



Istation

Break Through With Blended Learning

Transform schools: mixing teaching with technology



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What it means to mix teaching and technology

Giving students devices does not equal blended learning. Blended learning is an exciting opportunity to personalize education. When blended learning is done the right way, technology is leveraged to inform instruction. It increases student productivity and prevents wasting time on skills they have already mastered. Blended learning ultimately transforms schools to become more productive and user-friendly for students, administrators, and teachers.

For over 20 years, Istation's assessments and instruction have made the transition to a blended learning environment quick, fun, and effortless. In addition, every subscription includes professional development, thousands of searchable teacher-directed resources, and an on-demand assessment option to get your school up and running with blended learning.

Great blended learning implementation delivers better data access to teachers and administrators. It restructures the school and classroom to make the best use of time and limited resources. Doing so ensures that the right resources and intervention reach the right students at the right time.



The term “blended learning” has gained popularity in recent years. However, the definition of this educational practice is often ambiguous. The fact that many education researchers and practitioners have varying opinions on blended learning’s meaning adds to the confusion. One central theme rings clear: **blended learning is a mix of teaching and technology.**

Let’s break through on your blended learning journey!

What does it mean to mix teaching and technology? Overall, three different definitions of blended learning have emerged from educational research:

1. Media and technology are used in an online environment while a number of teaching approaches are also combined, regardless of what technology is used.

2. A set of learning strategies or dimensions is made richer through the blend of learning modes to fit the student, such as offline with online; self-paced with live, collaborative; structured with unstructured; and/or custom content with off-the-shelf.
3. Learning takes place in all of the following ways:

- a. Online with some

element of student control over pace, structure, and path

- b. At a supervised brick-and-mortar location away from home
- c. With each student’s learning path making a connection to another subject matter or concept to provide an integrated learning experience

What it means to mix teaching and technology

Istation for Blended Learning

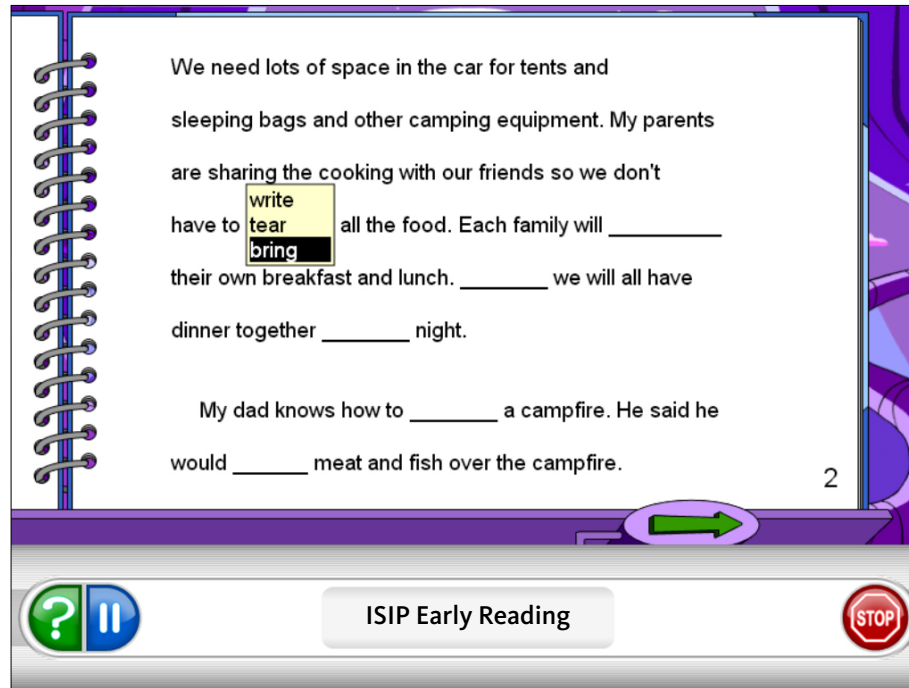
Istation is a blended learning solution for reading, math, and Spanish for grades pre-K through 8.

