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# **They want me to do what? Thriving in a blended learning classroom**

— Jennifer Courduff PhD.  
Azusa Pacific University —

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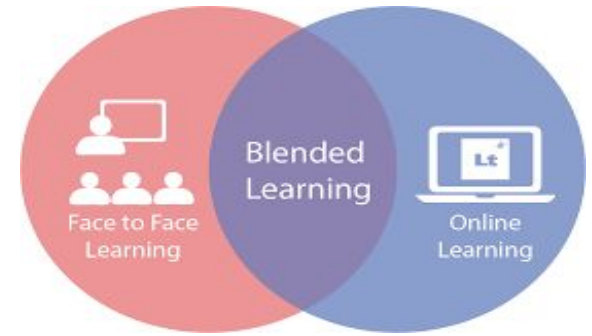
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Sarah Orton M.Ed.  
Professional development

**Are you feeling like THIS right now?**



# What is blended learning?



- Blended/Hybrid learning is a ***blend*** of face to face and online learning
  - Two days face-to-face
  - Three days virtual/online
- For students with special needs, services are offered via **break-out sessions** in Zoom or through **teletherapy**.

# Overview of UDL and why it's critical to student learning....especially now.

**Accessible** - can be used by any student

**Engaging** - interactive, easy to navigate

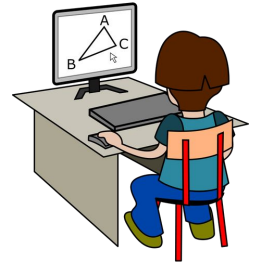
**Effective** - leads to real learning

[Resources from CAST](#)

[Webinar on UDL April, 2020](#)



# Virtual learning days



- Set high standards for attendance times, dress code (no learning in bed, no pajamas, dress for success as you were doing a face-to-face classroom, no multitasking, etc.)
- Avoid long screen time
  - Focus on shorter full class meetings- Start small to build stamina!
  - Teach to smaller groups to tailor instruction
- Focus on essential standards - long term success
- Break up students into learning groups where they can collaborate together in smaller virtual classrooms.

# Top resources for virtual learning

- [Commonsense.org: Apps and websites for special education](#)
- [Managing behaviors in teletherapy](#)
- [Best free resources for teletherapy](#)
- [New to teletherapy?](#)

[Most important thing: Make connections with your students: Loom](#)

**Yes - but how do I do that?**



# Example: Virtual learning schedule

## Ms. Olson's Offline Assignments for Week 8/24/20-8/28/20

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read a story with your family. No response needed.	Read a story with your family. No response needed.	Read a story with your family. Response to the read aloud on Seesaw.	Read a story with your family. No response needed.	Read a story with your family. No response needed.
Writing	Practice writing your name Practice writing your uppercase and lowercase letters.	Practice writing your name Practice writing your uppercase and lowercase letters.	Practice writing your name Practice writing your uppercase and lowercase letters.	Practice writing your name Practice writing your uppercase and lowercase letters.	Practice writing your name Practice writing your uppercase and lowercase letters.
Math	Counting Collections Count to 100	Counting Collections Count to 100	Counting Collections Count to 100	Counting Collections Count to 100	Counting Collections Count to 100
Drawing	Draw a picture about something that you smell.	Draw a picture about something that you can taste.	Draw a picture about something that you hear.	Draw a picture about something that you see.	Draw a picture about something that you touch.



# Learning rotations in Zoom

Ms. Olson's Distance Learning Schedule Week of 8/24/20-8/28/20

Meeting ID: 896 5264 8182, Password: 860001

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-9:45	<a href="#">Class Meeting</a>	<a href="#">Class Meeting</a>	<a href="#">Class Meeting</a>	<a href="#">Class Meeting</a>	<a href="#">Class Meeting</a>
9:45-10:15	Group A	Group A	C.W Assessment	Group A	Group A
10:30-11:00	Group B	Group B	A.M Assessment	Group B	Group B
11:00-12:00	Lunch at Lime street	Lunch at Lime street	Lunch at Lime street	Lunch at Lime street	Lunch at Lime street
12:00-12:30	Group C	Group C	D.R Assessment	Group C	Group C
12:30-1:00	Group D	Group D	Z.E Assessment	Group D	Group D
1:00-1:30	Group E	Group E	E.L Assessment	Group E	Group E
1:30-1:50	J. Valdez 1:1 instruction	J. Valdez 1:1 instruction	J. Valdez 1:1 instruction	J. Valdez 1:1 instruction	J. Valdez 1:1 instruction
2:00-3:30	Student and Parent Support	Student and Parent Support	Collab with Team	Student and Parent Support	Student and Parent Support



