Innovation Implementation Outline: A Flipped Classroom Model

Change is something that educators either seem to love or hate. While my experiences in the classroom have caused me to embrace change, I am always a bit cautious at the start of a new school year. This year I am diving in and letting my goals drive the change in my classroom! My learners need me to step up and create a learning environment that will cause them to take control of their learning. I want to guide them to find their voice that will help lead them to make decisions for themselves in my class. My students will find success and own their education.

To accomplish this vision, I need a plan. Below is how I anticipate my Flipped Classroom approach in my Algebra 1 classes to go over the next 2 years. I began with some essential questions that needed to be addressed:

- Where do my colleagues stand in their comfort level of technology in the classroom?
- Will the benefits go beyond our Algebra 1 classrooms?
- How can this model's employment inspire educators in other subject and content areas?
- How will I support those joining in my vision?
- What does the teacher's role look like? What does the student's role look like?
- What does success look like in this model?
- How do we ensure the success of a blended learning model?
- Do we need to utilize other models and create a hybrid model of our own?
- Who can support me in implementing my vision?

I am really excited to get back in the classroom. I am looking forward to creating a lasting impact on my students and school community.

I. Research (Summer of 2022)
   A. Write Innovation Proposal
      1. Use readings from discussions and assignments provided by course requirements for evidentiary support
      2. Receive feedback from colleagues and peers
   B. Write Literature Review
      1. Utilize LU Library and Google Scholar to find literature on Flipped Classroom
      2. Establish thesis statement
      3. Find supportive evidence within articles and texts
   C. Revisions of Proposal, Literature Review, and Implementation Outlines
      1. Link to ePortfolio
      2. Post Growth Mindset Plan and Learning Manifesto to the website also
      3. Request feedback from colleagues
II. Planning (August 2022 - October 2022)
   A. Send documentation (as a link to ePortfolio) to administrators and department chair
      1. Request feedforward

2. Schedule collaborative session
B. Where are we at now?
   1. Pre-assessment of Algebra 1 teachers
      a) Survey of previous experience with technology
         (1) Types of technology they are comfortable with
      b) Use to determine possible strengths/weaknesses
         (1) List skills and have a Likert scale
      c) Use to assign roles within our PLC with the above data
   2. Establish PLC Norms
      a) Accountability and expectations of roles
         (1) What are those roles?
         (2) Compass activity or something similar
      b) Individual needs and desires
C. Classroom Expectations
   1. Write a list of expectations of a teacher from a student's point of view
      a) Could use student input or have a draft ready
      b) Previous surveys given to students might be helpful if available
   2. Write a list of student expectations
      a) Just a draft of ideas to
      b) Whole class activity on 1st day
   3. Add information about Flipped Classroom to our syllabi
D. What does success look like in a flipped classroom?
   1. Student engagement and participation
      a) How do we measure this?
      b) Student survey and/or Grades?
   2. Achievement
      a) Can we categorize levels?
      b) Method of measurement
   3. Student, Parent, and Teacher Perceptions
      a) Is an anonymous survey necessary?
      b) Create a Google Form or use an online resource like Survey Monkey
E. Technology and Materials
   1. Chromebook carts in Algebra 1 classrooms
      a) Need to plan for the availability of technology before and after school
      b) Make sure to look into what will be necessary and required for our learners with disabilities
   2. Online Resources
      a) Look at other resources that we have access to through district launchpad and free websites
      b) Ask about fund availability to purchase resources
      c) Possible grants through NEEF or PTA
   3. Google Classroom as an LMS
      a) Mobile friendly for learners outside of the classroom

     b) Students are very familiar with this LMS
  F. Unpack Unit 1 (use this as a guide for future planning of units)
    1. Look at Interactive Planning Guide (IPG)
     a) Breakdown TEKS
     b) Write Learning Targets and Success Criteria
     c) Look at Unit 1 End of Unit Assessment (EUA) from 2021-2022
    2. Unit Plan
     a) Write EUA and quizzes
     b) Lesson plans
      (1) Notes for video
      (2) Real-world application activities, project ideas, and other online resources for practice
       (a) Intervention plan
       (b) Enrichment opportunities

III. Professional Development (August 2022 - December 2022)
  A. Teacher PD days in August
    1. Attend Professional Development (PD) with a focus on blended learning and technology strategies
    2. Begin to create future PD opportunities for educator support
  B. Continually monitor for PD in Strive (portal for PD opportunities)
    1. Open communication with those who regularly offer these PD sessions
    2. Look at PLNs for PD
    3. The expectation is for PD to be ongoing throughout this project
    4. What type of funding is able to be utilized for out-of-district PD experiences?