Ideal for differentiated instruction, Istation's game-like assessments are easy to administer to an entire classroom in about 30 minutes.

Reports are created in real time for teacher review and analysis, making progress monitoring effortless.

The assessment seamlessly transitions to individualized instruction for each student. Istation's explicit and direct instruction serves as an extension of the classroom and teacher, while also being scaffolded to meet all students' needs, thus offering differentiation and increasing complexity as students learn and practice new skills.

If you want to get the most out of your classroom intervention practices, optimize your efforts with effective blended learning support from Istation. Istation's computer-adaptive curriculum and assessments have the essentials schools need to personalize learning.



Istation Spanish Instruction



Istation Math Instruction

Istation's all-inclusive seven essentials are currently helping over four million students grow!

- adaptive curriculum
- formative assessments
- teacher resources
- school and home connection
- personalized data profiles
- professional development
- proven results

Priority

for Ms. Jackson's 3rd Grade Class
at George Washington Elementary

Overview of current groups for this class:

Student count does not include acknowledged alerts where intervention has been delivered:

ISIP Early Reading: Comprehension (3 Students)

Cycle 9: Read with Meaning (2 Students)

ISIP Early Reading: Text Fluency (3 Students)

Critical Intervention

1 student has been identified at or below the 10th percentile and in need of critical intervention.

ISIP Early Reading: Comprehension

Recommended Teacher Directed Lesson:

Teacher Resources Lessons:

Resource
Details

Download
File

Why Blended Learning?

Blended learning fits perfectly into today's digital age because it incorporates emerging technologies with traditional teaching. However, a larger question remains: *Why is mixing teaching with technology an improvement upon long-established instructional methods?*

The science behind blended learning's success highlights its ability to cultivate whole-brain learning. Students' preferred modes of learning are strengthened while other quadrants of their learning process are further developed at the same time. Alternating various modes of instructional approaches through blended learning ultimately leads to whole-brain development as students push themselves to use both left- and right-brain strategies.

According to whole-brain methods researcher William Edward "Ned" Herrmann, the learning process fits into four learning quadrants of the brain: **analytical**, **logical**, **holistic**, and **emotional**. Left-brain-dominant students are analytical and logical and should be challenged to approach new content through inquiry and critical thinking about new concepts. Their right-brain-dominant peers who prefer a more holistic approach should be challenged to think laterally and learn by solving problems about new concepts.

	Quadrants of a Brain's Learning Cycle	Quadrant Attributes	Blended Learning Lessons to Strengthen Quadrant
Left-Brained Student	Analytical	reflective, observational and critical thinking	creative and personalized projects, application of concept, group work
	Logical	inquiring, sensing, judging, concrete and sequential thinking	making meaning from a lesson, investigation and assessment, individual work
Right-Brained Student	Holistic	intuitive, global, abstract, perceptive, generalized and lateral thinking	e-learning: videos, podcasts, Web sites concept exploration, individual work
	Emotional	feeling, impulsivity, problem-based thinking, doing and experimentation	hands-on activities, experiential engagement, group work

References:

Herrmann N. The creative brain. Train Dev J 35: 10–16, 1981.

The great thing about a blended learning approach is that it caters to all four quadrants of the learning cycle! It can incorporate many approaches in delivering different teaching and learning strategies. Blended learning ensures that a variety of instruction, from

both individual and collective standpoints, adds to a more well-rounded learning environment.

Educators can utilize mixed methods to approach concepts with the whole brain. With blended learning, students are no longer just taking

in information or a skill. Combining mediums uncovers the potential for students to construct meaning and gain a fuller understanding of a lesson from multiple angles in not only the classroom but also outside digital communities.

Why Blended Learning?



The four quadrants of the the learning cycle are supported with Istation's instruction for digital lessons and teacher resources.

