

# Bowman Woods School of Innovation

Board Presentation  
April 12, 2021





# Hello!

**Tina March - Building Principal**

**Shanna Helmke - Technology Integration Coach**

**Jennifer Frye - Instructional Coach**

**Carla Clanin - Media Specialist**

**Michele Lake - 1st Grade Teacher**

# Overview



01

Timeline

02

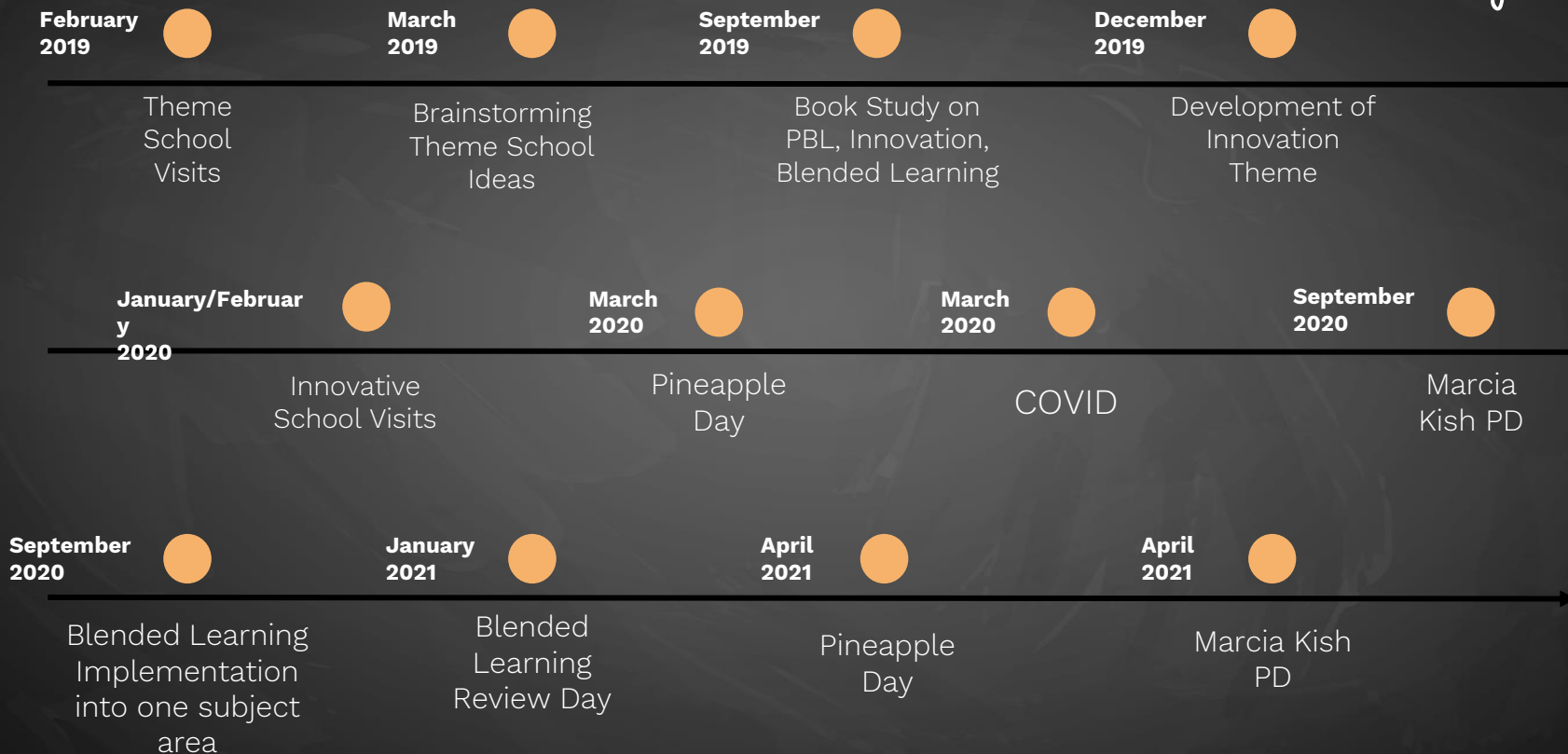
Theme of Innovation

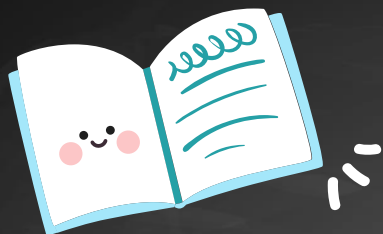
03

Blended Learning

04

Next Steps





# Staff Input

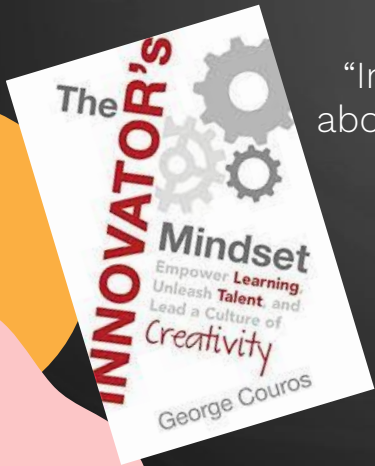
Give an example (or a few) of when your students were at their highest level of learning and engagement.	What learning do you still remember from your school days as a student?	What do you think your students like best about coming to school?	What do we want for our students?
+	+	+	+
hands on learning!	Thematic projects where we were able to use our creativity to explore and create	being connected - to teachers, peers, learning, school, etc.	to be a contributing, kind, and motivational citizen wherever they are and at any time.
Creating a project or presenting information to the rest of the class.	I remember making posters with groups and singing and playing music hands on activities.	The adults and learning to read and play with friends.	to love learning in all different ways!
Project based learning. My students learn best when they are active in their own learning. My students have been more engaged when they have felt a connection to the learning. Technology has helped to allow students to be in charge of their learning.	Anything hands-on or experiential.	They love seeing the adults excited to see them. They love being able to share what is going on with their lives. They love learning by doing!	Hands on fun learning with friends.
