



Using Blended Learning with Questioning Strategies

Our TUHSD Mission

TUHSD is committed to developing the potential of all students, staff, and community.



Our TUHSD Vision:
Learning today, leading tomorrow.

TUHSD Strategic Areas (Purpose)

- College, Career and Life-Ready Students
- Communication and Partnerships
- Creating a Highly Effective Work Force



Our TUHSD Vision:
Learning today, leading tomorrow.

Foundational Beliefs

- All decisions are student centered
- All TUHSD learners are globally prepared and competitive
- Guaranteed and viable curriculum, instruction and assessment
- We are committed to improving the TUHSD community



Our TUHSD Vision:
Learning today, leading tomorrow.

Three Interconnected Practices

- High functioning PLCs that use data and support student achievement
- Guaranteed viable curriculum, instruction and assessment
- Staff and student support and training



Management

- Every classroom has a **greeting before students enter the room**
- **Clearly stated rules** are posted and followed
- Specific **plans for technology for learning** are communicated and followed
- Every student has a **caring adult** who connects with them each period

Instruction

- **Lesson plans are prepared for each lesson taught with Elements of Instruction in mind**
- Each lesson has **the State Standards posted and the learning objective communicated**
- Execution of lesson shows **students' visible authentic engagement in the lesson**

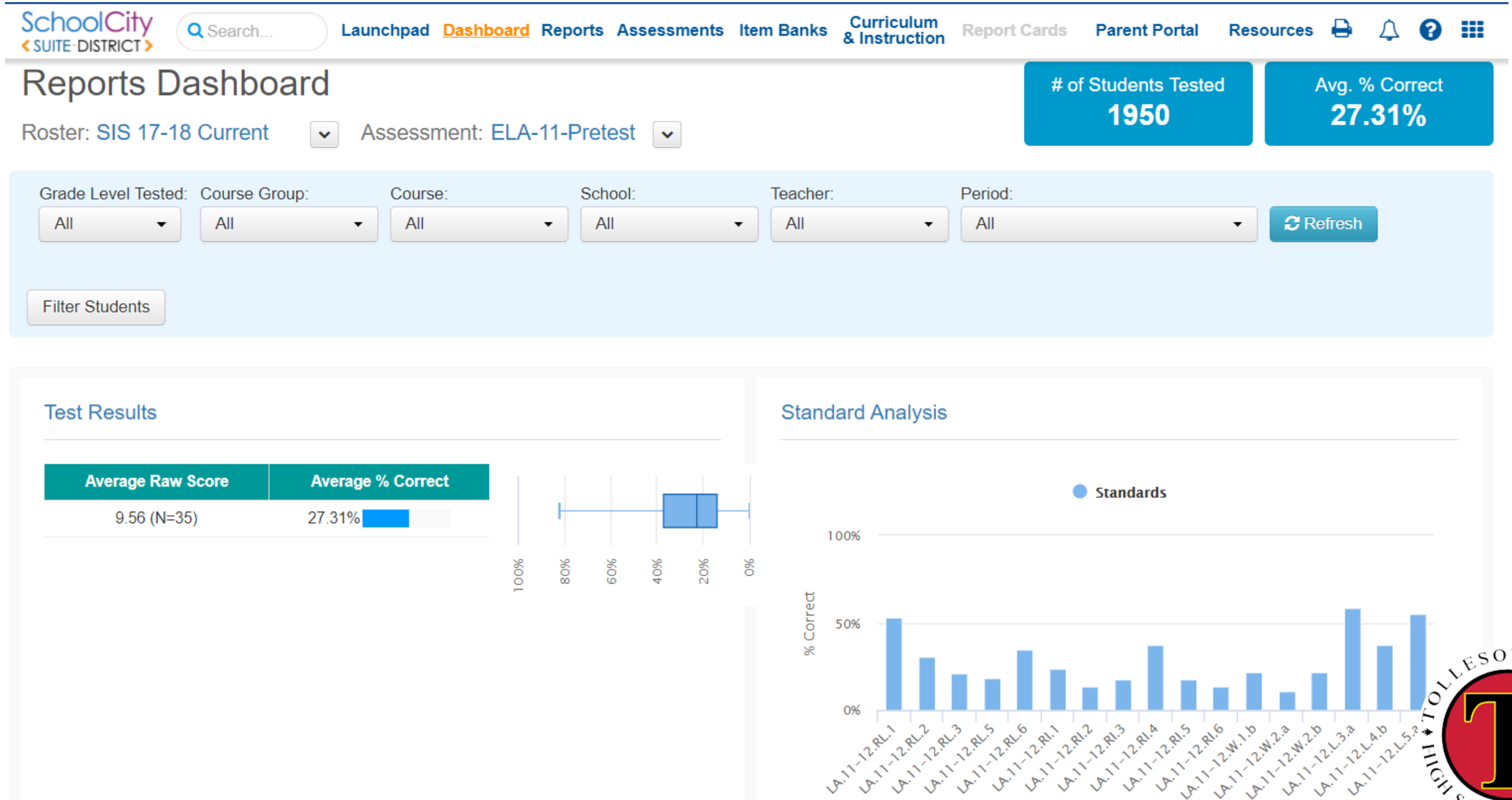


2017-18 Goals for ELA



2017-18 Goals

- Increase student achievement



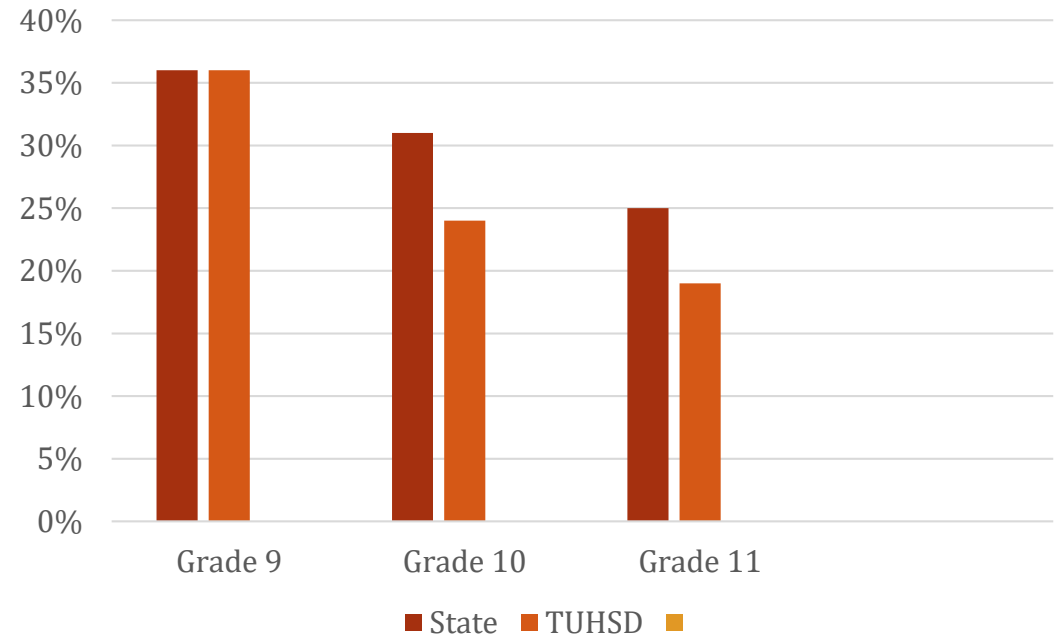
2017-18 Goals

- Meet or exceed the state average on AzMERIT

| | 2015 | | 2016 | | 2017 | |
|----------|------|-------|------|-------|------|-------|
| | AZ | TUHSD | AZ | TUHSD | AZ | TUHSD |
| Grade 9 | 27% | 16% | 35% | 20% | 36% | 36% |
| Grade 10 | 32% | 16% | 30% | 13% | 31% | 24% |
| Grade 11 | 30% | 15% | 30% | 13% | 25% | 19% |



Spring 2017



2017-18 Goals

- Track cohort growth

2017 AzMERIT Score Distribution for TUHSD ELA - By Cohort

| Class of 2018 | Reading for Information | | | Reading for Literature | | | Writing and Language | | | Statement of Purpose, | | | Evidence and Elaboration | | | Conventions and Editing | | |
|---------------|-------------------------|--------|--------|------------------------|--------|--------|----------------------|--------|--------|-----------------------|--------|--------|--------------------------|--------|--------|-------------------------|--------|--------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| 0 | | | | | | | | | | | | | | | | 7.60% | 4.34% | 4.96% |
| 1 | 70.00% | 78.46% | 65.75% | 68.06% | 68.97% | 58.60% | 61.03% | 67.14% | 46.62% | 27.93% | 21.25% | 6.32% | 61.24% | 27.53% | 12.32% | 43.22% | 35.05% | 31.89% |
| 2 | 22.81% | 16.25% | 28.64% | 26.61% | 26.03% | 30.96% | 33.97% | 24.72% | 35.44% | 57.56% | 58.53% | 52.41% | 30.83% | 60.50% | 52.41% | 46.32% | 60.61% | 60.79% |