Learning Cycle Quadrants				
	Analytical	Logical	Holistic	Emotional
1. Intro to Lesson with visuals	✓	✓	✓	✓
2. Teach with audio and visuals	✓	✓	✓	✓
3. Guided Practice	✓	✓	✓	✓
4. Independent Practice and Quiz	✓	✓	✓	✓
5. Reteach	✓	✓	✓	✓
6. Teacher Resources	✓	✓	✓	✓

Purposeful instruction identifies needs and adjusts to each student's abilities.

Layered scaffolding offers differentiation and supports increased complexity.

Explicit and direct instruction connects lessons and activities to help increase students' understanding and engagement.

Responsive reteaching supports student-centered classrooms to ensure students master concepts before progressing.

How to Implement Teaching with Technology

What is blended learning?

Blended learning is a mix of teaching and technology.

Why is blended learning beneficial?

Blended learning improves upon traditional teaching methods by further developing the whole brain.

Now to answer the **how**. It is time to learn where to begin when it comes to implementing blended learning at your institution!

When creating your Blended Learning Utility Belt, you'll need seven super tools:

- 1) Trusty Support Team
- 2) Capable Infrastructure
- 3) Seamless Integration
- 4) Leveraged Professional Development
- 5) Tech and Implementation Pros
- 6) Ongoing Communication
- 7) Affordability Boosters

1. Trusty Support Team

Efforts to build support for blended learning should include stakeholders such as the superintendent, school board, teachers, teachers' union, principals, leadership schools, and other members of the local community. Facilitate the process

of building support by reminding each group of the learning shifts that take place when transitioning to a blended learning environment.

2. Capable Infrastructure

Technical issues that could limit a school's blended learning capabilities include limited broadband access, insufficient power supply, the need for networking equipment, and a lack of appropriate facilities. Also look for scalable networking solutions and address wireless access points.

3. Seamless Integration

Great integration means having a blended learning solution that can automatically score students, and it must include embedded digital instruction with teacher-observed online assessments that are easily entered into a user-friendly database. Teachers, students, and parents should have access to an integrated reporting system. Teachers need to be able to quickly generate a class list. Also, when students have a single sign-on blended learning solution, it saves tons of time in the classroom.

4. Leveraged Professional Development

Blended learning is more than just teaching teachers and administrators how to use new tools and technology in their classrooms. It is about preparing school staff to leverage these new tools and technology for improved differentiated instruction, to evaluate their current resources, to manage communication with a diverse group (board, community, parents), and to use real-time data to drive progress monitoring.

5. Tech and Implementation Pros

Tech Support – Increasing the quantity and variety of devices at a school requires advanced planning, a commitment of resources, and daily maintenance. Experts in school tech support recommend publishing a short list of devices the district agrees to support.

Implementation Support – Implementing a blended learning environment can often be complicated. Districts should consider designating a technology coordinator to lead a successful blended learning implementation. One simple and cost-effective way to make implementation an easier task is to collaborate with

a blended learning solution and its provider's built-in implementation process and team.

6. Ongoing Communication

Effective communication with a broad range of stakeholders, such as school leaders, teachers, parents, community members, and students, lends itself to a making a blended learning environment happen. Start a regular blended-learning e-mail blast and provide community communication at least monthly.

Additional examples of ongoing communication could include . . .

- initial blended learning plans,
- program definition and documented decision-making,
- implementation updates, and
- measuring and sharing the blended learning program's impact.

How to Implement Teaching with Technology

7. Affordability Boosters

Blended learning, believe or not, often results in cost savings! Here are five great affordability boosters that blended learning provides:

1) Shifting to online instruction, especially if teacher-led resources are also included, can streamline lesson plans and require fewer school supplies.

2) Transitioning to online professional development cuts travel costs and teachers' time away from school.

3) Online resources reduce paperwork.

4) A bring-your-own-device (BYOD) policy can augment the use of school-provided devices, allowing schools to purchase and maintain fewer devices overall.

5) Starting or joining a statewide blended learning conversation creates opportunities to encourage state contributions to improved access and new school grants.

modern technology and to expand learning opportunities in the context of the Common Core and other emerging standards and technology requirements.