playing jeopardy after reading a book	Reading and Writing My 3rd grade teacher let us go outside, sit in the grass away from everyone and just think and write in our little journals she gave each of us. This began my love of writing! My elementary library had the ONLY computer and we could sign up to play games-I was one of the first! She also had a	Activities that are engaging I know my students love all the things we do at school to keep kids engaged. They love getting to do projects, Kahoot, hands on science, technology, etc. They also love the connections they feel with other students as well as the other teachers in our building. I truly feel that the students at our school feel valued and loved.	Students who cannot wait to come to school, who LOVE learning because we have made it hands-on, fun, and engaging, and the ability to be respectful, responsible, and kind citizens.
playing games using math concepts			I want students to love being here and excited about what they are learning. I want them to be able to ask questions then find the ways to find the answers!



# Innovation

“Innovation, it is something that is both new and better. Innovation is not about the “stuff”, but about a way of thinking. Innovation is about a mindset more than anything.”

- George Couros



# Leading Innovative Change

## 1. Leading First, Technology Second

Many organizations let **technology drive the experience of learning**, and although technology can be transformational in our practice, we must have a **clear focus on what we want to do with learning** before we move forward with technology. Schools can no longer let the “tail wag the dog.”

## 2. Narrow Your Focus

Sometimes there are too many things happening in your school at once with the different initiatives. If you want to become innovative, **doing less can actually make you better**. Narrow your focus.