# Designated place to learn

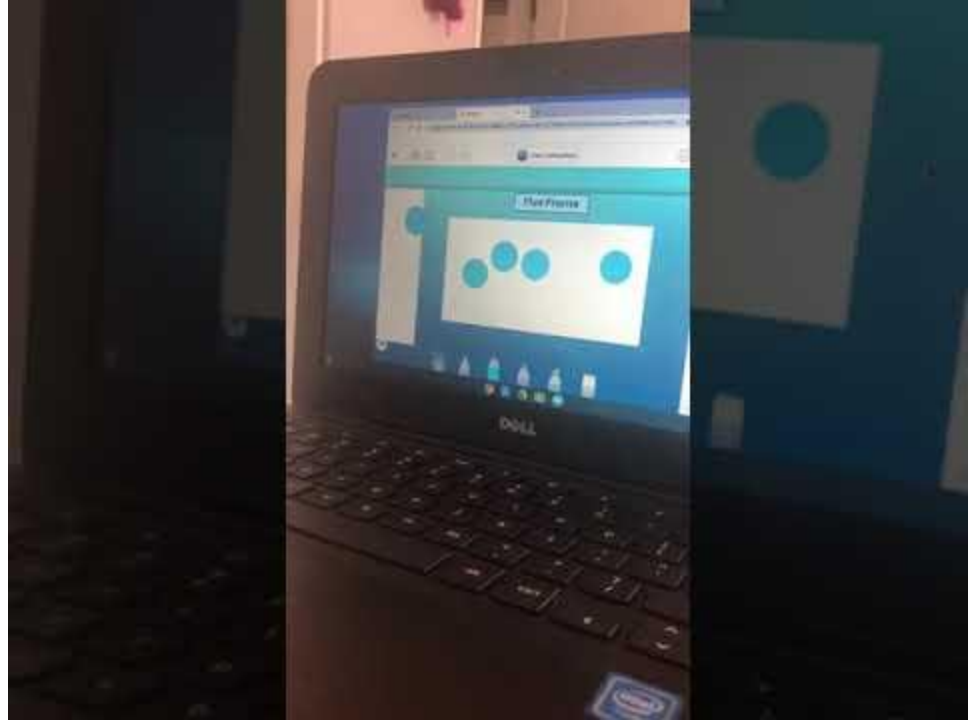
Not this



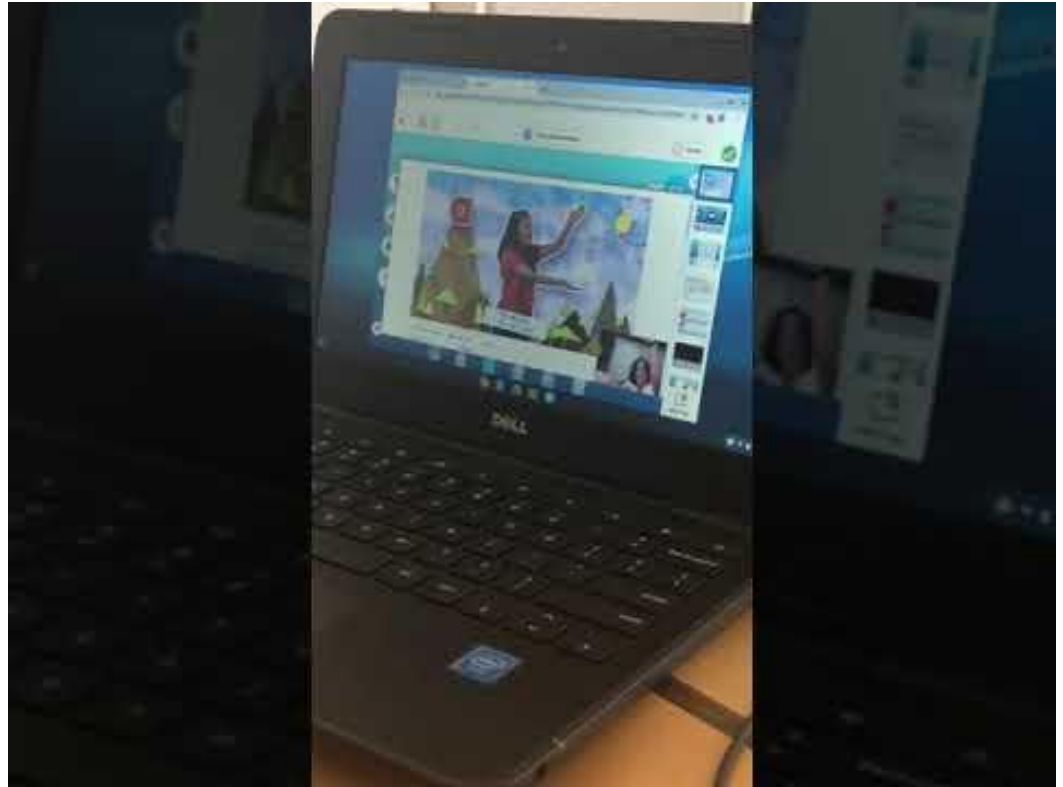
THIS!