Implementation of blended learning is about bringing to life fundamental shifts in teaching and learning. The goal is to personalize learning using

Reference: www.excelined.org/

Istation's Super Seven Essentials for *Blended Learning*

Istation includes all the features you need for your Blended Learning Utility Belt . . . and then some! Let Istation do the heavy lifting and be the affordable answer when it comes to your institution's transition to a blended learning environment.



Formative Assessments

Computer-adaptive assessments include game-like activities



Adaptive Curriculum

Students get the instruction they need when they need it



Personalized Data Profiles

Immediate online reports present accurate results and relevant statistics



Teacher Resources

Flexible resources support diverse instructional approaches



School-to-Home Connection

Home access extends learning beyond the classroom



Professional Development

Experienced educators and technical experts deliver results



Proven Results

Research shows that Istation helps students grow

Boost Learning and Leverage Teacher Talent with Effective Goal Setting

Blended Learning Activity Guidelines

Activities should be purposeful and authentic.

- Authentic assessment tasks mirror relevant, real-world activities as much as possible so that students can demonstrate their competency in a more true to life setting.
- Learning and teaching activities need to be linked in time and content. For example, the timing of tutorials and other learning activities should be clearly connected to the progression of the lecture/module/topic.
- Any blended learning elements should be integrated with the content and the learning objectives of the course and should complement face-to-face and/or individual activities.
- Establish a clear sequence for engagement in content activities and assessment tasks.
- Keep the time, effort, and resources involved in developing blended learning proportional to their relative importance and impact on the course.



Campus Standpoint:

Before creating differentiated learning experiences through a blended learning initiative, educational leaders must set overall academic goals for their school or district. The difference between blended learning and simply adding technology is the particular intentions behind the delivery of blended learning. These specific goals will determine the proper course to boost learning and leverage teacher talent.

Classroom Standpoint:

At the classroom level, blended learning activities and objectives should align with the school's overall academic goals. That means any technology resources for both learning and teaching activities need to directly support students' achievement of the stated objectives. Assessment tasks must also be congruent with the activities and objectives and allow students to demonstrate those objectives. This is called constructive alignment.

Constructive alignment is the act of planning activities and assessment tasks to align with academic goals. This alignment can only be achieved through activities and tasks, not through traditional lectures and tests.

Examples of Blended Learning Goal Setting:

Goal	<i>Powerful learning experiences</i>	<i>Global preparedness</i>	<i>Growth for all</i>	<i>Excellence in communication</i>	<i>An informed and involved community</i>
Description	Every student will consistently experience classroom work and activities that are meaningful, engaging, and relevant with connections to students' interests and/or previous knowledge.	Every student will be immersed each day in learning opportunities designed to develop skills such as critical thinking, problem solving, teamwork, and data analysis.	Every student, regardless of starting point, will achieve at least one year of academic progress in reading and mathematics each school year.	Every student will be provided regular and multiple opportunities to demonstrate learning through verbal and written communication, visual and performing arts, and multiple forms of technology.	Our district/school will establish various forms of two-way communication with all stakeholders in the community.
Examples of Istation resources to attain goal	Istation's instructional activities are tailored to students' needs and connect what they have previously learned. Engagement and connection to students' interests: The animations create a fun atmosphere while the characters support students by guiding them through the interactive instruction and providing corrective feedback and encouragement.	As students work on their comprehension skills, they are exposed to metacognitive strategies and are encouraged by the characters to incorporate these strategies into their reading. Teachers can use personalized data profiles to help students set their learning goals for each month. Teacher Directed Lessons are available for teachers to use during small-group instruction.	Predictability and growth studies on our Web site offer information on academic growth for students. Various data profiles are available at different levels (teacher, administrator, district, and state) to allow monitoring of student at the individual classroom level as well as a broader, statewide view.	In Early Reading, students are encouraged to sing along while they work on different activities. They are also encouraged to whisper read as they practice their fluency. Students also have the opportunity to practice Quick Writes in the higher cycles of instruction.	The Parent Portal allows caregivers and parents to monitor their children's progress and provides resources for further learning at home. Istation Home allows caregivers and parents to monitor their children's work in the interactive instruction. Istation can be used at local after-school programs, libraries, and Boys and Girls Clubs to promote student learning outside of the classroom.