# Leading Innovative Change

## 3. A New Staff Experience

We spend a lot of time **telling people how to change but not much time immersing them into new learning opportunities.** To embrace the new shifts in learning we are seeing, **experience is everything.**

## 4. Embrace an Open Culture

A leader can **become better by simply walking into teacher classrooms everyday and seeing different strategies and opportunities for learning.** This is an opportunity that every teacher should have and create by **opening the doors to the learning that happens** in their classroom through powerful reflections. **Excellence should not be hidden.**

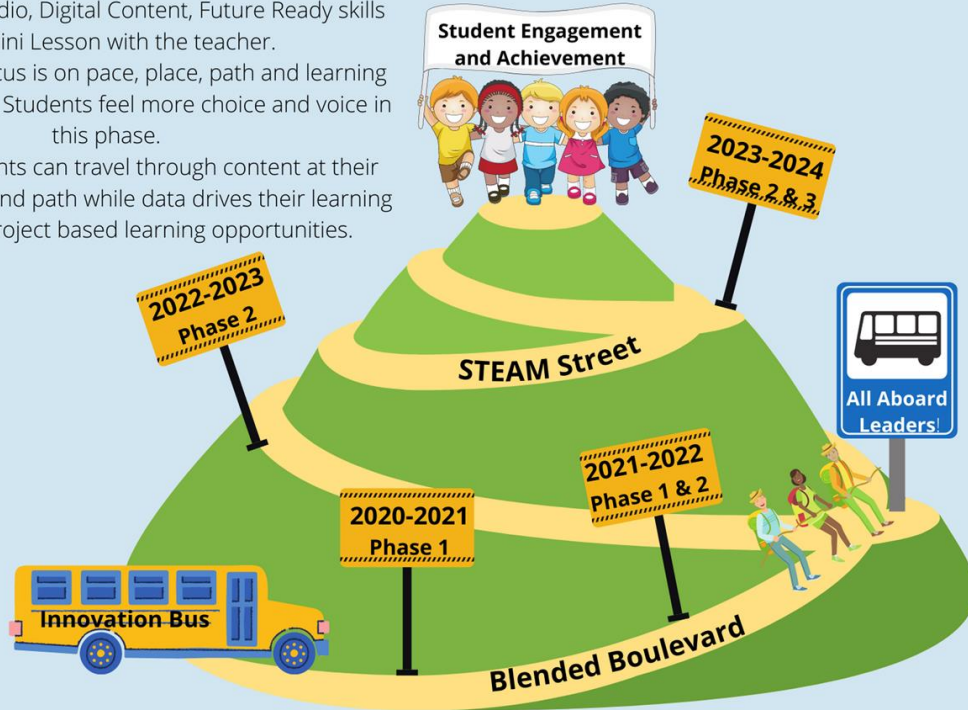


# Bowman Woods Theme Journey

## Phases of Blended Learning By Marcia Kish

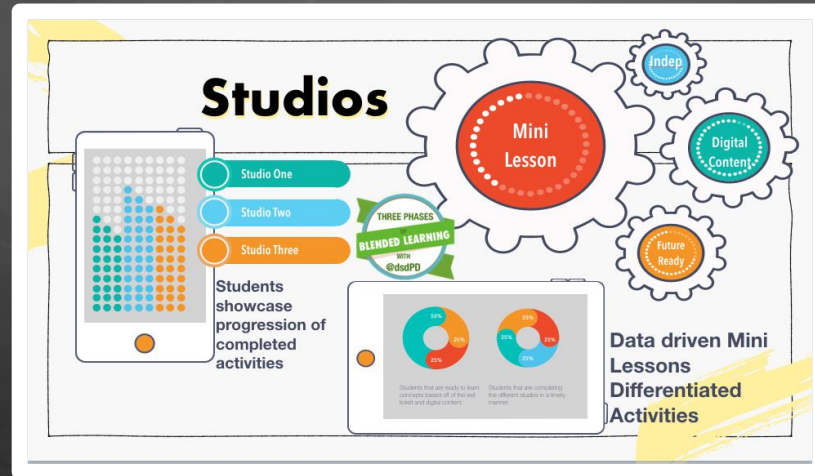
- Phase 1:** Students rotate through four studios: Independent Studio, Digital Content, Future Ready skills and Mini Lesson with the teacher.
- Phase 2:** The focus is on pace, place, path and learning is driven by data. Students feel more choice and voice in this phase.
- Phase 3:** Students can travel through content at their own pace, place and path while data drives their learning targets and project based learning opportunities.