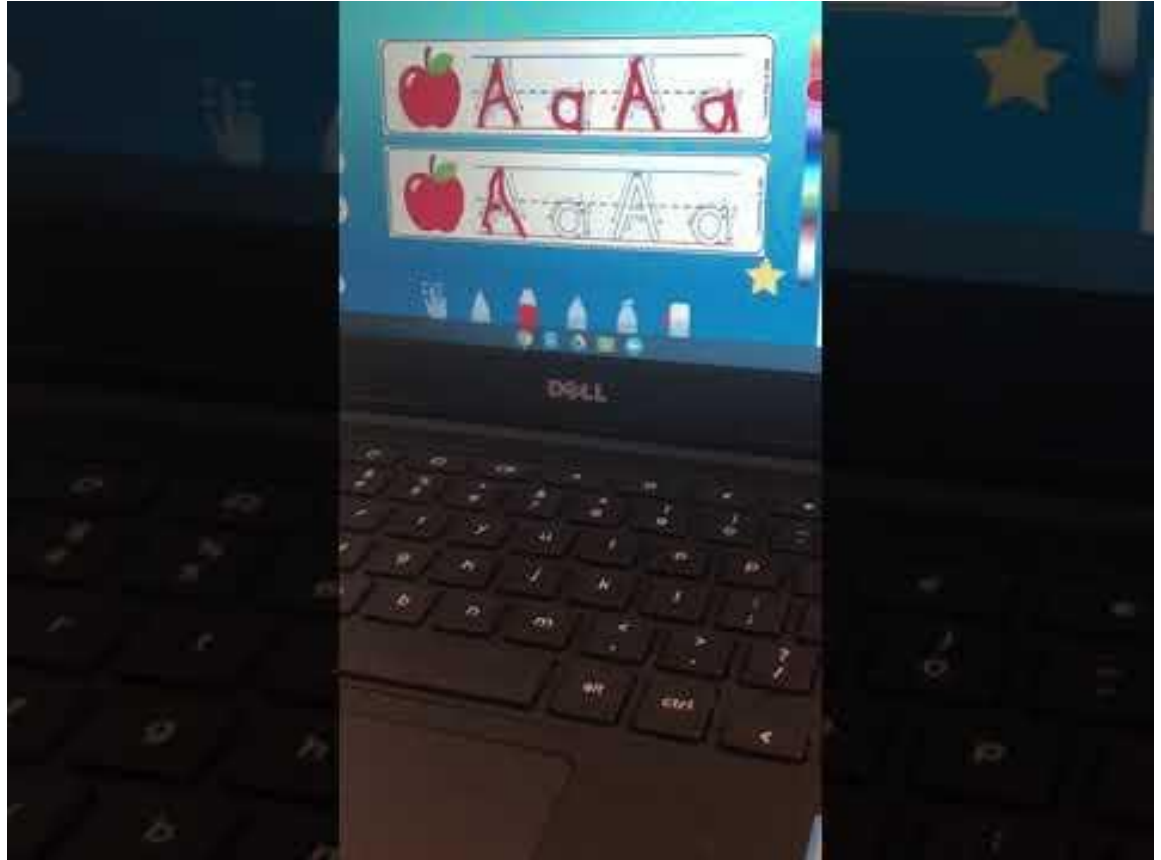
# Interactive math learning using Seesaw



See the teacher?



