UbD: Integration section of 3 Column Table

Desired Results

24.5 hours over 2 months

Learning 🎯(s): Learners will know how to navigate and be able to utilize the district LMS (Schoology) as the vehicle to launch and facilitate blended learning in their learning environment(s) to personalize, accelerate, and provide student agency.

Essential ❓(s): How can the district LMS (Schoology) improve your learning environment?

Meaning: Learners will understand how blended learning can personalize, accelerate, and give students agency.

Knowledge & Skill: Learners will be able to utilize the district LMS as the vehicle to implement blended learning to personalize, accelerate, and give students agency. Learners(Educators) will begin to transfer their role to facilitate and guide student centered learning environment(s) with the use of 1-1 technology and the district LMS.

NOTE: 1st cohort meeting will be via ZOOM to go over this UbD, our learning targets, course expectations and resources. `60 min.`

Assessment Evidence

Formative Task(s):

Week 1

- Hook 🎣 : Learners watch videos created by educators that use Schoology to see how they are using it. "How do you see Schoology benefiting the learning experience in your learning environment? What wonders do you have?" DISCUSSION POST in cohort Schoology course
- Learners set up courses with folders and assignments specific to their grade and subject area(s). RUBRIC `90 min.`

Week 2

- Cohort ZOOM meeting. Discuss & clarify last assignment and launch next layer of assignment. Breakout rooms to do a peer think tank. Open up for questions whole group. Remind that office hours are available. `60 min.`

Week 2

- Learners launch and facilitate discussions on LMS with their students. RUBRIC & SELF-EVALUATION POST
- Learners provide feedforward to students on LMS. RUBRIC & SELF- EVALUATION POST `60 min.`

Weeks 3-8

- Cohort learners meet in person to:
    - share Schoology page (gallery walk of a peers Schoology) `30 min.`
    - reflect ("walk & Talk" with peer to discuss "glows" and provide feedforward) `20 min.`
    - Address any questions/concerns (Teacher/me) `10 min.+`

  `60 min. x6 = 360 min.`

Weeks 3-8

- Refine & adjust Schoology page, setup, and assignments based on self-reflection and peer feedforward. `60 min. x6 = 360 min.`

- Collect baseline data (week 3 and supporting data weeks 4-8) on engagement and learning within LMS to support your action research. `60 min. x6 = 360 min.`

Weeks 1-8

- Learner meets with principal and coach (me) weekly during this UbD unit to co-plan, implement, and reflect on work together to provide support and feedforward. RUBRIC & SELF-EVALUATION POST `60 min. x8 = 480 min.`

Summative Task(s):

- Once a month, the rubric will be reviewed together with both the learner(educator) and their supervisor to celebrate growth, discuss next steps, and to set new goals for improvement. RUBRIC & MEETING

Learning Plan

Learning Activities:

W — Intro meeting and provide a **course outline** of due dates and expectations for participation in discussion, weekly meetings with me, monthly meetings with cohort, and assignments so we can bring personalized, joyful, and accelerated learning to the children of Cleveland.

H — 🎣 Learners will explore videos of colleagues across the nation that use Schoology, and participate in a class discussion about how Schoology might work in their learning environment(s). <u>Video</u> 1   <u>Video</u> 2

E — Learners can learn from this **video** or by **reading** to learn how to set up their Schoology Course(s).

R — Students will rely on peer feedforward, self-reflection, and instructor feedforward to rethink or revise their LMS (Schoology) set up and usage with their students to continuously improve their craft with blended learning.

E — Students will self-evaluate and reflect on their learning utilizing this <u>rubric</u> along with feedforward from peers in our cohort, and in weekly meetings to adjust and evolve. A self-reflection post will also be a point to self-evaluate in our class course discussion area. A rubric will be provided to guide evaluation.

T — Students will have the ability to choose from various videos & readings to gather needed information and will also have the ability to set up their LMS learning environment to meet the needs of their specific learners, grade level, content area(s) and organizational likeness.

O — The sequence of learning will start with the **"WHY"**- Personalizing & accelerating learning for our scholars, move to the **"HOW"** by watching peer videos of Schoology in use/Cohort meetings/Weekly planning meetings with (me)/ Discussion Posts, and move to the **"WHAT"**- Utilizing Schoology as the vehicle for personalize and accelerated blended learning with student agency.