| 3 | 7.19% | 5.29% | 5.61% | 5.33% | 5.00% | 10.44% | 5.00% | 8.14% | 17.94% | 10.99% | 18.66% | 34.47% | 4.59% | 10.88% | 28.90% | | | |
| 4 | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.50% | 1.57% | 4.43% | 0.33% | 1.10% | 3.99% | | | |

| Class of 2019 | Reading for Information | | | Reading for Literature | | | Writing and Language | | | Statement of Purpose, | | | Evidence and Elaboration | | | Conventions and Editing | | |
|---------------|-------------------------|--------|--------|------------------------|--------|--------|----------------------|--------|--------|-----------------------|--------|--------|--------------------------|--------|--------|-------------------------|--------|--------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| 0 | | | | | | | | | | | | | | | | | 5.46% | 2.18% |
| 1 | | 63.53% | 56.31% | | 60.32% | 58.17% | | 51.43% | 48.09% | | 17.63% | 9.71% | | 18.47% | 12.83% | | 31.74% | 24.48% |
| 2 | | 26.40% | 30.56% | | 29.07% | 34.55% | | 34.80% | 30.60% | | 63.45% | 49.28% | | 70.77% | 54.13% | | 62.80% | 70.92% |
| 3 | | 10.07% | 13.12% | | 10.61% | 7.28% | | 13.77% | 21.31% | | 17.82% | 35.83% | | 9.96% | 27.64% | | | |
| 4 | | 0.00% | 0.00% | | 0.00% | 0.00% | | 0.00% | 0.00% | | 1.11% | 2.76% | | 0.80% | 2.96% | | | |

| Class of 2020 | Reading for Information | | | Reading for Literature | | | Writing and Language | | | Statement of Purpose, | | | Evidence and Elaboration | | | Conventions and Editing | | |
|---------------|-------------------------|------|--------|------------------------|------|--------|----------------------|------|--------|-----------------------|------|--------|--------------------------|--------|------|-------------------------|------|--------|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| 0 | | | | | | | | | | | | | | | | | | 3.76% |
| 1 | | | 45.25% | | | 41.93% | | | 33.81% | | | 9.55% | | 9.75% | | | | 20.54% |
| 2 | | | 40.69% | | | 33.27% | | | 44.90% | | | 54.21% | | 63.91% | | | | 72.13% |
| 3 | | | 14.06% | | | 24.80% | | | 21.29% | | | 30.10% | | 20.10% | | | | |
| 4 | | | 0.00% | | | 0.00% | | | 0.00% | | | 2.57% | | 2.67% | | | | |



Strategies

- Blended Learning
- Questioning Strategies: higher-level questioning



PD Objectives

- Understand the definition of blended learning
- Know what blended learning is and what it is not
- Highlight the importance of integrating questioning strategies to promote student achievement
- Explore various applications for blended learning and using higher-level questioning strategies



Blended Learning



[video](#)

Blended Learning

Horn and Staker define blended learning as:

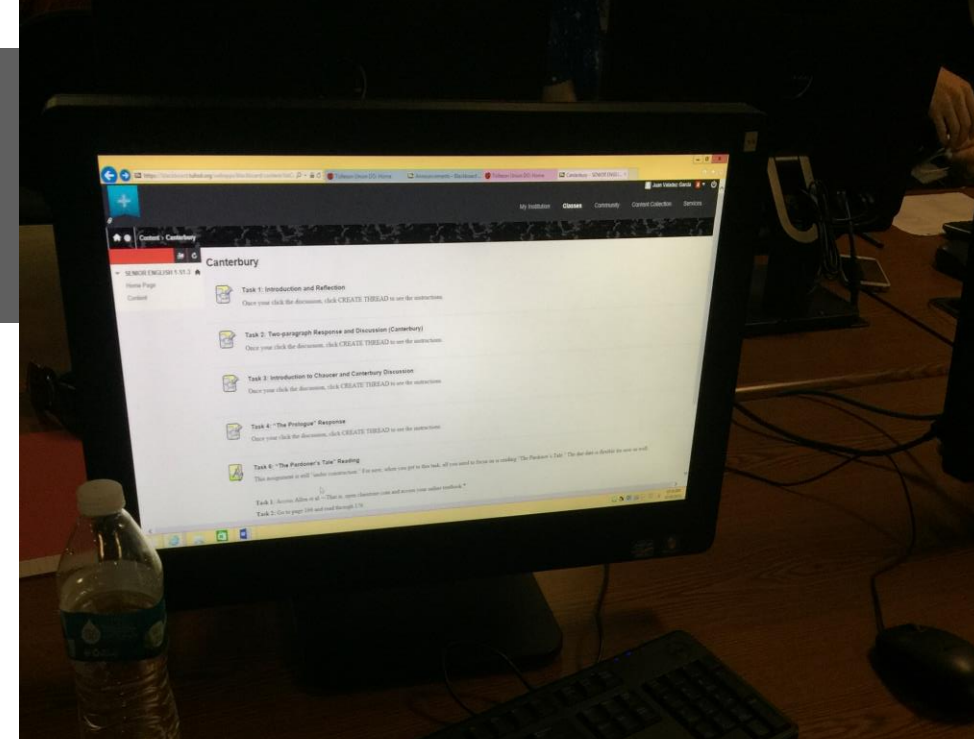
[a] formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path in a course or subject are connected to provide an integrated learning experience. (Horn and Staker 53)