Customizing Blended Learning for Your Students

Most blended learning resembles one of these four models:

1. Rotation, which includes four submodels: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation
2. Flex
3. Á La Carte
4. Enriched Virtual



1. Rotation model –

Students move on a fixed schedule, switching between whole-group or small-group instruction and self-paced, online learning. Group projects, individual tutoring, and written assignments can also be used in this model.

- best for brick-and-mortar campuses
- provides a consistent and structured blended-learning experience

The Rotation model includes four submodels:

- a. Station Rotation** – Students rotate through all stations, not just those on their custom schedules.
- b. Lab Rotation** – Students rotate to a computer lab for their online learning.

c. Flipped Classroom – Students learn their coursework concepts offsite and online. They then attend a brick-and-mortar school for face-to-face, teacher-guided practice or projects every weekday.

d. Individual Rotation – An adaptive algorithm or teacher sets individual student schedules that rotate in-person teaching with technology stations.



2. Flex model – Students learn primarily through online instruction. Some

Flex models have in-person teachers who supplement the online learning on a daily basis, while other students receive little in-person instruction.

- best for a nontraditional or at-risk students
- provides a highly personalized experience for targeted goal achievement



3. Á La Carte model –

Students take an online course that complements or supplements their in-person coursework. The online Á La Carte course can take place on brick-and-mortar campuses or off-site.

- best for motivated, self-directed students who want to be challenged
- provides advanced, varied, and/or more in-depth coursework



4. Enriched Virtual model –

Students are required to have face-to-face instruction but have the flexibility to complete the rest of their classwork remotely online. The instructor is both the online and face-to-face teacher. The Enriched Virtual model is different than the Flipped Classroom model, in that students seldom meet face-to-face with their teachers every weekday.

- best for individual students who require flexibility
- provides independence and flexibility for those who are unable to regularly visit brick-and-mortar campuses



Istation Blended with Project-Based Learning

“Classroom 3.0: How Ed Tech & Project-Based Learning Changed My Life!” by Sara Waller



Sara Waller is a 6th grade ELA Teacher and Student Council Organizer at Trinity Meadows Intermediate School in Keller, Texas. Sara uses Istation as an assessment tool and Istation Teacher Resources to help reinforce standards in her nontraditional classroom.

I have people visiting my classroom today to see how and why it is different than most. I am always looking for ways to evolve as a teacher and to give students the tools they need to be successful in the 21st century. I am fortunate enough to work for a district that

supports and promotes exploration and lifelong learning. Two things were the catalyst for large changes in my lesson plans.

As someone who is socially conscious of the need to preserve resources and protect our environment, I wanted my classroom to be more environmentally friendly. I told my principal that I wanted to investigate how I could go green. This led me to experiment with new technology platforms. As our district began to increase its support of technology, I became so intrigued that I attended every training course I could find!

The second catalyst was a discussion with my husband. I asked him what his company needed most from its employees. He informed me that the people at his work were highly intelligent and had great educations, but they lacked the ability to collaborate, communicate effectively, think critically, and be creative (the Four Cs). After this discussion, I began to gather all the information I could on lesson models that would help my students gain skills in these Four Cs. That is when I began to discover problem-based, or project-based learning. This model of teaching in the classroom changed my life.

Project-based learning has provided me and my students the structure and scaffolding we need to be successful as we work toward mastery of our standards. At the same time, it also encourages working on the Four Cs, which are critical for future employment. When you walk in my classroom you will see students working in teams on standards-based projects.

When a project challenge is issued, the teams come together to analyze the challenge brief and look for the driving question of the overall project, the requirements, and the standards-based rubric. From this analysis, they then create their “knows” and “need to knows” (N2K) list. Their next step is to turn their N2Ks into research-based questions. Everyone on the team researches each N2K.

