

# Inside A Flipped Classroom

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# Introductions

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Todd Schweitzer-ORVA Principal



Erica Hutcherson-Science Teacher



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# Why did we adopt the Flipped Classroom Model?

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- 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:

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- 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?

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





# How can you create a “need to know?”

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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?



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- 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?

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## 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?



- 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 low-risk ways to participate (circle items on the whiteboard, matching, group quiz).



# Results

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- 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

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- 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)

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- 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?

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