### AC's



# What is Blended Learning?

Blended learning is the combination of active, engaged learning online combined with active, engaged learning offline to provide students with more control over the time, place, pace, and path of their learning.



# Why Blended Learning?



## Empowers Students

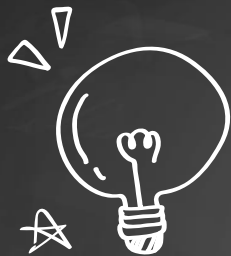
- Working at their own pace
- Ownership of their learning
- Increased student engagement
- Increased motivation
- Increased confidence with standards
- Increased test scores

# Why Blended Learning?

## Empowers Teachers

- More “guide on the side” and less “teachers on the stage”
- Increased connections with individual students
- Creativity in lesson planning and unit design based around the standards
- Innovative thinking to incorporate technology with a purpose by modifying past lessons to be more engaging
- Decreased behavior issues

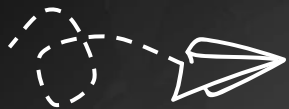




# Three Phases Of Blended Learning

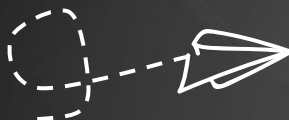
By Marcia Kish





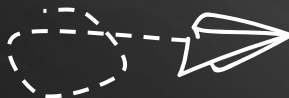
## Phase 1

The training wheels of the Blended Learning Classroom



## Phase 2

The magic sauce of blended learning with the use of data driving learning environments

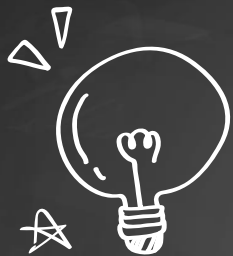


## Phase 3

One small step away from becoming a personalized classroom

A teal abstract shape on the right side of the slide, with a white circular arrow around it containing the numbers 1, 2, and 3.

1 2 3



# Getting Started with Phase I





# Learning Environment

With blended learning we want to provide a comfortable place for students to learn their best.

Flexible seating allows student choice which has shown higher student motivation.

Each studio has its own spot within the classroom.

We will be starting this more next year.





# Check, Check, Done!

Students have a weekly checklist so they know what to do while the teacher is meeting with their small groups.

## Lesson 20 The Oregon Trail

### First - Work through Digital Choices 1-4

1. Watch Story: [Life on the Ice Story](#)
2. Watch Story: [Going West](#)
3. Watch Story: [Prairie Day](#)
4. Watch: [Adverbs](#)

### Then - Choose which digital activities you'd like to do

- Play: [Oregon Trail](#)
  - Type your name to begin
  - Decide how many supplies you need to bring along with you on your journey
  - Have fun and good luck!

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

## Reading Check Check Done #24

<p style="text-align: center;"><b>Lexia</b></p> <p>My Goal is: _____ minutes a week.</p> <p>I finished my goal on Mon Tues Wed Thurs Fri</p> <p>Minutes</p> <table style="width: 100%;"> <tr><td>80</td><td></td></tr> <tr><td>70</td><td></td></tr> <tr><td>60</td><td></td></tr> <tr><td>50</td><td></td></tr> <tr><td>40</td><td></td></tr> <tr><td>30</td><td></td></tr> <tr><td>20</td><td></td></tr> <tr><td>10</td><td></td></tr> <tr><td>0</td><td></td></tr> </table>	80		70		60		50		40		30		20		10		0		<p style="text-align: center;"><b>Mini Lesson</b></p> <table style="width: 100%;"> <tr><td>Monday</td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Tuesday</td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Wednesday</td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Thursday</td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Friday</td><td><input type="checkbox"/></td><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	Monday	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Tuesday	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Wednesday	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Thursday	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Friday	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
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<p>ee sound <input type="checkbox"/></p>	<p><b>Raz Kids</b> <input type="checkbox"/></p>																																											
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<p>Complete Sentences <input type="checkbox"/></p>	<p><b>Teach Your Monster to Read</b> <input type="checkbox"/></p>																																											
<p>-and word activity <input type="checkbox"/></p>	<p><b>Lexia</b> <input type="checkbox"/></p>																																											