On subsequent days, the teams have five-minute check-ins with one another. Their goal is to make sure everyone knows what each member needs to accomplish to solve the challenge. If everyone is in agreement, they check out their team’s supplies, do research, complete a DIY, or attend workshops.

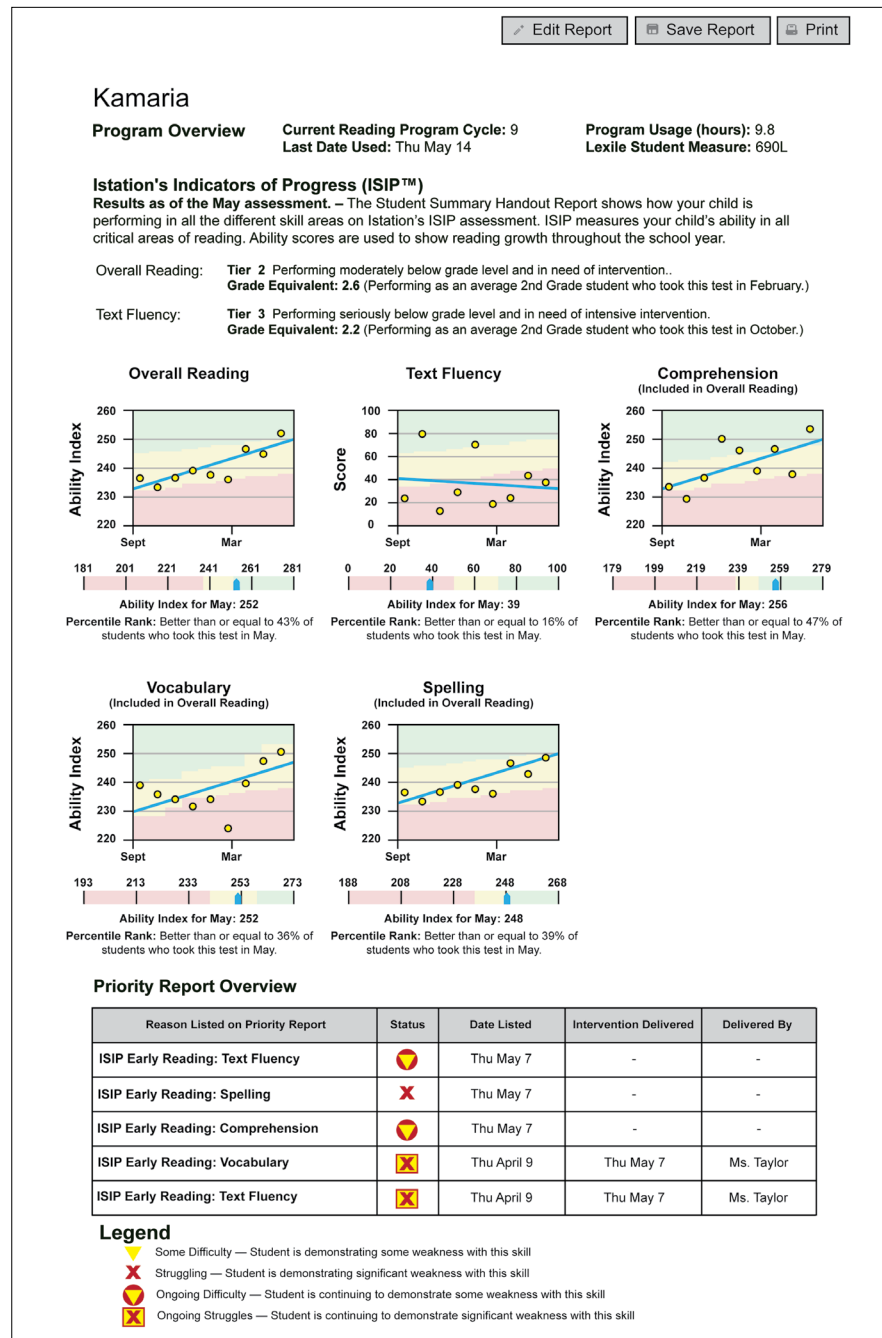
I have become a facilitator in the room. I mingle and ask students how they are doing and keep a

running list to make sure they are meeting deadlines. I also host workshops on standards or concepts for students who are struggling. Once these students attend a workshop, they have notes and a handout. This allows them to participate with the team and to share their knowledge in this area if needed.