PollEverywhere Activity

- Browser - <https://pollev.com/tarasuggs702>
- Text - tarasuggs702 to 37607

Scenario 1

Juan's teacher posted all assignments, resources, and quizzes in his Blackboard class. He is able to access his online class at school and at home.



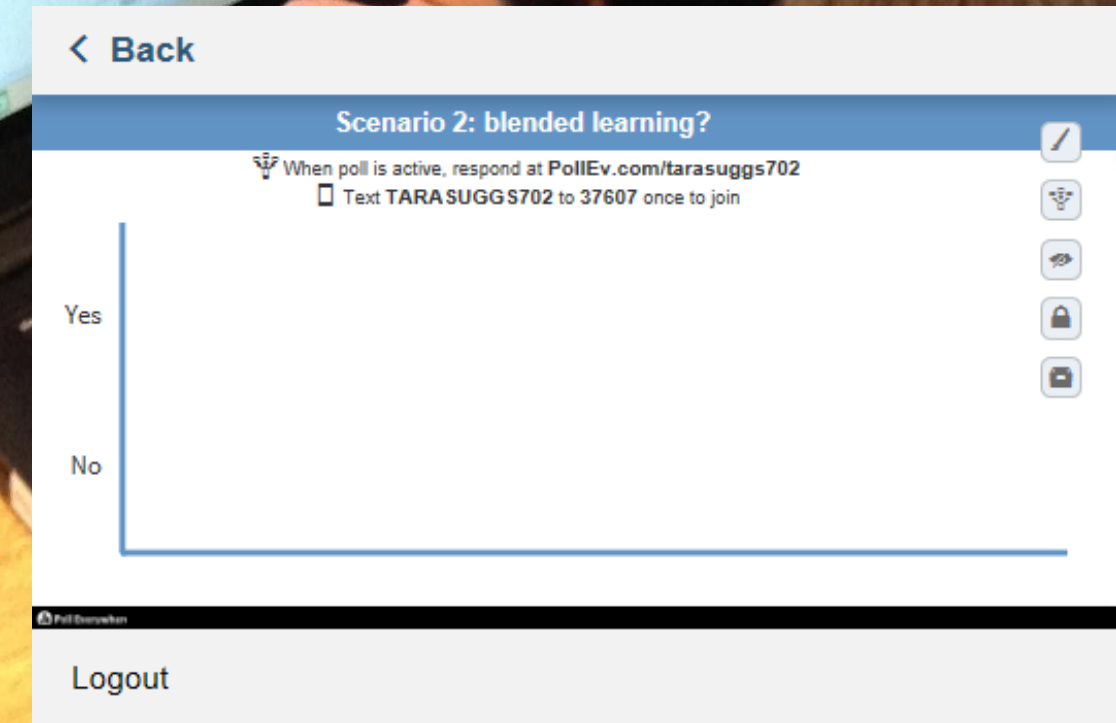
Scenario 1

Horn and Staker define blended learning as:

any 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~~....**the student learns at least in part in a supervised brick-and-mortar location away from home**....**the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.** (Horn and Staker 34-35)

Scenario 2

Megan is a full-time senior who completes her work at home but connects with her teachers via email and “attends” class with her peers online through messenger and Blackboard Collaborate.



