of a project. They pack up certain activities and move on to others without the prompting of the teacher. No one watches the clock; no one wants to leave. This is a snapshot of the Learner-Active, Technology-Infused Classroom.*
>
> – modified excerpt from *Students Taking Charge: Inside the Learner-Active, Technology-Infused Classroom* by Dr. Nancy Sulla.

At the core of the *Learner-Active, Technology-Infused Classroom* are 10 principles:

1. Students learn best from a **"felt need."** This occurs when students are presented with meaningful, open-ended, real-world problems that create a motivating context for learning and build a "felt need" to learn curricular skills.
2. Students should be challenged to achieve at **high academic standards,** utilizing the teacher, peers, and other resources to meet with success.
3. Students should be presented with **higher-order, open-ended problem-solving** activities as a way to build lower-order skills and not vice versa.

4. Students should take **responsibility for learning**, including setting goals, scheduling time, utilizing resources, and making other important decisions.
5. Learning should be **connected** across disciplines and to students' lives through transdisciplinary units (sharing a transcending, life-related theme, such as “Being Part of a Greater Whole” or “Taking a Stand”) and interdisciplinary instruction.
6. Students should engage in **collaborative** problem-solving on open-ended problems with peers, working independently on subtasks to achieve individual content mastery.
7. Students should follow an **individual learning path** so that they can reach their full potential.
8. Students should learn in an environment of **high social capital,** engaging meaningfully with adults in and out of the school community.
9. Students should **infuse technology** into their learning—using it as a resource to support learning; it should not be seen as a goal unto itself.
10. Students should understand their role as **global citizens** and make strides to contribute to the betterment of their world.

Components of the Learner-Active, Technology-Infused Classroom

The foundation for this learning environment is a motivating, authentic, Problem-Based task that drives students to the curriculum standards. Teachers begin by “unpacking” the standards to clarify the content and work toward the task statement. The intent is to develop a problem situation that will provide students with a “felt need” for learning and provide students with a foundation for creating a student-focused learning environment. Consultants work with teachers to consider their curriculum and the standards, and develop a related open-ended, authentic, problem statement.

Next, teachers design an analytic rubric to lay out clearly articulated expectations for the students. A four-column rubric will provide students with grade-level, standards-based expectations; a “roadmap” for achieving at this level; and a “reach” to achieve beyond expectations. This allows students to self-assess, set goals, and take action to achieve those goals. It also provides the teacher with a communication tool when speaking with a student about goals and progress.

Once the academic expectations are in place, the teacher designs instructional activities to provide students with differentiated opportunities to learn through learning activities, practice activities, and application activities. These may include:

- **Benchmark Lessons** – 15-20 minute, whole-class videotaped lessons on concepts at key points throughout a unit
- **Whole-Group Live Discussions** - 20-minute in-person or video conference discussions to synthesize learning from independent activities and generate ideas, questions, and next steps
- **Small-Group, Mini-Lessons** – 10-15-minute skill lessons (in person or through video conferencing), with up to six students, who either opt in or are required to attend
- **How-To Sheets** – text-based, step-by-step, direct instruction in a skill
- **How-To Podcasts/Screencasts/Videocasts** – audio and/or video, step-by-step, direct instruction in a skill

- **Learning Centers** - concept- or skill-focused activities that requires a particular room or virtual location or limited set of materials
- **Interactive Websites** – websites that allow the student to interact and explore concepts and skills
- **Peer Tutoring** – rotating class experts in a particular skill

This collection of activities translates into daily or weekly (depending on the grade level) activity lists that offer students required activities, choice activities (offering more than one way to build a concept or skill), and optional activities (offering extension opportunities to those who are advanced). From this, students schedule how they will use their time across the day (self-contained grades) or a class period for the week (departmentalized grades).

