BHAG:

Learners will adapt their classrooms to incorporate student-centered, blended learning and ePortfolios that utilize choice, ownership, and voice to create an effective learning environment applying engineering processes to solve real-life problems and challenges.

STAGE 1 – DESIRED RESULTS

Unit Title: PL Day 1 – Initial Introduction to Blended Learning Implementation

Established Goals:

Teachers will design, develop and evaluate authentic blended learning experiences, and assessments to develop the knowledge, skills, and attitude that promotes deeper student learning, creativity, and ownership.

Teachers will develop technology-enriched classroom environments that enable all students to pursue their own individual curiosities at their own pace and become active participants in managing their own learning and assessing their progress.

Teachers will create and develop an ePortfolio that will capture their knowledge about blended learning.

Understandings: *Learners will understand that…*	**Essential Questions:**
❖ Incorporating blended learning into the classroom engages students. ❖ Educators are to be fluent with technology systems, COVA/CSLE, and growth mindset so they can serve as role models and leaders for our 21st Century Learners. ❖ It is the educator's responsibility to design and develop inquiry-based, authentic learning experiences and assessments to allow student choice, voice, and ownership. ❖ ePortfolios help learners develop a better sense of themselves as students and as individuals.	❖ How can I engage students through the use of effective blended learning? ❖ How can I incorporate choice, voice, ownership, digital tools, and technology tools/resources to promote deeper student understanding? ❖ How can you take ownership of your own learning? ❖ What are your strengths and weaknesses as a learner? ❖ What are the benefits of an ePortfolio? How can this support the learning in your classroom?
Learners will know:	**Learners will be able to:**
❖ The basic concept of blended learning ❖ The basic understanding of 21st Century learners and how to facilitate learning for deeper understanding and context ❖ The components of an effective lesson plan, Canvas LMS, their specific engineering curriculum, a scope and sequence, Google tools for a website structure. ❖ Learners will know their learning strengths and weaknesses.	❖ Navigate, locate, search, create and share resources and research on effective blended learning, growth mindset, COVA/CSLE on provided platforms and independently ❖ Use Canvas LMS, outside resources to create authentic projects and lessons that include student choice, voice, and ownership when in the classroom ❖ Collaborate, give feedback, and share ideas via provided platforms (Canvas, Google Sites) ❖ Model growth mindset, fail forward, and blended learning principles.

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Tasks:	**Other Evidence:**
❖ Reflection (learners choice) - video, infographic, written, blog, discussion post, etc. ❖ Create a lesson plan outline that incorporates blended learning and share for feedback ❖ Create a discussion post to share/reflect the most impacting part of professional learning and why ❖ Create (infographic, video, live performance, digital poster, etc.) revealing the understanding of Blended Learning. Small group/team will present the selection/chapter to the participants in their chosen format.	❖ Observations and feedback with teachers during and after planning time. ❖ Small group and whole-group discussion ❖ Collaboration assignment with a small group over Blended Learning text and follow up discussions (questions, clarifications) in digital format or in-person ❖ Practice giving positive, fail forward, constructive feedback ❖ Review peers' blended learning experiences and provide specific feedback. ❖ Review ePortfolios examples and share feedback and takeaways.

STAGE 3 – LEARNING PLAN

Summary of Learning Activities:

W– Give purpose for the professional development lesson about "Engaging students with student-centered, blended learning" (Where & Why)

H –Show motivational Youtube video about the 21 st Century learners and the benefits of providing authentic, student-centered blended lessons that encourage student choice, voice, and ownership (Hook & Hold)

H - Conversation Stations where small groups rotate, review and discuss short videos on various topics (growth mindset, COVA, CSLE, significant learning environments, blended learning success, etc.) (Hook & Hold)

H –Show motivational examples of students and teachers ePortfolios, highlighting the benefits of this practice. (Hook & Hold)

E – Explain how blended learning can help students become more interactive with the learning and how incorporating its use can engage our learners and result in deeper learning.

E - Demonstrate how to locate useful resources and see examples of effective blended lessons and tools within the specific curriculum (small groups, teams, grade levels).

E - Model an interactive blended lesson.

E - Demonstrate fluency in technology systems (Canvas LMS course, Google Sites, Google tools, and various technology systems) and the transfer of content knowledge to new technologies and situations.

R –Questions/comments from participants. Use of Google tools to share their ideas on ways to incorporate blended learning, student choice, and voice, growth mindset, project-based learning. (Revise & Rethink)

E, EE – Send shared link/Canvas course so participants can post comments and ask additional questions including evaluating lesson plans, Q&A, tangibles/handouts, video lessons/recordings, thoughts, frustrations, etc. (Evaluate)

T, R– Allow time for participants to brainstorm, evaluate, discuss, plan and practice within small groups (teams, grade level, subject area) (Reflect, Tailored)

EE, O - Conclusion questions/reflections in Canvas LMS

WHERETO

WHERETO is an acronym that highlights the key elements in the UBD lesson plan. WHERETO is not necessarily meant to be followed in the exact letter order but rather to ensure that all parts of an effective lesson are included in the designing process.

W - WHERE is the lesson headed and WHY?
H - HOOK the learner right away and HOLD their interest/attention.
EE - EXPLORE and EQUIP students with tools, knowledge, and skills to reach the goal(s)/desired result(s),
R - Provide time to REFLECT, RETHINK and REVISE.
E - EVALUATE and self-assess progress and understanding.
T - TAILOR the learning to every student's needs, talents, and interests.
O - ORGANIZE the learning for deep and meaningful understanding.