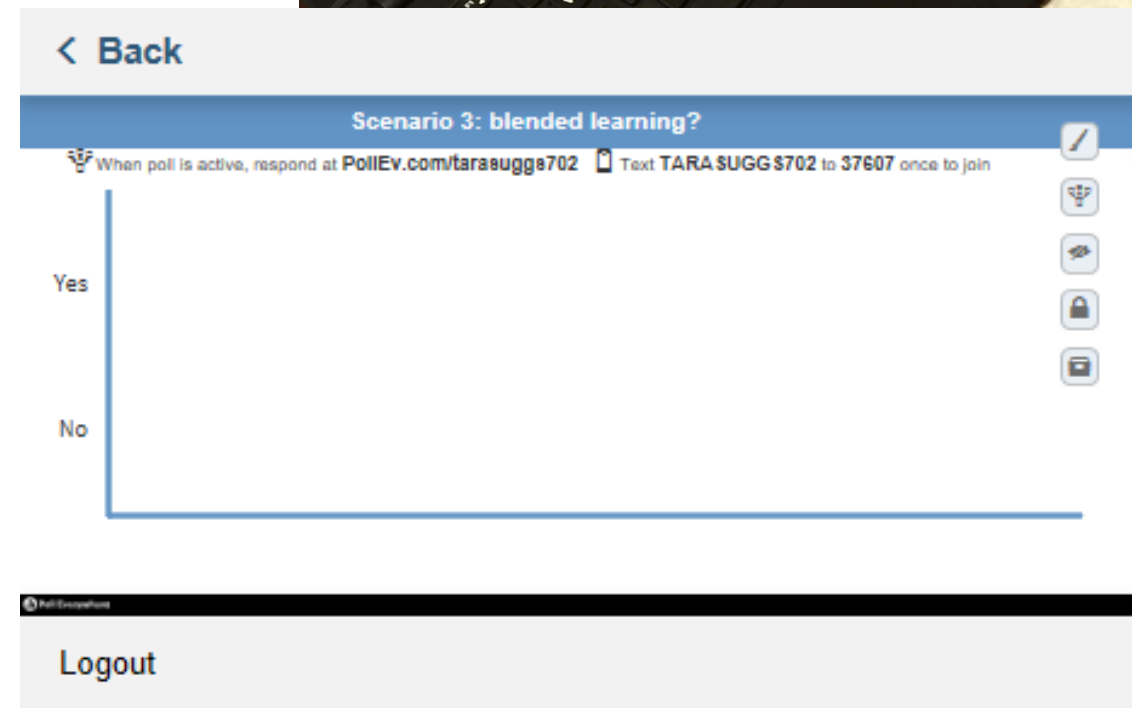
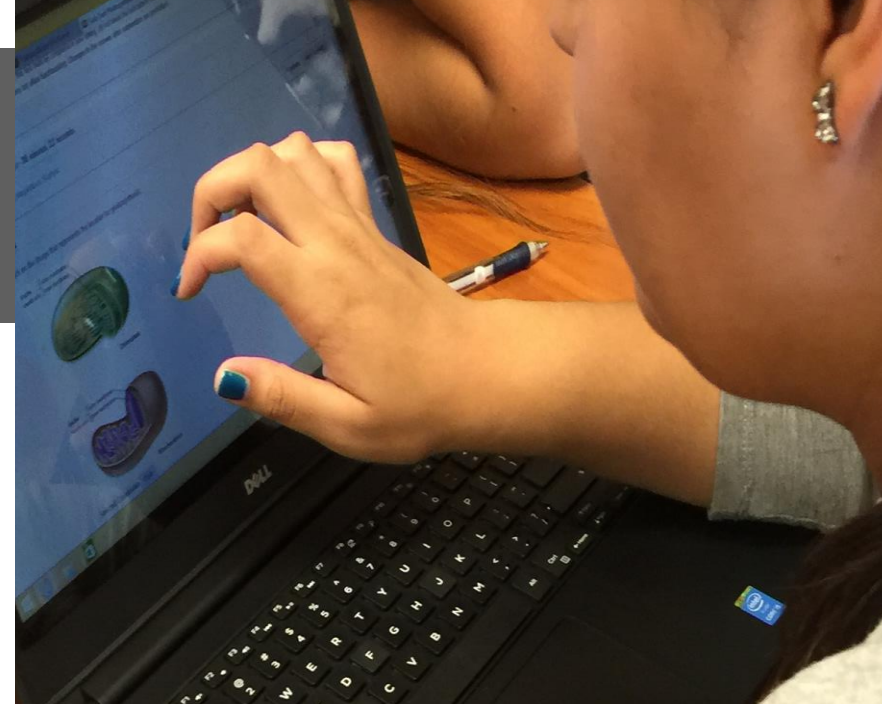
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Scenario 3

Janice takes a science class at school in a face-to-face setting. While she previously struggled with science concepts and did poorly on quizzes, she recently discovered and enjoys playing online, science games. Janice's teacher notices improvement in her work, but she is unaware of the online games Janice plays.



Blended Learning

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Technology-rich Instruction

- Students use technology to do the same work at the same place, time, and pace.
- Devices support traditional instruction.
- Classrooms may enhance traditional learning experience.



Blended Learning

- Students learn in part through online learning with some control over where, when, and how they work.
- Devices used to offer personalization.
- Instruction provides an integrated learning experience.

(Maxwell 2016)

Scenario 4

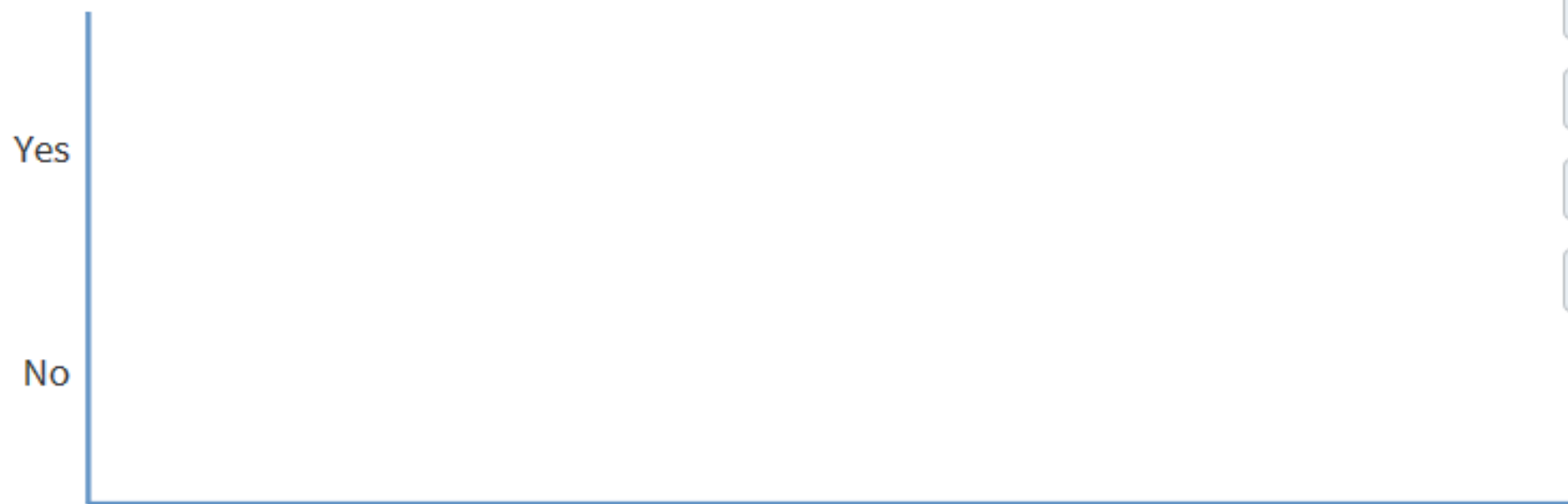
Julie's teacher planned a three-day lesson to help students write their mid-unit writing performance task. On the first day, she reviewed the writing rubric and prompt with the class while modeling the writing process. On the second day, students went to the computer lab and were given a series of online texts and personalized writing/language activities from which they would explore and complete prior to writing their essays. On the third day, students began to draft their essays, employing the texts and writing strategies they chose on the previous day.

Scenario 4

< Back

Scenario 4: blended learning?