Since I pre-assess my students before every project on the standards that will be learned, I know who has mastery and who could use extra support. Additionally, I use technology to re-assess my students every month to monitor their progress in areas they have struggled. Resources for my workshops can come from my own files or any other reliable teaching tool and help me lead my students to new or higher understanding.

Once all research is complete and all standards have been met, I have all the grades I need in the grade book before they ever begin creating the final product. The students really like it that way because they know that whatever they create is being evaluated by a real-world audience. They’re much more excited about taking risks and doing their best.

Istation Blended with Project-Based Learning



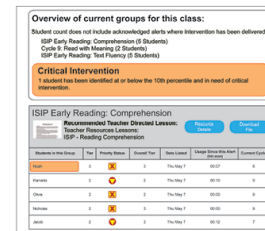
Student Summary Handouts evaluate intervention plans and help identify skills that need improvement. They also provide other performance data from the most recently completed ISIP™ assessment. Since this information is also accessible at the student level, Student Summary Handouts help students and educators work together to:

- identify skill weaknesses;
- review performance with administrators and intervention teams; and
- prepare and drive parent-teacher conferences.

Student Summary Handouts are included with Istation Reading, Istation Español, and Istation Math.

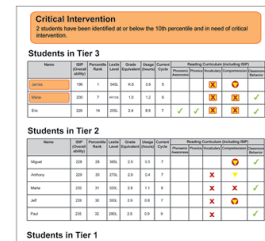
Popular Curriculum, Assessment, and Intervention Reports for Reading, Math, and Spanish

Priority Report



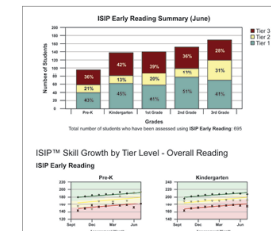
This instructional report identifies which students will benefit from further intervention and provides links to teacher-led lessons and supplemental materials.

Classroom Summary



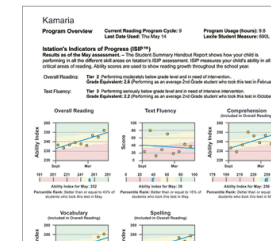
This information supports administration of small-group instruction by grouping students by ISIP™ instructional tiers and tracking skill performance.

Executive Summary



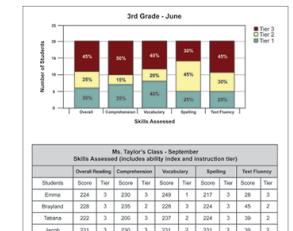
This assessment report for school and district administrators summarizes current campus results by combining the ISIP Summary Report with the ISIP Skill Growth by Tier Report.

Student Summary Handouts



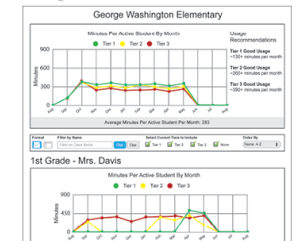
This report summarizes each student's performance, including usage details, Lexile® student measure, ISIP percentile rank, ISIP grade equivalency, and the latest Priority Report alerts.

Summary Report



This detail helps teachers determine which skills need to be retaught by providing a classroom overview of how many students are performing within each instructional tier according to skill.

Usage Trend Report



Tracking student usage across the school year, this monthly report provides a tier-by-tier comparison of average minutes of instruction.



Istation

Supporting Educators. Empowering Kids.
Changing Lives.

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