The teacher must then utilize ongoing formative assessment to ensure students are on an instructional trajectory to achieve the curricular goals. If not, the teacher must revise instruction accordingly. Teachers design facilitation grids, laying out skills and concepts to assess as they facilitate instruction. They design facilitation questions to move students to higher-order thinking. Additionally, they utilize various protocols for looking at student work to analyze student needs.

A classroom management plan must include structures to support a more student-focused environment, including digital folders to manage a student's schedule and work; sign-up sheets for small-group, mini-lessons and limited resources (such as computers); help boards; a resource area; and more.

APPENDIX B

The Power of Executive Function

In her book, *Executive Function: The Missing Link to Student Achievement*, Dr. Nancy Sulla presents 40 key executive function skills that students need to achieve important life skills:

Conscious Control	**Engagement**
Storing and manipulating visual and verbal information Remembering details Holding on to information while considering other information Shifting focus from one event to another Attending to a person or activity Focusing Concentrating Thinking before acting Managing conflicting thoughts	Identifying same and different Following multiple steps Identifying cause-and-effect relationships Categorizing information Changing perspective Thinking about multiple concepts simultaneously Initiating a task Persisting in a task
Collaboration	**Empowerment**
Seeing multiple sides to a situation Being open to others' points of view Maintaining social appropriateness Overcoming temptation	Catching and correcting errors Setting goals Managing time Self-assessing Monitoring performance Reflecting on goals
Efficacy	**Leadership**
Being creative Working towards a goal Organizing actions and thoughts Considering future consequences in light of current action Making hypotheses, deductions, and inferences Applying former approaches to new situations Defining a problem Analyzing Creating mental images Generating possible solutions Anticipating Predicting outcomes Evaluating	All of the executive function skills

When schools look to improve academic achievement, they tend to focus on ways to present a better lesson or provide better instructional materials. However, if a student lacks the ability to focus, shift from one event to another, follow multi-step directions, and catch and correct errors, for example, even the best lesson and materials will fall short of producing results. The missing link to student achievement is executive function.

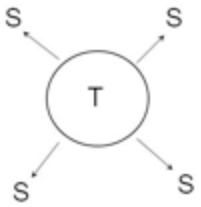
While the prefrontal cortex is not completely developed until a person is in their twenties, recent research shows that its growth can be impeded by life situations. Children who grow up under stressful conditions, such as those presented by poverty, may have high levels of Cortisol -- the stress-response hormone -- in their bodies, which inhibits the growth of the prefrontal cortex. This may result in students experiencing less success in the area of executive function, which in turn affects academic performance. Placing an emphasis on building executive function can be a pathway to improving academic performance. The *Learner-Active, Technology-Infused Classroom* builds both academic skills and executive function through structures that put students in charge of their own learning.

APPENDIX C

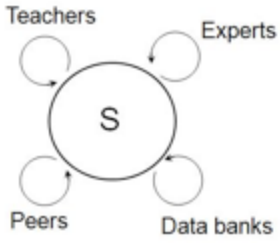
Technology Infusion

Clayton Christensen, in his book, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, talks about how technology can be a disruptive force that will challenge teachers to think differently about teaching and learning. However, oftentimes, teachers will take this disruptive force and fit it into the dominant paradigm for teaching and learning so that it becomes a sustaining force. This is the biggest challenge to schools embarking on a technology infusion initiative. It's critical to inspire teachers to think differently about what schooling looks like. Technology allows students to work in new ways in the classroom.

Schools need to design classroom environments that meet the unique nature of today's technologically-savvy students. Digital learning experiences are: interactive, student-centered, authentic, collaborative, and on-demand.



This requires a shift in paradigms, that is, getting teachers to change their fundamental beliefs about the teaching-learning process, their roles, students' roles, etc. Conventional approaches to teaching include a belief that the teacher is all-knowing and at the center of disseminating information. This may be accomplished through a more engaging "I do, we do, you do" approach; however, even with this approach, the teacher is at the center of all activity, actively driving student action. With the advent of the Internet, the teacher no longer needs to be the central resource for knowledge in the classroom. Teachers need to take on the roles of curator and facilitator of learning: designing meaningful, authentic, problem-based learning units; providing a wealth of differentiated learning opportunities; and helping students learn to manage the learning process. Technology has the power to support a shift in paradigms for what classroom instruction looks like.