When poll is active, respond at PollEv.com/tarasuggs702 Text TARASUGGS702 to 37607 once to join

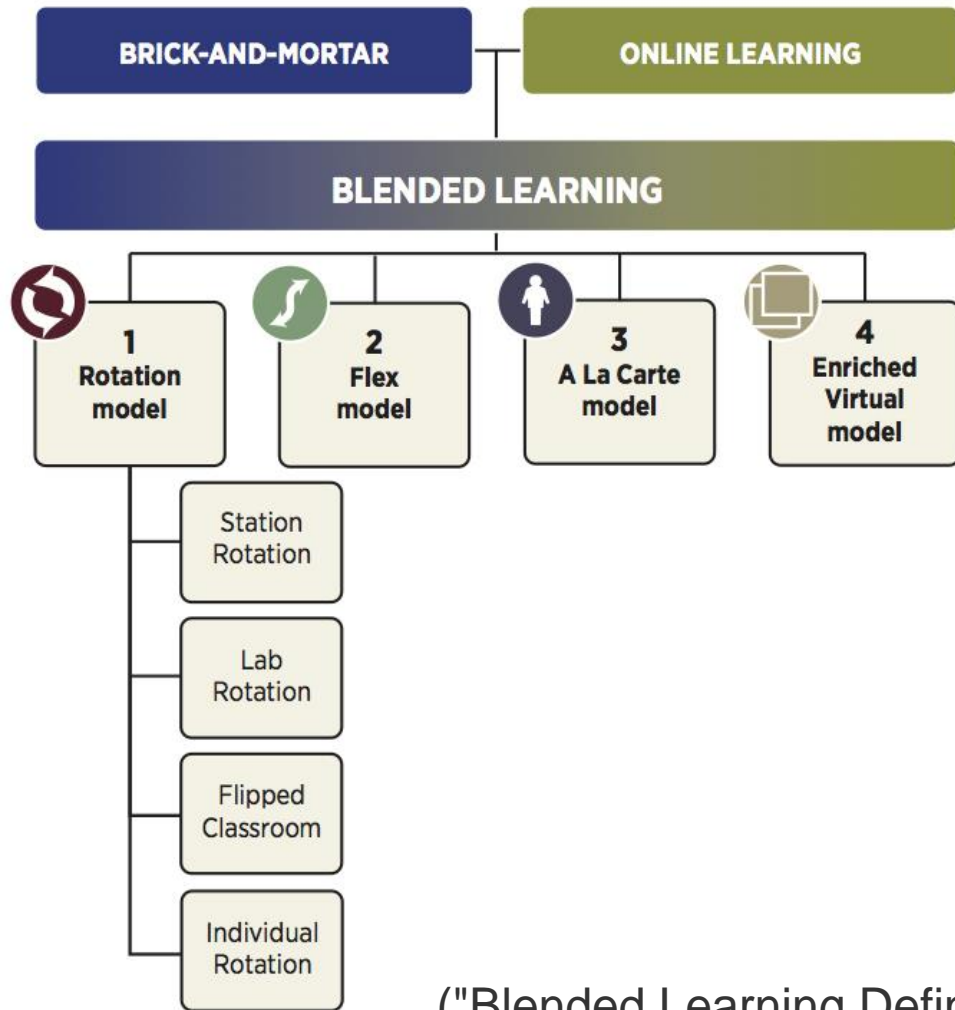


Blended Learning

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Blended Learning Models



("Blended Learning Definitions")

1. Rotation model —students rotate on a fixed schedule or at the teacher’s discretion between learning modalities

a. Station Rotation —students experience the Rotation model within a contained classroom or group of classrooms. Students rotate through all of the stations.

b. Lab Rotation —students rotate to a computer lab for the online-learning station.

c. Flipped Classroom —students participate in online learning off-site and then receive face-to-face, teacher-guided practice or projects.

d. Individual Rotation —student has a teacher-created, individualized playlist and does not necessarily rotate to each available station or modality.

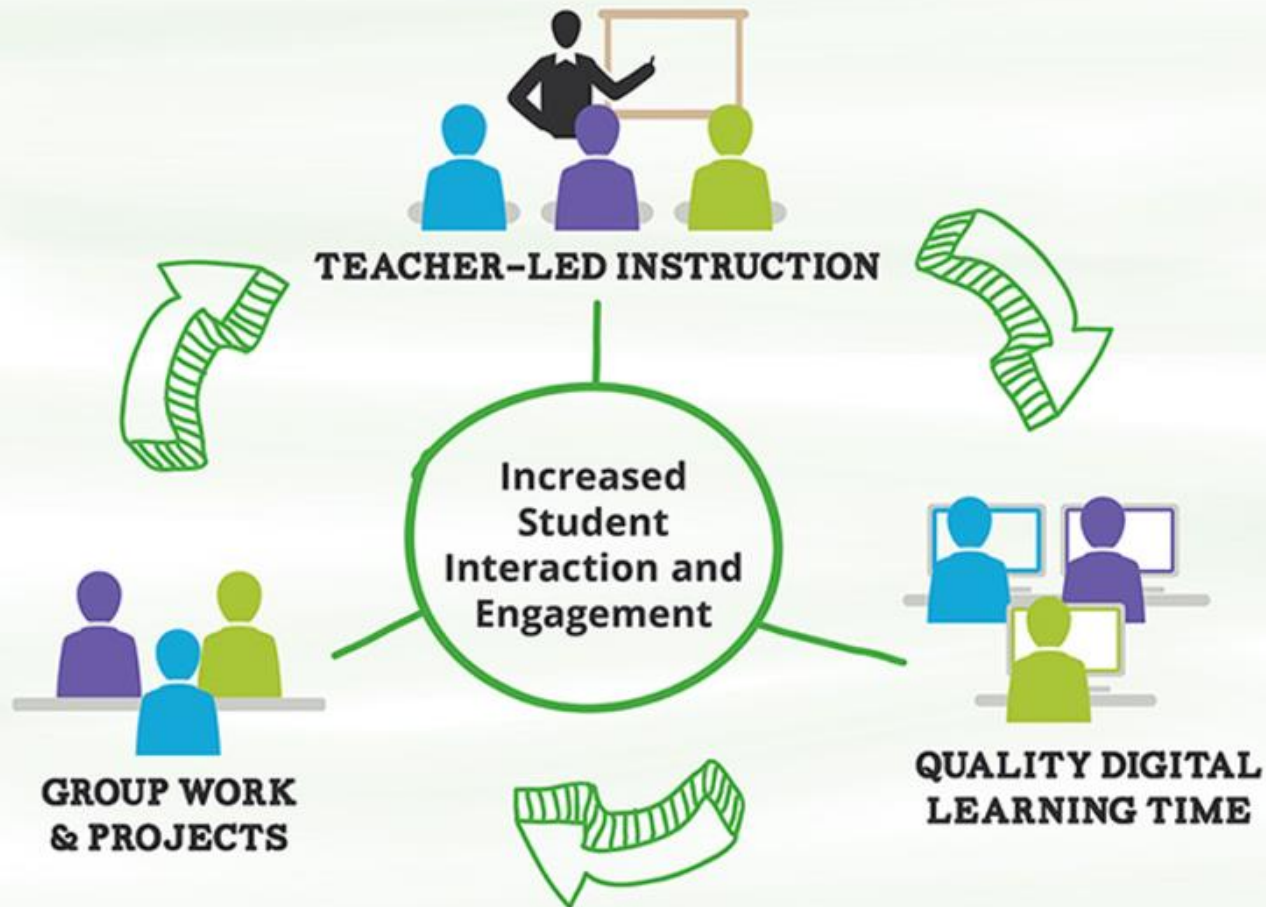
(Horn and Staker 38)

What the research says...