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

**Lesson 18- Hercules Quest**

## Check, Check, Done!

### Digital

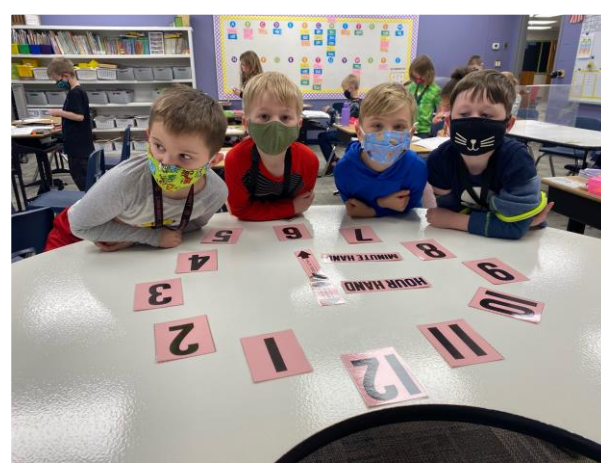
<p>Watch one of the <a href="#">Greek Myth stories</a>. Then fill out this <a href="#">Google Doc</a> to tell me about what you learned.</p>	<p>Read about Hercules on <a href="#">Epic</a> </p> <p>Code: wvu0638</p>
<p>Learn About Ancient Greece <a href="#">Link to True Flx</a></p> <p>Username: 3715bowm</p> <p>Password: gwood10!</p>	<p></p>
<p>Do this <a href="#">SeeSaw Activity</a> </p>	<p>Complete this <a href="#">Vocab Activity</a></p>

### Independent

<p>Complete a page in this week's packet.</p>	<p>Writing Journal-Who is someone you would consider to be a hero? What about this person makes them a hero?</p>										
<p>Practice typing on <a href="#">Typing Club</a> </p>	<p>Complete 2 pages in your cursive packet.</p>										
<p>Learn about Genius Hour <a href="#">here</a>. Next, do this <a href="#">activity</a>.</p>	<p>Read/Lexia</p> <table style="width: 100%;"> <tr> <td>Monday min. _____ units _____</td> <td></td> </tr> <tr> <td>Tuesday min. _____ units _____</td> <td></td> </tr> <tr> <td>Wednesday min. _____ units _____</td> <td></td> </tr> <tr> <td>Thursday min. _____ units _____</td> <td></td> </tr> <tr> <td>Friday min. _____ pages _____</td> <td></td> </tr> </table>	Monday min. _____ units _____		Tuesday min. _____ units _____		Wednesday min. _____ units _____		Thursday min. _____ units _____		Friday min. _____ pages _____	
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# Mini-Lesson

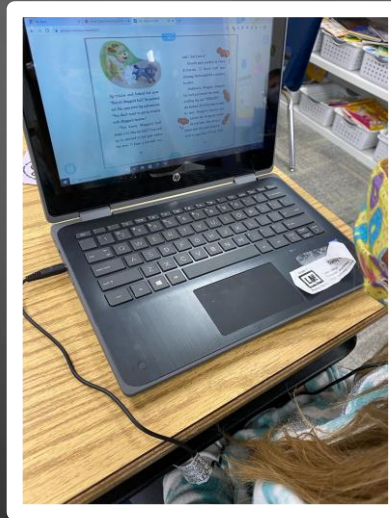
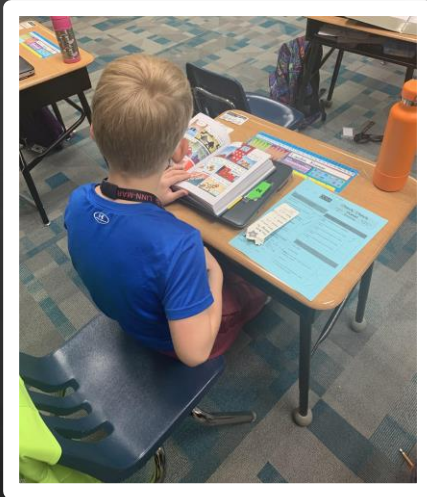
Students will meet with the teacher. The teacher will differentiate lessons that are standard focused to each group of students.