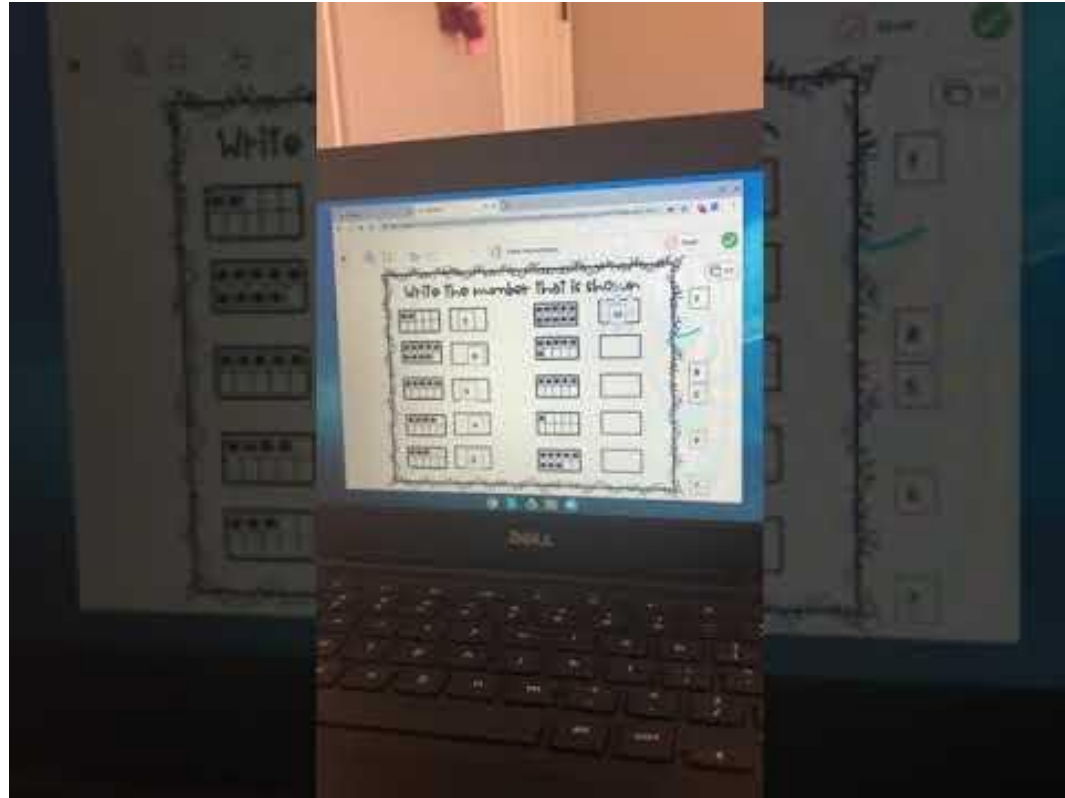
# Interactive writing



# Learning lower case



And...the reality of it all...



# Flipped Learning

Home

**Teacher**

creates and shares a  
video, blog, lesson



**Student**

Learns new content at  
their own pace

School

**Teacher**

Facilitates student  
discussions & learning  
activities

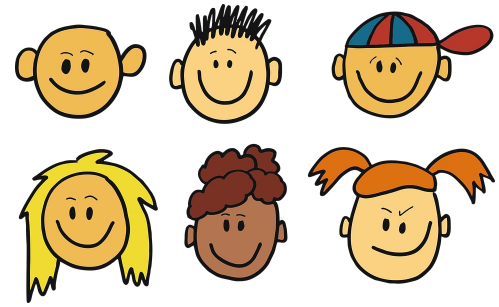


**Student**

Comes prepared with  
questions & receives  
additional support  
when needed



# Face to face learning days

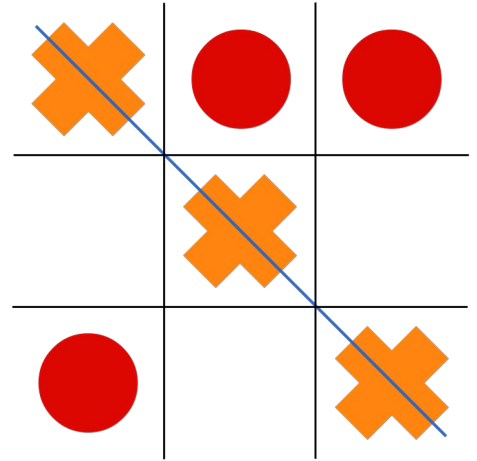


## What should I focus on?

- Capitalize on the time by doing the heavy lifting with direct Instruction
  - Short Mini Lessons
  - Formative Assessments to evaluate & tailor learning
- Small Groups
- Centers/ Stations
- Research & Projects
- Demonstrate and practice tech skills they need to do at home