- "[A] large-scale effectiveness trial found a significant positive effect for high schools using [Cognitive Tutor Algebra I] in their second year of implementation, relative to similar schools that continued to use existing textbook-based algebra curricula" (Pane, et al. 2013).
- The station rotation model gives teachers flexibility in providing individualized instruction while leveraging the use of online lessons to address remediation needs. (Enyedy 2014)

IN THE **BLENDED LEARNING** CLASSROOM

Blended Learning incorporates multiple methods of instruction — teacher- and student-led, online and offline — in order to customize the learning experience for each student.



21st Century and Mindset Shift



| Fixed Mindset | Growth Mindset |
|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Intelligence is static. | Intelligence can be developed. |
| Leads to a desire to <i>look smart</i> and therefore a tendency to | Leads to a desire to <i>learn</i> and therefore a tendency to |
| <ul style="list-style-type: none"> • avoid challenges | <ul style="list-style-type: none"> • embrace challenges |
| <ul style="list-style-type: none"> • give up easily due to obstacles | <ul style="list-style-type: none"> • persist despite obstacles |
| <ul style="list-style-type: none"> • see effort as fruitless | <ul style="list-style-type: none"> • see effort as path to mastery |
| <ul style="list-style-type: none"> • ignore useful feedback | <ul style="list-style-type: none"> • learn from criticism |
| <ul style="list-style-type: none"> • be threatened by others' success | <ul style="list-style-type: none"> • be inspired by others' success |

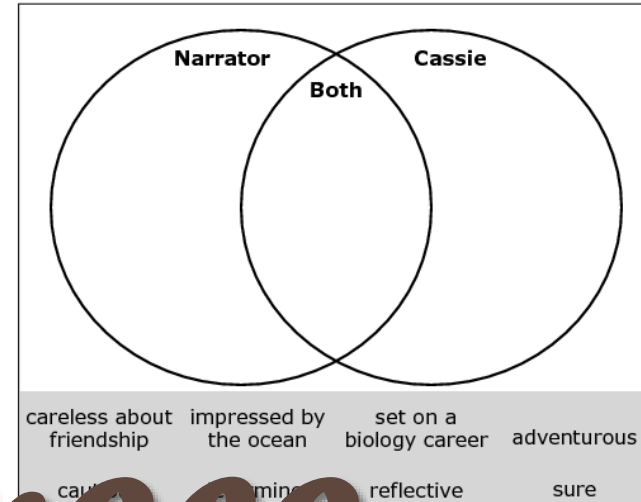
Goals Revisited

- Increase student achievement
- Meet or exceed the state average on AzMERIT
- Track cohort growth

Cognitive Process



Place the characteristics that describe the narrator, Cassie, or both in the diagram in the correct locations.



Justify responses

Ready-Made Clothing and Tailoring

Ready-Made Clothing by National Institute of Standards and Technology

1 Before the American Civil War, ready-made apparel existed but its variety was limited. Jackets and undergarments were only made in predetermined sizes. Most clothing was made by tailors, by individuals, or by their family members at home. The Civil War was a pivotal event in the historical development of men's ready-made clothing. At the outset of the Civil War, most uniforms were custom-made in workers' homes under government contract. As the war continued, however, manufacturers started to build factories that could quickly and efficiently meet the growing demands of the military. These factories were able to make uniforms for a fraction of the cost of home sewers. Mass-producing uniforms necessitated the development of standard sizes. Measurements taken of soldiers

1

Write a 2-3 paragraph explanation for your history class about the relationship between clothing styles and developments in clothing creation. Your explanation must be based on ideas, concepts, and information that can be determined through analysis of the "Ready-Made Clothing and Tailoring" passage set.

Manage your time carefully so you can

- plan;
- write, and
- revise and edit.

Use your answer in your writing to improve

B U E : -E D

Think critically

Questions

Justify responses
Think critically

Question Stems

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| As it is used in the sentence below, [vocabulary] means ____. | ELA RL.10a ELA RL.10b ELA RL.4 |
| Which sentence from the text <i>best</i> demonstrates the fact that...? | ELA RL.1 ELA RL.10a ELA RL.10b |
| This question has two parts. First, answer part A. Then, answer part B. Which statement <i>best</i> [describes, summarizes, etc.] the [theme, etc.] of [text title]? Select the [piece of evidence, detail, etc.] from [text title] that supports the answer to part A. | ELA RI.10a ELA RI.10b ELA RI.2 ELA RL.2 |
| What is the author's purpose for saying, [quote]? | ELA L.5a |
| Why does the author use this simile to describe [concept, image, etc.] in this sentence from the story? | ELA L.5a |
| Which evidence from the text <i>best</i> demonstrates that ...? | ELA RL.1 ELA RL.10a ELA RL.10b |
| What statement <i>best</i> describes the overall theme presented in [text title]? | ELA RL.10a ELA RL.10b ELA RL.2 |

On Next Generation Assessments and Academic Vocabulary:

Students struggle to respond successfully to Next Generation Assessment questions that contain academic vocabulary they do not understand.

“[If] we can anticipate what words will challenge students on Next Generation assessments we should move those words into the long term automatic memory ... For these words we should adopt a teaching model with that goal in mind.”

