Implementing Hybrid Learning in Classrooms: An Innovative Partnership Between ESAs and School Districts

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Introductions

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Coordinator of Online and Hybrid Learning

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Coordinator of Instructional Technology and Digital Media

Pam McCartney
Director of Instructional Services
Key Takeaways

- Participants will:
  - Learn about a unique partnership between regional ESAs, school districts and business partners
  - Hear how PA schools are integrating best practices in instruction with online resources
  - Discover how one ESA’s business model to sustain and grow needed services
Who Are We?

An Education Service Agency
Pennsylvania’s Intermediate Units
Lancaster Lebanon IU13
Serving 22 School Districts

- School Districts: 22
- Public School Enrollment: 89,000
- Nonpublic Total Enrollment: 17,000
How It All Began

District Needs
- Increased technology use in classrooms
- 1-1 & BYOD initiatives
- Interest in online learning

IU Needs
- Increased focus on customer needs and marketplace services
- Focus on 21st Century skills

New opportunities for beneficial partnerships
How It All Began

PA Hybrid Learning Initiative (PA HLI) formed in 2011

- **Participating IUs:**
  - Appalachia IU 8 (Altoona area)
  - ARIN IU 28 (Indiana and Armstrong counties)
  - Lancaster-Lebanon IU 13
  - Luzerne IU 18 (Wilkes-Barre)
  - Montgomery County IU 23
  - Northeast Educational IU 19 (Scranton area)
  - Schuylkill IU 29 (Pottsville area)

- **Business Partners:**
  - Dellicker Strategies
  - Education Elements

- **Higher Education Partners:**
  - Harrisburg University
Participating School Districts

- Conrad Weiser SD (2 schools)*
- Dallastown Area School SD (1 school)
- Eastern York SD (2 schools)
- ELANCO SD (5 schools)*
- Hatboro-Horsham SD (7 schools)
- Lampeter-Strasburg SD (3 schools)*
- Lebanon SD (1 school)*
- Parkland SD (3 schools)
- Pittston Area SD (2 schools)
- South Eastern SD (1 school)
- Spring Ford SD (1 school)
- West York Area SD (1 school)
- Anderson School (3 schools)
- Indiana Area SD (2 schools)
- Manheim Central SD (2 schools)*
- Lower Dauphin (4 schools)*

* Districts Served by IU13
Additional Schools Served By IU13

- Manheim Township SD
- Antietam SD
- School District of Lancaster
- Dayspring Christian School
- Lancaster Catholic HS
Defining Hybrid Learning

- Hybrid learning:
  - Creates dynamic classrooms and customized instruction
  - Seeks to improve academic performance by increasing student engagement and motivating students to succeed
  - Rotates students among different learning stations with digital and face-to-face instruction to differentiate a student’s education
How have our classrooms changed in the last 100 years?

1900’s

2000’s
Difference Between Hybrid Model and Blended Model
Value of Hybrid Learning

- DI
- Data
- Personalized Learning
Rotation Model
## Hybrid Agenda

<table>
<thead>
<tr>
<th>Direct:</th>
<th>Collaborative:</th>
<th>Independent:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials Needed:</strong> textbook, pencil, notes</td>
<td><strong>Materials Needed:</strong> pencil, packet found on the table.</td>
<td><strong>Materials Needed:</strong> Computer</td>
</tr>
<tr>
<td><strong>Activating Strategy:</strong> Provide examples of art, science, education, government, and religion in Mesopotamia.</td>
<td><strong>You will be working with your group to complete an activity on the Code of Hammurabi. Directions are below...</strong></td>
<td>Go to the HLMS dashboard.</td>
</tr>
<tr>
<td>Complete and review Later Mesopotamian Empires activity.</td>
<td>1. As a group, read laws 129, 148, 168, and 195 on Document C.</td>
<td>Click on Compass Learning.</td>
</tr>
<tr>
<td>Summarizing Strategy: review essential question</td>
<td>2. When done reading answer the 5 questions at the bottom of Document C. Be sure to give detailed answers (FYI - the word “just” means fair).</td>
<td>Click on World History (it should say assignments underneath it).</td>
</tr>
<tr>
<td>Homework – Mesopotamia Quiz next Monday</td>
<td>3. After finishing Document C do the same thing with Documents D and E. Once again, make sure your answers are detailed.</td>
<td>Click on “Peters Mesopotamia.”</td>
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<tr>
<td></td>
<td>4. When finished with all 3 documents put all group members names on the packet and place on Mr. Peters maroon desk chair. This activity will receive a grade.</td>
<td>Click on “King Hammurabi and his Code of Law”</td>
</tr>
<tr>
<td></td>
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<td>Read and complete the activities on the 6 slides. Be sure to READ FOR UNDERSTANDING!</td>
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<tr>
<td></td>
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<td>When finished, click on “Lesson Quiz: Mesopotamia Government” and take the quiz. It will count for a grade.</td>
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<td>If you finish the quiz and there is still time left before we switch groups you may go into the “Peters Other Floodplain Civilizations” Folder and begin/continue the activities.</td>
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</table>
Direct Station