# Menus!

- Menus allow students to take charge of their own learning.
- They can be tailored to fit the needs of any student
  - Picture or words
- They can incorporate different skills
  - This is a time for students to dive deeper into specific skills
- Promote higher level thinking
- [AbleNet Menu presentation](#)



# How can menus / choice boards be used?

- Pre-assessment: to assess what a student already knows
- Practice! A fun way to give students opportunities to practice skills (and become more self-directed :)
- Remediation that's not boring
- Scaffolded approach to improving social skills












# Shape Menu

Name: \_\_\_\_\_

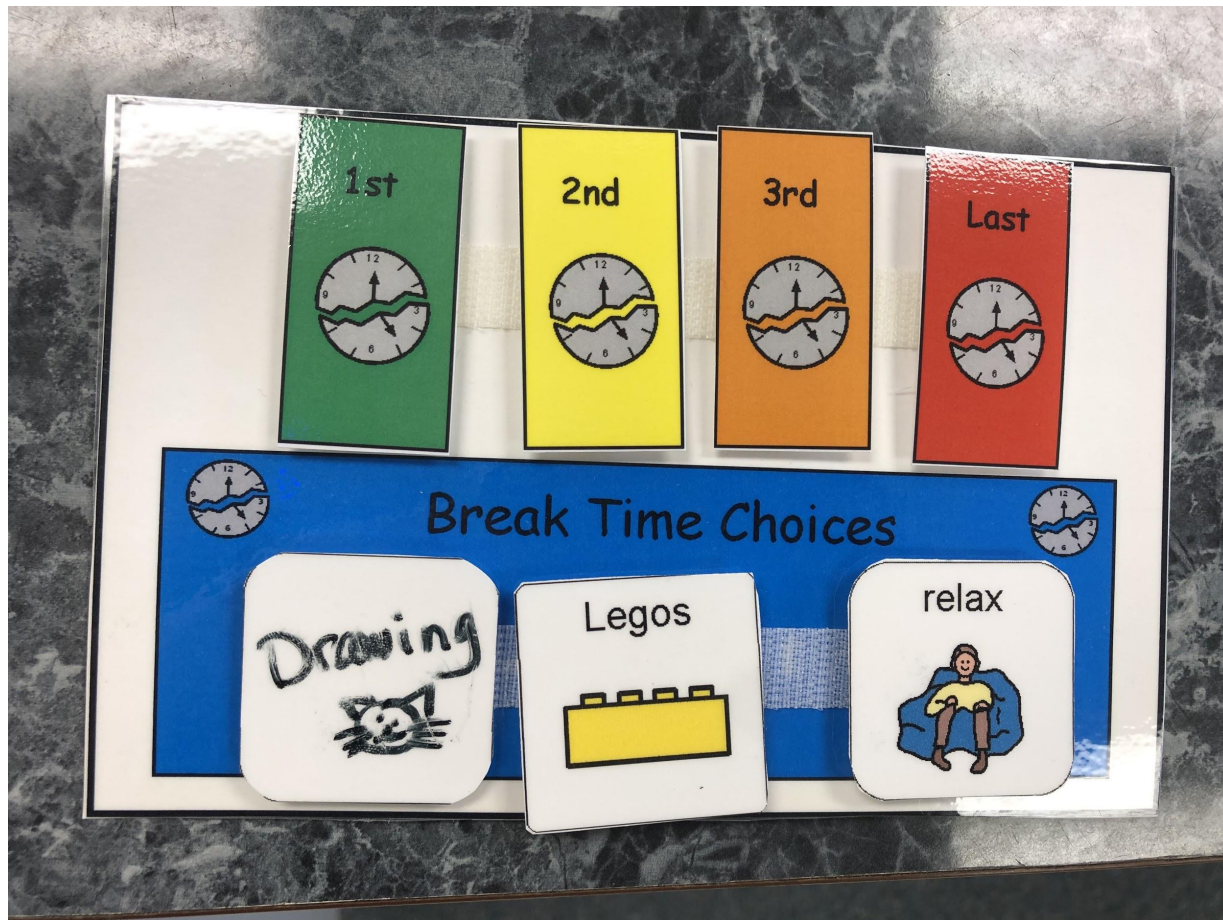
## ADDITION

Directions: Choose one activity from each shape group. Circle one choice from each group of shapes. Color in the shape after you have finished it. All activities must be completed by \_\_\_\_\_.