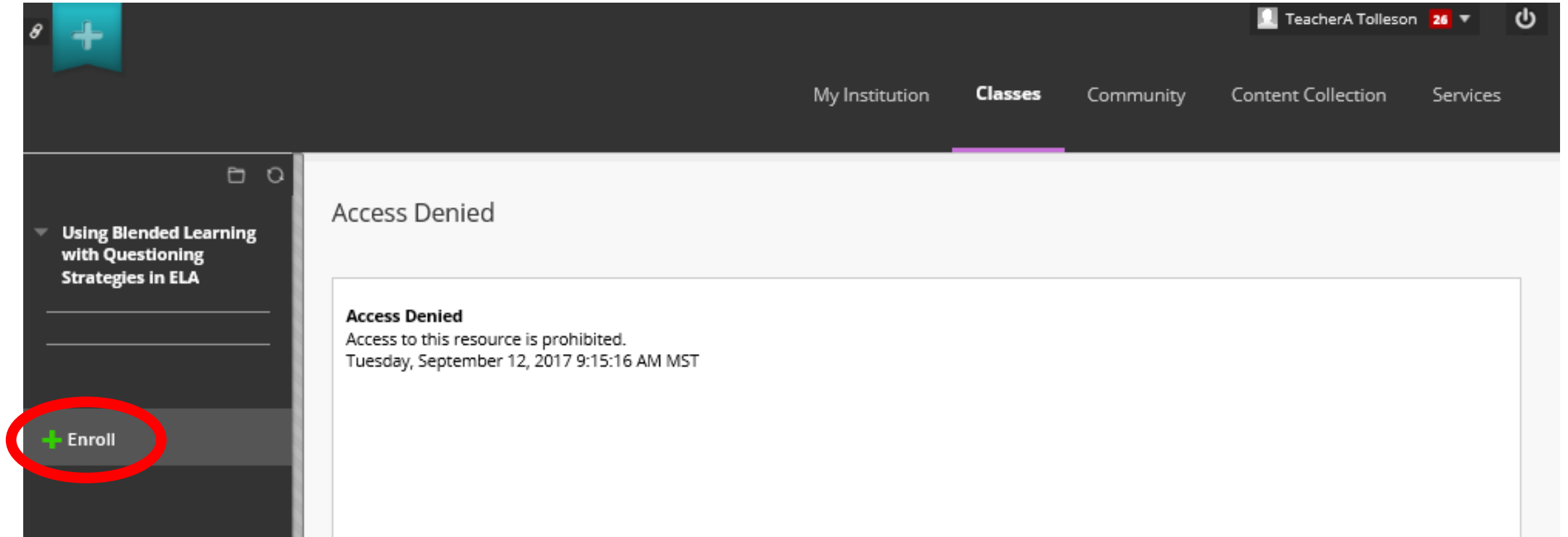
(Pook)

For ELA Teachers

<http://tinyurl.com/ELA913>

For Social Studies Teachers

<http://tinyurl.com/socialstudies913>





▼ **Using Blended Learning with Questioning Strategies in ELA**

Station Activities

Station Activities



Description of Activities

In an effort to model a modified station rotation, this section outlines the stations and activities in which each group will participate during the PD session. Station/Zone A is the whole group lecture that occurred prior to accessing this Blackboard course during this session.

- Your facilitator will designate starting stations/zones for each group.
- Each rotation will last approximately 20 minutes.
- Use earphones/headphones to watch videos.
- At the end of the full activity, you will have learned more about blended learning or questioning strategies and will have created a plan or outline to incorporate either in an upcoming unit lesson.

A special "Help" zone is located in the room for questions and answers. Please see your facilitator if you have any questions.



Zone A - Direct Instruction

This zone contains the PowerPoint presentation given during the lecture. It is meant to be the direct instruction portion of a modified station rotation model.



Zone B - Individualized Learning

In this station, you will choose from two learning paths which contain videos, articles, and examples of blended learning and questioning strategies. Select the path that best suits your immediate plans for the weeks ahead. If possible, please use earphone/headphones as you watch the embedded videos.





Zone C - Independent /Paired Work


Given what you know about blended learning and questioning strategies, independently (or in pairs) create a lesson plan for an upcoming lesson

The screenshot shows a digital learning interface. On the left is a dark sidebar with the text 'Using Blended Learning with Questioning Strategies in ELA' and 'Station Activities'. The main area is titled 'Zone B - Individualized Learning' and contains three sections: 'Instructions' with a notepad icon and a paragraph of text, 'Blended Learning Rotation Models' with a teacher icon and a link, and 'Questioning Strategies' with a teacher icon and a link.

Zone B - Individualized Learning

 **Instructions**
There are two paths to explore in this station/zone: blended learning and questioning strategies. Choose a path you wish to explore further and review the accompanying resources before responding to the designated discussion prompt.

 **Blended Learning Rotation Models**


 **Questioning Strategies**


1. Choose a path (blended learning or questing strategies).
2. Click on the link.
3. Review videos/resources.
4. Respond to discussion prompt.

Using Blended Learning with Questioning Strategies in ELA

Station Activities

Zone C - Independent /Paired Work


 **Instructions**
Depending on the model/strategy you chose to work on, create a plan for an upcoming unit lesson. Resources are referenced below. Submit your plan in the appropriate discussion board. If you have any questions please see your facilitator in the "help" zone.


 **Blended Instruction Lesson Planning**
As you plan for blended learning, consider using either of the following templates. Click the links to access the templates.


- [Blended Instruction Lesson Template.pdf](#)
- [Blended Learning Template](#) by Amy Passwater

Here is a [sample ELA lesson plan](#).

Choose a lesson from the current unit that you can modify to incorporate a blended model. Create a plan and upload it in the discussion link below.

 **Station/Zone C - Submit Blended Learning Plan**
Click on the link above to access the discussion and post your blended learning lesson plan.

 **Questioning Strategies Lesson Planning**
Access any of the district lesson plan templates on the S drive. Create a lesson plan for an upcoming unit lesson. Integrate questioning strategies, question vocabulary, or question stems in your plan. Rationalize the importance of purposefully planning with questioning strategies in mind. Ensure students are aware of the impact such strategies will have on their ability to perform on high stakes assessments (AzMERIT, ACT, SAT, AP) and high stakes scenarios (job interviews, college/career placement, etc.)

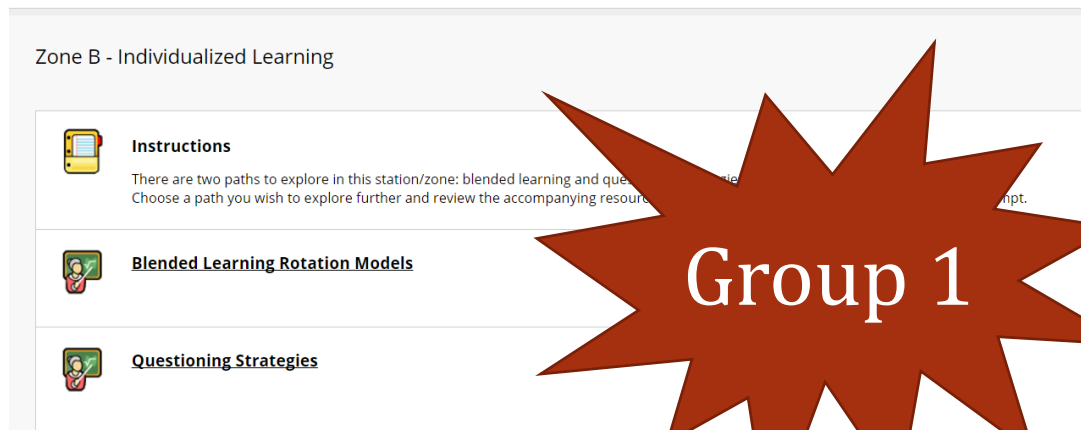
 **Station/Zone C - Submit Question Strategies Lesson Plan**
Click the link above to access the discussion and post your questioning strategies lesson plan.