IV. Phase 1 of Implementation (October 2022 - May 2023)
  A. Use Traditional Flipped Model for 2 nine-week grading periods
    1. Videos and guided notes for students outside of class time
    2. Class time for discussions, practice, and collaborative opportunities
  B. Reflection and Analysis of Data
    1. Use test and quiz data to quantify the success of Flipped Classroom
     a) Will we use MAP or STAAR data?
     b) Will we have Common Formative Assessments (CFAs)?
    2. Qualitative data can be gathered from student and teacher surveys
    3. Reflect on results as a PLC
    4. Parent Survey on their perceptions and feedback on student performance at home

V. Phase 2 of Implementation (June 2023 - December 2023)
  A. Use data from the Fall to reassess our approach
    1. What worked?
    2. What did not work?
    3. How do we tweak our strategies and try again?
    4. Do we need to reassess our roles in the classroom?
  B. Gather assessment data and a second survey for learners, guardians, and educators

1. Reflect on what worked and what did not work
    a) What can we change?
    b) Obstacles and barriers in and out of the classroom
2. Look for new research that might guide those decisions
    a) ADL program
    b) PLNs
VI. Phase 3: Reflections and Results (January 2024 - May 2024)
    A. Blended learning models continue
        1. Are we ready to expand into other math classes? Other subjects?
    B. School Community Survey
        1. Create a survey for teachers outside of the Algebra 1 team
            a) Look for feedback from colleagues and administrators
                (1) Interest in implementing FC with their students
                (2) Not interested in changing
                    (a) Why do they not want to change?
                    (b) Need more opportunities to witness the possibilities for their learners are necessary; share data
            b) Use to develop meaningful learning opportunities for PD
            c) Send out another parent/guardian survey
                (1) Help to identify obstacles learners have outside the classroom
                (2) Feedback on student performance at home
        2. Analysis of student data for the 2023-2024 school year
            a) Student engagement and participation
            b) EUAs, CFAs, and quiz scores
            c) Teacher, Learner, and Guardian Surveys that were sent out December 2023 and May 2024
VII. Final Recommendations (May 2024 and beyond)
    A. Another opportunity to rethink our approach
        1. How can we improve for the educator and our learners?
            a) Latest journal articles and texts
            b) Reach out to PLNs, like ISTE and NCTM
        2. Is this approach influencing other teachers in our school community?
            a) How can I support them?
            b) Use survey responses for ideas
    B. Let's think outside of our school community
        1. Continue to work with Instructional Technology Specialists to expand the scope of the project
            a) Develop generalized resources for others to use and plan from
            b) Develop guidelines for digital literacy and citizenship for others
            c) Collaborate for the latest in ed-tech research and for feedforward
        2. Reach out to other Algebra 1 teachers in the district to form a virtual PLC with those interested in flipped classrooms or other blended learning models
            a) Work with my campus ITS to accomplish this

                       b) Drive this project beyond the math classroom with his help

C. Utilize readings and text from courses in the Applied Digital Learning (ADL) program for inspiration and guidance
1. Are there new and innovative pedagogical or technological strategies that our students could benefit from?
2. How can we make better use of the data to determine the possible gains in achievement?

D. Where do we go from here?
1. Determine successes and failures
   a) Student Engagement and Motivation
   b) Achievement
   c) Student, Parent, and Teacher Perceptions
2. Future recommendations
   a) Other Blended Learning models
   b) New technology availability
   c) PLNs

References

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Horn, M. B., Staker, H., & Christensen, C. M. (2015). *Blended: Using Disruptive Innovation to Improve Schools* (1st ed.). Jossey-Bass.