Inside A Flipped Classroom

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Introductions

Todd Schweitzer-ORVA Principal



Erica Hutcherson-Science Teacher

Barbara Becker-English Teacher





Why did we adopt the Flipped Classroom Model?

- Need to improve student self-direction and accountability
- Concerns about achievement
- Concerns about engagement
- Success of Flipped Model at CAVA was inspiring
- Start small, get staff buy-in
 - Pilot one teacher
 - Cohort
 - School-wide next year

How we plan:

- Look at Oregon
 Standards what
 is the heart of
 what they need to
 learn? Create or
 modify your
 assessments first.
- Now that you know where you are going, what is the best way to get there?



The Weekly Spotlight



Live, interactive, engaging. Purpose is to clarify and/or reteach, discuss, reflect, share, explore, practice. Not just lecture-style. Students prepare on their own by working independently before they come to class.

What should students be able to accomplish in the large group session (Weekly Spotlight)?



- Interactive discussions, polling, Pair and Share, collaborative group work
- Summarize and/or reteach
- Review/check for understanding involve everyone
- Create graphic organizers or concept maps
- Threaded discussion discuss prompts ahead of time and/or peer edit and before posting

What should students be able to accomplish in the large group session (Weekly Spotlight)?



- Open whiteboard provide examples, illustrate
- Lab, project, debate
- Jigsaw-style group work and presentations
- Review game Pictionary, Hangman, Who Wants to Be a Millionaire, Battleship
- Choose Your Own Adventure
- You can also gather students' reflections on the Weekly Starter ahead of time (through embedded quizzes or Google Docs) to help inform the planning of the Weekly Spotlight

The Weekly Starter

Pre-recorded, engaging, informative, lively, entertaining, always watched on Monday morning to start the week's learning off right. Short – about 20 min. Focus is on content, NOT procedures or organization.



What do students need to learn on their own in order to come to live lessons prepared?

- Weekly Starter content
- Independent work in online or offline lessons
- Other short, specific pre-recorded sessions



How can you create a "need to know?"

Not "because this will be on the test." The "hook" or motivation. Connection to real life, relevance.

- Short videos
- News stories
- References to popular culture
- Real-life examples
- Anticipation guides
- Activating prior knowledge.



How can you scaffold the learning students need to do this week?



- Clearly and simply state the learning targets which represent the content focus of the week.
- Pre-reading activities
- Can provide templates/models for notetaking for the week.
- Graphic organizers to complete.

How can you scaffold the learning students need to do this week?



- Outside resources videos, websites, etc
- Encourage self-directed learning skills pausing the video, reviewing, self-checks for understanding
- You can include practical stuff pushing out documents they need for the week, a Calendar at the end – but this should not be the emphasis, content should be the emphasis

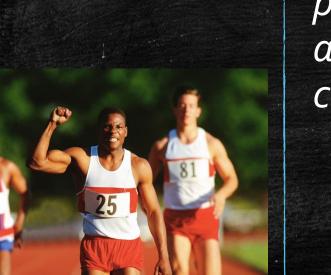
How can you enable accountability?



Weekly Starter Quizzes (WSQ)

- Phrase That Pays
- Multiple choice content quiz
- Fill-in the blank quiz
- Reflection in Threaded Discussion, short answer or essay quiz, or Google Doc

On Track Together



Live, data-driven, extremely focused on one specific, pre-announced topic or assignment (may be current or past topic). What if they're not getting it? Or, what if a group of kids needs enrichment?

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- Use the data what is the one thing you can identify for that week that would help the largest number of students to move forward?
- Set and announce a specific topic.
- Invite specific students who need the extra instruction or practice.
- Provide safe places where students can ask questions and share their confusion without risk.
- Use the small group setting as an opportunity to engage reticent students more directly. Offer lowrisk ways to participate (circle items on the whiteboard, matching, group quiz).

Results

Student Achievement:

- Students who viewed the Weekly Starter scored higher on tests and quizzes and had higher overall grades.
- Several teachers reported their highest pass rates after implementing FCM in their classes.

Student Engagement:

- Teachers reported that live sessions were far more interactive than before.
- Students were prepared and knew what they would be doing during the live sessions. As a result, discussions were more active, students were more involved in the class discussions, and students were quicker to respond.

Attendance

- Increased attendance over the previous year.
- Some teachers reported significant improvement in attendance in the On Track Together sessions. Students arrived prepared to work and knew exactly what questions to ask.

Results

- What teachers like about the flipped model:
 - The ability to be more flexible in planning Class Connects sessions and include a wider range of activities.
 - Students are prepared when they come to class.
 - Students are more engaged in the interactive sessions.
 - It's a move away from traditional lecture model/direct instruction.
- What do students say about it?
 - Weekly Starters help them know what to expect for next week's class and help them prepare for the week.
 - Students can review the Weekly Starter at any time to help them understand a concept better.
 - They can skip the parts they already understand.
 - It helps them focus on the "big ideas" and most important material.
 - Weekly Starters are great for note-taking.

Resources (Handout)

- Flipped Classroom Information
- Online Video Resources
- Tools for Making Your Own Videos/Screencasts
- Learning Management Systems
- Resources for Online Collaboration
- Other Tools and Resources

Questions?