1. Choose a path (blended learning or questing strategies).
2. Create a plan for an upcoming lesson, using your chosen path.
3. Respond to the discussion prompt by uploading your plan.

FIRST ROTATION

Station/Zone B

1. Choose a path (blended learning or questioning strategies).
2. Click on the link.
3. Review videos/resources.
4. Respond to discussion prompt.



Zone B - Individualized Learning

Instructions
There are two paths to explore in this station/zone: blended learning and questioning strategies. Choose a path you wish to explore further and review the accompanying resources.

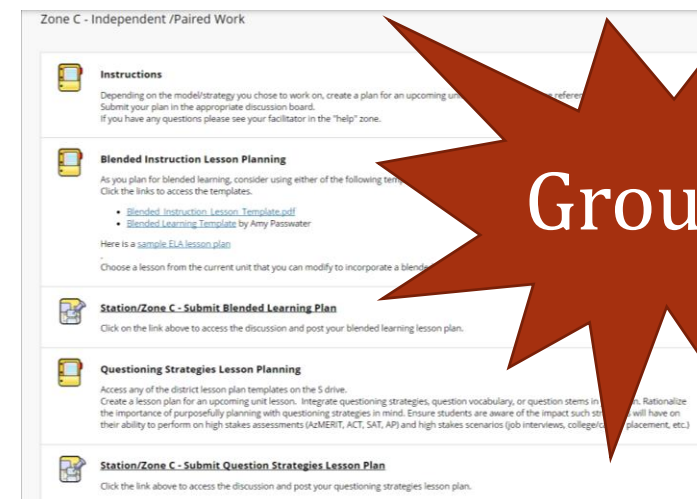
Blended Learning Rotation Models

Questioning Strategies

Group 1

Station/Zone C

1. Choose a path (blended learning or questioning strategies).
2. Create a plan for an upcoming lesson, using your chosen path.
3. Respond to discussion prompt by uploading your plan.



Zone C - Independent /Paired Work

Instructions
Depending on the model/strategy you chose to work on, create a plan for an upcoming lesson. Submit your plan in the appropriate discussion board. If you have any questions please see your facilitator in the "help" zone.

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Choose a lesson from the current unit that you can modify to incorporate a blended learning model.

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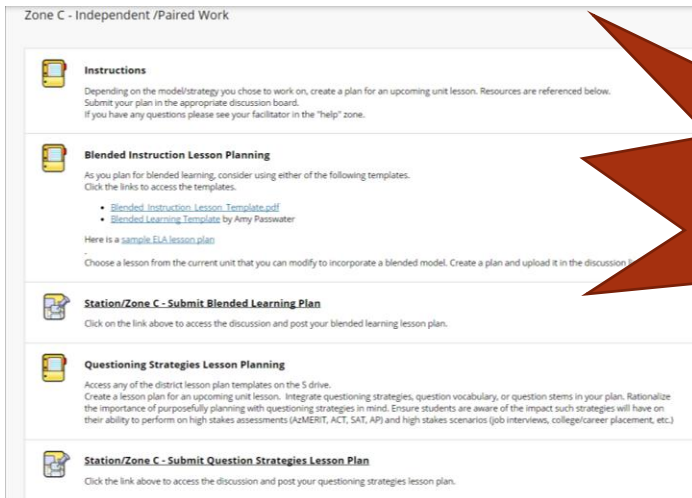
Station/Zone C - Submit Question Strategies Lesson Plan
Click the link above to access the discussion and post your questioning strategies lesson plan.

Group 2

SECOND ROTATION

Station/Zone C

1. Choose a path (blended learning or questioning strategies).
2. Create a plan for an upcoming lesson, using your chosen path.
3. Respond to discussion prompt by uploading your plan.



Zone C - Independent /Paired Work

Instructions
Depending on the model/strategy you chose to work on, create a plan for an upcoming unit lesson. Resources are referenced below. Submit your plan in the appropriate discussion board. If you have any questions please see your facilitator in the "help" zone.

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As you plan for blended learning, consider using either of the following templates. Click the links to access the templates.
• [Blended Instruction Lesson Template.pdf](#)
• [Blended Learning Template by Amy Passwater](#)
Here is a [sample ELA lesson plan](#).
Choose a lesson from the current unit that you can modify to incorporate a blended model. Create a plan and upload it in the discussion board.

Station/Zone C - Submit Blended Learning Plan
Click on the link above to access the discussion and post your blended learning lesson plan.

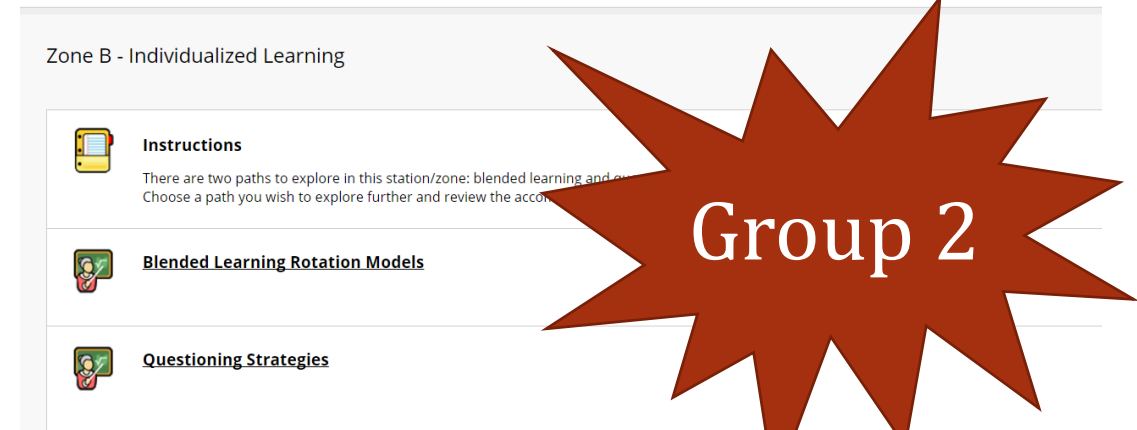
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Station/Zone C - Submit Question Strategies Lesson Plan
Click the link above to access the discussion and post your questioning strategies lesson plan.

Group 1

Station/Zone B

1. Choose a path (blended learning or questioning strategies).
2. Click on the link.
3. Review videos/resources.
4. Respond to discussion prompt.



Zone B - Individualized Learning

Instructions
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Blended Learning Rotation Models

Questioning Strategies

Group 2

Final Thoughts