<p>Develop a folded quiz book with 10 different addition word problems on it. Include an answer key!</p> 	<p>Make a set of concentration cards with an addition problem on one card and the answer on the other.</p> 	<p>Create a board game in which players have to answer addition problems as they progress through the game.</p> 
<p>Some people do not like word problems. Construct a brochure with suggestions to make addition word problems easier.</p> 	<p>Perform a song about adding that includes at least two different word problems and how to solve them.</p> 	<p>Create a class game to help your classmates practice answering addition word problems.</p> 
<p>Write a story about a child who is having trouble adding numbers and how his or her friends help the child finally understand how to do it.</p> 	<p>Perform a play about a person who is able to add in his or her head and why this is both a good and a bad thing.</p> 	<p>Develop an advertisement for a machine that will answer addition problems. It is not like a calculator, because it will only do addition. Include how the machine works in your advertisement.</p> 

- 9 choices
- All products carry the same weight
- This is a basic menu with 9 predetermined choices.
- 1 or 3 objectives
- Varied level of thinking
- 3 completed tasks- one from each shape

# Break boards



# Opportunities to collaborate

- Zoom pals!
  - See [handout](#) for the ideas we are covering
- Create a neighborhood co-op



# Thanks for coming!!!

## Contact information:

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## They want me to do what? Flourishing in a blended learning classroom.

Here are some ideas as you begin to implement a plan to teach in whatever modality is in place for you right now.

- Many schools are utilizing a model that includes two days a week of face-to-face instruction, and three days a week of virtual learning.
- During face-to-face meetings, capitalize on the time by doing the heavy lifting with direct instruction. Focus on basic skills such as reading, writing, and math skills. Model appropriate computer use during this time so kids know what to do at home.
- One of the most **common errors** for virtual learning is overuse of long on screen times.
  - Focus on shorter full class meetings
  - Break up students into learning groups where they can collaborate together in smaller virtual classrooms.
  - Set high standards for attendance times, dress code (no learning in bed, no pajamas, dress for success as you were doing a face-to-face classroom, no multitasking, etc.)
- **Develop community learning pods.** Remember the days of ePals? Teachers would partner with other teachers of the same grade level across the nation so that the kids could learn about life in another state or even in another country! Well, this year, try reaching out to someone that you know in another state and create **ZoomPals!** My six-year-old GrandGirl in California is going to meet some other six-year-olds in Louisiana and Pennsylvania. We (the moms and Grammys) are developing a theme for each month for the kids. The idea is to have the kids meet on Zoom for 30 minutes each month to share what life is like where they live.
  - Themes by month for young learners
    - September: Glad to meet you! Share pictures of your favorite places and what you like to do.
    - October: It's fall! Tell us about what it's like in fall where you live. What's the weather like? What special things do you look forward to in the fall?
    - November: Gratitude. Tell us about 10 things you are thankful for.
    - December: Holidays. What are some of your family traditions? Do you look forward to special activities or special food?
    - January: Winter. What is the weather like where you live? How do you dress in the winter and how is that different from the summer?
    - February: Share a story! What is your favorite book and why?

- March: Spring. What do you like to do in the spring? Think about something you can plant for the April meeting. Take pictures during the month to share your progress.
- April: Spring planting sharing!
- May: Time to think about summer. What is your favorite thing to do in the summer? Does your family go anywhere special?

Of course, these are just ideas for younger learners, but they give you a jumping off point for **ZoomPals** for your older learners.

- Tools and strategies
  - [Speech Dude's Canvas Boot Camp for SLPs](#)
  - [Loom pro is still free for educators](#)
  - [Virtual field trips](#)
  - [Interactive virtual field trips](#)
  - [Collaboration on assignments through See Saw](#)
  - Student led teaching: Flip the classroom!
- Web resources
  - [UDL Ablenet webinar](#)
  - [Menus Ablenet webinar](#)
  - [CAST Covid support](#)
  - [Common Sense Media best apps and websites for teaching students with special needs](#)
  - [Springfield Return to Learn](#)
  - [Additional tools for special educators: CA website](#)
  - [Teaching reading online](#)
  - [Arizona department of ed's distance learning and special education resource website](#)
  - [Stronger Together CA Ed website](#)
  - [The Educator's Room](#)
  - [School's Back, Now What? A Conversation about Teaching and Learning during Covid-19](#)
  - [Design to Learn: Resources for teaching preschoolers with special needs online](#)
  - [Preschool resources from Practical AAC](#)
  - [Communication resources for AAC](#)
  - [AAC Language Lab on YouTube: helps students learn to use AAC device](#)
  - [Managing behaviors in teletherapy](#)
  - [Best free resources for teletherapy](#)
  - [New to teletherapy?](#)