# Independent Studio

Independent practice for the student that is geared towards their ability level.

The learner practices skills previously taught challenging or re-teaching their individual level while connecting to the standards.



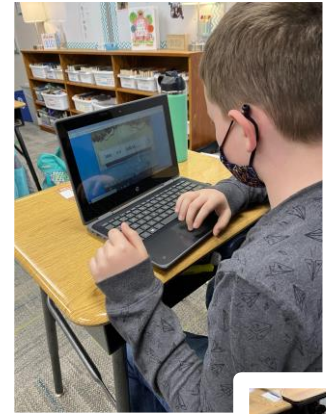


# Digital Studio

Online learning opportunities for learning, relearning, or adaptive practice that aligns with the content standards previously taught from the mini-lesson and independent practice.

Teacher then use the data from the digital studio to see how the students are doing online with their content standards.

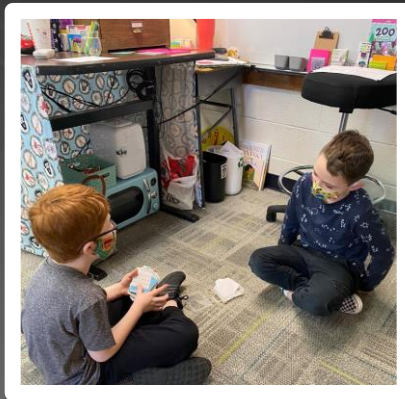
Examples: Freckle, Prodigy, Happy Numbers, XtraMath, EdPuzzle, Read Theory, NewsELA, Google Drop In, Seesaw, Breakout Rooms, Blooket, Quizizz, etc.



# Future Ready Studio

Also known as the 4Cs studio because it provides time for the students to create, communicate, collaborate, and use critical thinking to showcase the understanding of the content standards.

Examples: task cards, sorting activities, creating their own task (ie - math task cards), games, research projects, creating dioramas, google slides, adobe spark, etc.



Philip  
Schlechy's

# Levels of Engagement

Drawn by  
@sylviaaduckworth

## Schlechy's Levels of Engagement

ATTENTION + COMMITMENT = LEVEL OF ENGAGEMENT

HIGH ATTENTION	HIGH COMMITMENT	ENGAGEMENT - The student associates the task with a result or product that has meaning and value for the student. The student will persist in the face of difficulty and will learn at high and profound levels.
HIGH ATTENTION	LOW COMMITMENT	STRATEGIC COMPLIANCE - The task has little inherent or direct value to the student, but the student associates it with outcomes or results that do have value to the student (such as grades). Student will abandon work if extrinsic goals are not realized and will not retain what is learned.
LOW ATTENTION	LOW COMMITMENT	RITUAL COMPLIANCE - The student is willing to expend whatever effort is needed to avoid negative consequences. The emphasis is on meeting the minimum requirements. The student will learn at low and superficial levels.
NO ATTENTION	LOW COMMITMENT	RETREATISM - The student is disengaged from the task and does not attempt to comply with its demands, but does not try to disrupt the work or substitute other activities for it. The student does not participate and learns little or nothing from the task.
DIVERTED ATTENTION	NO COMMITMENT	REBELLION - The student refuses to do the work, acts in ways to disrupt others, or substitutes tasks (activities to which he or she is committed. Student develops poor work and sometimes negative attitudes towards formal education and intellectual tasks.







# Bowman Woods School of Innovation

# Next Steps



Year 2

2021/2022

Fully implement Phase 1 of Blended Learning along with starting to implement Phase 2. Using data to drive the instruction.



Year 3

2022/2023

Fully implement Phase 2 of blended learning and focusing on the Future Ready Studio. Make it more inquiry based and student driven.



Year 4

2023/2024

Fully implement Phase 2 in all subject areas. Start implementing Phase 3 where appropriate for students.





Questions?



# Thank You!

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