APPENDIX D

Technical and Adaptive Change

Educational change falls into two categories, as defined by Ron Heifetz: technical and adaptive. Technical change seeks to solve problems for which there are known solutions. The required changes are relatively easy, can be approached, for example, through workshops, and can be the substance of turnkey training situations. Examples of technical change include using rubrics, writing high-quality test questions, designing tiered-lessons for differentiation, and utilizing varied questioning techniques.

Adaptive change, on the other hand, seeks to solve problems for which the known solution is not as clear. Such change requires people to think differently about how they go about doing their work, to shift their belief systems to develop new models. Designing classrooms that continue to promote a high level of achievement for all learners while preparing them for their lives as global citizens requires adaptive change.

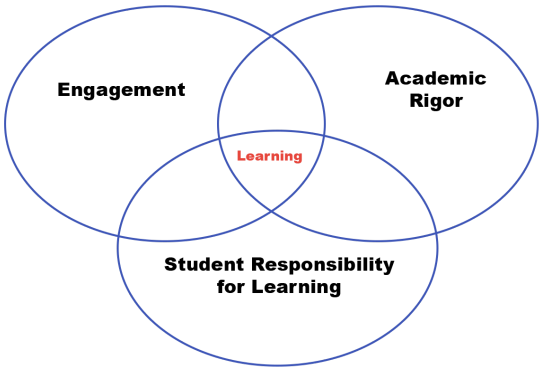
Two-Tiered Approach

Effecting purposeful change is best addressed through two levels of professional development, which we refer to as "the laser and the light bulb." A light bulb sheds diffused light over a large area, thus illuminating the area, while a laser is concentrated light that has the power to cut and shape objects.

It is important to ensure that all faculty members begin to embrace technical changes regarding teaching for understanding and application, building student engagement, improving executive function skills, and other strategies for addressing the standards. However, technical change is not enough to bring about a significant paradigm shift in teachers' perceptions of the teaching and learning process in today's classrooms. Thus, it is equally, if not more, important to engage a small cohort of teachers in concentrated, ongoing and sustained professional development that will enable them to redesign their classrooms.

APPENDIX E

IDE Corp.'s Approach to Instructional Innovation



The key to instructional innovation in today's schools – faced with new standards and new assessments – is a melding of three critical elements:

- **Engagement with Content** - Recent standards can be summed up in two words: understanding and application. The level of understanding required to apply knowledge to new situations – the types of questions anticipated on evolving assessments – is only achieved through grappling with content. This requires a learning environment that fosters a growth mindset through specific teacher-actions and:
    - A problem-based approach to curriculum
    - Differentiated instruction
    - A student-driven classroom culture (subordinating teaching to learning)

- **Student Responsibility for Learning** – Recent standards presume retention of content as students progress through the grade levels, thus eliminating the need for re-teaching of topics. This level of retention requires a learning environment in which students:
    - Self-assess
    - Make decisions regarding resources and activities
    - Manage how they use their time in the learning process

- **High Academic Rigor** – Recent standards expect schools to produce high level thinkers and those who can apply learning to new situations, that is, those who thrive in the higher levels of Bloom's Taxonomy. This level of content mastery requires a learning environment in which teachers:
    - Provide leveled activities that promote student success at one level and a drive to achieve the next level
    - Observe students' cognitive processing and ask probing questions
    - Regularly guide students in making connections between content and their lives

No amount of discrete instructional strategies will bring about the paradigm shifts required for implementation of new, world-class standards. What is required is a shift in teachers' belief systems about their roles and what is possible in a classroom.