Direct does not equal teaching same material!
Room Setup
Direct Station Activities

- Formative Assessment (Web Tools)
  - Poll Everywhere
  - Padlet
  - Socrative
- Direct Instruction
- Peer Tutoring
- Group Work

- Compare and Contrast Activities
  - Graphic Organizers
  - Popplet
  - Bubbl.us
- Quizzes/mini Assessments
- Exit Ticket
Independent Station

- Independent *does not* always equal same online content provider!
Room Setup
Independent Station Possible Activities

- Instruction/Remediation — Online Content Providers
- Writing Prompts
- Reflection
- Discussion Forums
- Journaling
- Java Applets (Math)
- Interactive Websites
- Webquests
- Flipped Lesson
- Assigned Websites
Collaborative Station

Collaborative *does not* always equal worksheets!

It *does* equal higher order thinking skills

- Authentic projects
Room Setup
Collaborative Station Projects

- Projects should include:
  - Authentic projects
  - STEM projects

- Projects can range from a few days to an entire nine weeks

- This station should be graded with the most weight

- Important to have check points to make students accountable
Bloom’s Taxonomy

Knowledge:
- Recall of information;
- Discovery; Observation;
- Listing; Locating; Naming

Comprehension:
- Understanding; Translating;
- Summarising; Demonstrating;
- Discussing

Application:
- Using and applying knowledge;
- Using problem solving methods;
- Manipulating; Designing; Experimenting

Analysis:
- Identifying and analyzing patterns;
- Organisation of ideas;
- Recognizing trends

Synthesis:
- Using old concepts to create new ideas;
- Design and Invention; Composing; Imagining;
- Inferring; Modifying; Predicting; Combining

Evaluation:
- Assessing theories; Comparison of ideas;
- Evaluating outcomes; Solving; Judging;
- Recommending; Rating
Individualized Learning

- Grouping
- Data driven Instruction
- Independent learning
Date Drives the Instruction

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<tr>
<th>SCI.9–12.BIO...</th>
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Educational Implications

12-13 Data from PA HLI:

- Students participating in hybrid classes:
  - 40% had better grades compared to peers in non-HL classes in previous school year
  - 33% had better grades compared to peers in non-HL classes in current school year
  - 65% were “satisfied” or “very satisfied” with their hybrid learning class
  - 60% reported learning more and/or learning more easily in hybrid setting

Source: Dellicker Strategies
Educational Implications

- 88% of pilot schools reported higher performance on state exams by students in hybrid classes vs. non-hybrid classes

- Administrators reported fewer discipline incidents in hybrid classrooms

- 62% of parents reported that their child enjoyed the hybrid setting more than a traditional setting

Source: Dellicker Strategies
Building a Financially Stable Product

- Current business plan:
  - Identify our strengths and build upon them
    - Content first, technology second
  - Effective pricing of services
  - Partnering where possible
  - Leveraging grants and other revenue sources
    - R&D, state grants, fee for service
  - Develop associated services and products
    - Ongoing conversations with school districts
Financial Implications

- Resulted in:
  - $184,466 in revenue

- Generated:
  - $14,376 in indirects
  - $22,157 net income

- On track for even greater returns 14-15 school year
Need more information?

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