

Discussion Point:
**Our students are entering
classes with varying degrees
of subject mastery.**

Question:
**How do we actively engage
those students and begin to
fill the gaps?**

Classroom Setting #1

- ❑ Students utilize textbooks for specific examples to reinforce what was taught in the classroom.
- ❑ Students do assigned problems from the textbook, regardless of their depth of knowledge or preparedness for new concepts.
- ❑ Students come back the next day to ask questions and review assignments.
- ❑ Students are left with various degrees of topic mastery.
- ❑ The cycle continues with the next topic to be covered.
- ❑ The cycle ends with an assessment over multiple topics, confirming the different degrees of mastery from an A+ to an F.

Teacher Role
holder of knowledge
who uses lecture
on a topic to
present
information to the
entire class

Student Role
compliant learner
who completes
assignments and
assessments
when directed



Classroom Setting #1

The class continues through grade-level specific content, without:

- a) identifying holes in individual learning paths
- b) identifying students who have already mastered content being covered.

In this scenario it becomes apparent that the goal is to cover as many topics as possible within the textbook. All students learn the same thing, at the same time, with the same method.

The motto for this setting is:

One Size Fits All!



Classroom Setting #2

- ❑ Students take advantage of a classroom management system that utilizes **multiple resources** to access information (classroom teacher podcasts, e-books, textbook adopted materials, Flexbooks, Moodle, Camtasia, etc.).
- ❑ These multiple resources can be accessed anywhere, anytime by the students for their convenience (a true 24/7 learning environment). Students have the ability to replay, rewind, and review the multiple resources until they have acquired the needed understanding for content mastery.
- ❑ Students come back the next day prepared to discuss the topic with the teacher and use content specific exercises to show mastery of the topic.
- ❑ Real time data from ongoing formative assessment allows the classroom teacher to group students for lessons on individual skills creating a true differentiated learning environment.
- ❑ Students who have shown content mastery will work on challenging and relevant applications with the teacher as the facilitator, in support of 21st Century Learning.



Classroom Setting #2

In this scenario, the goal is to empower the students to become 21st century learners by utilizing differentiated instruction and the socialization of learning with peers in a collaborative environment both in, and out of the classroom.

The motto for this method is:

Creating a truly individualized student learning experience that engages the hearts and minds of East Allen County Schools' students in an active environment!



The definition of insanity is to do the same thing over and over, and get the same results.

Stand and deliver has been the method of choice in our district for many years, producing the same results.

**The Flipped Classroom,
as described in
Classroom Setting #2,
allows us to truly focus
on the individual needs
of all of our students.**



Flipped Classroom Case Study:

Results for one Detroit area school:

The school is located in the metro Detroit area and they have 72% free and reduced lunch population and a minority base of 65% African American and 35% Caucasian.

They have flipped their 9th grade center and have seen some terrific results in dramatically reducing failure rates in the core and the overall discipline rates. They feel that this instructional model will work well with at-risk populations at the secondary level so they have decided to flip their entire school.

- *In 2009-10 the English Language Arts failure rate was 52% , in 2010-11 the failure rate after flip is 19%*
- *In 2009-10 the Mathematics failure rate among freshman was 44%. The 2010-11 failure rate is 13% after flipping.*
- *In 2009-10 the Science failure rate among freshman was 41%. The 2010-11 failure rate is 19% after flipping.*
- *In 2009-10 the Social Studies failure rate among freshman was 28%. The 2010-11 failure rate is 9% after flipping.*

Solution: Through the use of 1 to 1 computing and the flipped classroom, EACS students will be college and career ready.

East Allen County Schools has a unique opportunity to put our students in the forefront of this monumental paradigm shift in education. This will allow us to propel our students to the “Edge of Greatness” and beyond!

2011-2012

- Apply to be a pilot teacher
- Selection of 8 pilot teachers for MS (PCA, Leo Elem., Hoagland, Heritage, Leo Jr/Sr, NHMS, Woodlan, PHHS)
- Math focus (Multiple resources: online, ebook, continued use of textbook)
- Instructional coach supports the pilot teachers w/blended classroom ideas
- Pull pilot teachers to work on writing PBL/Performance Task
- Summer 2012
 - Train remaining math teachers
- Moodle (Online classroom management system to facilitate 21st Century Learning Skills)

2012-2013

- Apply to be a pilot teacher
- All 6-8 grade students will have 1:1 computing
- All teachers will start & implement a blended classroom
- Instructional Coach supports blended learning “roll out”
- Selection of 8 pilot teachers for high school (HHS, LHS, WHS, NHHS, PHS)
- Math focus (Multiple resources: online, ebook, continued use of textbook)
- Instructional coach supports the pilot teachers w/blended classroom ideas
- Pull pilot teachers to work on writing PBL/Performance Tasks
- Moodle (Online classroom management system to facilitate 21st Century Learning Skills)

2013-2014

- All 9-12 grade students will have 1:1 computing
- All teachers will start & implement a blended classroom
- Instructional Coach supports blended learning “roll out”
- Support for all teachers on the blended classroom
- Continue strengthening the 6- 8 blended classroom model
- Create model classrooms in grades 6-8 for blended learning
- Moodle (Online classroom management system to facilitate 21st Century Learning Skills)