Resources: Videos   Readings   ZOOM   Rubrics

Rubric

Self-Evaluation

Schoology Course Set Up Rubric	Ready to Use	Not "yet"	Struggling	Notes and Reflection:
Course Set up	1 course set up and course code is ready to share with scholars	Partially set up course, but still need more time to finish	Have not started setting up course	✏️
Folder set up	2 or more folders set up and labeled	1 folder set up and labeled	No folders set up in Schoology.	✏️
Assignments	Created and assigned assignments to scholars.	Created assignments but have not assigned them to scholars yet	No assignments created.	✏️
Discussions	Created discussion question(s) and assigned discussion post	Created discussion question but have not assigned	Not started on discussion.	✏️
Feedforward	Interact and provide feedforward on discussion posts with all scholars	Interact and provide feedforward on discussion posts with some scholars	Interact and provide feedforward on discussion posts with NO scholars	✏️
Reflection	I feel comfortable launching with scholars	I am almost ready and feel pretty confident with schoology to launch	Not ready or comfortable to launch	✏️
Impact	Student engagement is 80-100%	Student engagement is 60-79%	Student engagement is below 60%	✏️
Flexibility & Growth mindset	I continue to make changes to my course based on peer feedforward and self-reflection	I have made minimal changes to to my learning environment	Haven't thought about it.	✏️
Collaboration	I have a group of peers that I communicate with and ask and provide feedforward to.	I have a peer that I communicate with and ask and provide feedforward to.	I am struggling to find a group to work with.	✏️
Accountability	I have set up my action research and collect data regularly.	I have set up my action research and have a few data points.	I have not set up my action research.	✏️

Personal Goal for next week:

This is a self-evaluation tool to guide your learning and help you stay on track with your growth. It is meant to be fluid and help guide your self-paced journey. Please take screenshots and time stamp them so you can see and reflect on your growth over the course of your facilitation journey of blended learning, utilizing Schoology as your LMS.

Video Resources
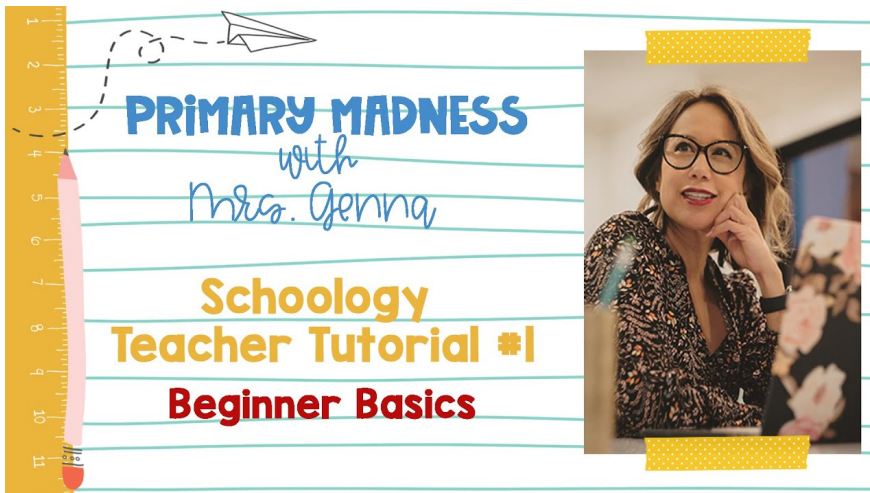
Reading Resources

1

Schoology set up instructions ⬇️
https://docs.powerschool.com/SGYH/en/instructors/courses-and-groups/creating-a-course

⚙️This online read will walk you through how to set up your Schoology courses.

2

Horn, M. & Staker, H. (2015). blended: Using disruptive innovation to improve schools. Josses-Bass.

⚙️This book serves as a guide for implementing blended learning in the K-12 setting. It will provide a deeper understanding of how to utilize technology in a student centered learning environment.

3

Tucker, C., Whycoff, T. & Green, J. (2017). Blended learning in action: A practical guide toward stustainable change. Corwin.

This book shares how to set up an effective blended learning environment along with strategies and ideas for personalizing instruction and management of devices.