

UTeach Professional Development

Sample Blended Learning Action Plan

Educators enrolled in the [UTeach Blended Learning](#) professional development design job-embedded work products relevant to their role in education. This is a sample action plan, one of the final assignments of the online courses. Educators gave permission to share their work product.

Lynn Greco, 4th-Grade Self-Contained Teacher, Forest Hill Elementary School, Amarillo ISD

Lynn Greco, a fourth-grade self-contained teacher from Amarillo ISD, has emerged as a master designer and avid facilitator after completing both the UTeach Foundations of Blended Learning course and the UTeach Advanced Blended Learning course.

In this action plan, Lynn outlines specific steps that she will take as she develops personalized pathways for students using Canvas MasteryPaths and celebrates individual and collective goal achievement with both students and their parents and caregivers. Lynn recognizes that parents are important stakeholders in a blended setting and will integrate Class Dojo with consistency and enthusiasm to promote student ownership and involve parents as support elements and cheerleaders as well.

Lynn's focus on continual formative assessment will create many data points to encourage students with helpful feedback and to inform her own planning and adjustments of learning pathways. Her action plan is certainly an exemplar that transitioning blended learning educators might use as a way to map out their own planning and implementation efforts as they make this shift toward more personalized and student-centered instruction in their classrooms.

Tasks and Action Steps

What will be done?

1. Involve parents from day 1

Resources Tools/apps/technology/materials	Timeline By when?
ClassDojo printouts so parents can sign up	Provide at Meet the Teacher the day before school. Students will take home the first day for parents that couldn't make it to Meet the Teacher.
Popsicle "party"	Schedule for the first Friday of the school year if all parents have signed up for ClassDojo.
Student portfolios on ClassDojo. Students can choose which assignments they are proud of	Begin portfolios by the end of the first week so students can add their "About Me" projects.

and would like to add to parents can see their work.	Portfolios will be updated on Fridays with work students want to add from the week.
Parents will be contacted immediately when their child meets their ELA and Math goals.	Goal setting will begin the second week of school. As soon as a student meets a goal, the parents will be contacted as we celebrate.
Parents will be contacted every few weeks if students aren't making goals so they can receive updates on the learning progression.	Contact parents every two weeks, starting in week 4, which will be two weeks of using blended learning to work toward our goals.

2. Use master paths on Canvas effectively

Resources Tools/apps/technology/materials	Timeline By when?
Canvas LMS	Start master paths on the Monday of the second week of school.
Pre-assessments to determine the level of mastery path the students begin on.	Students take pre-assessments before every unit.
Assessments between levels. This will be used as a clear indication of whether a student is ready to move to the next level or expectation.	Assessments will be given at the end of the activities of every level in the mastery path.
Immediate feedback. This is my biggest target area. I want to stay on top of their individual assignments and get consistent with making comments in Canvas or even calling students quickly to me to address misconceptions I notice. I don't want students to get through all activities and to the end of their level and find out they've been doing things wrong the whole time. This is my biggest worry.	Start immediate feedback during the third day of school. This is when we will start our first assignments on Canvas.
Parent involvement. I repeated this hear because once the parents are aware of our goal setting and celebrations, it will open up a path to home discussions. I'm hoping parents will ask their children about their goals and what they are doing to achieve them. This will motivate students to also work hard on their mastery paths.	Start the first day of school as explained above.

3. Celebrate goals with fidelity and allow student input

<p style="text-align: center;">Resources</p> <p style="text-align: center;">Tools/apps/technology/materials</p>	<p style="text-align: center;">Timeline</p> <p style="text-align: center;">By when?</p>
<p>Google Sheets. Each student has their own sheet with their ELA and Math goals.</p>	<p>Begin on Monday of the second week of school. We will take our first pre-assessment and set our first goals in Google Sheets.</p>
<p>Celebratory sticker chart (?). I'm still deciding what I want to use. Right now, I'm leaning toward individual posters that students can stick to when they meet their goal.</p>	<p>This will also start the second week of school as we start working on our mastery paths. I will have it ready so that as soon as a student meets their goal, we are ready to celebrate.</p>
<p>Allow the time, even if it's not "convenient." This is a note to myself to allow celebrations whenever goals are hit. It's really important to celebrate the learning that's occurring.</p>	<p>Every single day when a student meets their goal. This is my second main focus. I know me, and I'm going to want to put this on the back burner if we're in the middle of things and time is short. But I have to keep it up and celebrate goals daily.</p>
<p>Student surveys. I want to use surveys to find out how the students are feeling about blended learning and activities. I want to make sure I'm targeting not only academic levels but also interests for every student.</p>	<p>I created a survey to give the second day of school to get a feel for how comfortable the students are with technology. I also want to give surveys at the end of units to find out which activities they liked and disliked the most so I can be sure to keep things they like. I also want ideas for types of activities they like to do so I can incorporate their interests and grow with each unit.</p>
<p>Student choice in activities. I want to give students choices in the activities they get to complete to learn a topic. Right now all of my master paths are filled with "have to" activities. My goal is to change that and allow for choice.</p>	<p>I think I'm going to keep the first unit as "have to" activities so the students can get used to how things work and my expectations. My second unit will begin to include choices. I can also use this as a classroom management tool, as students who are able to stick to their mastery path work and reach their goals can have more choices. Plus I will learn more about the students' interests and can add them in as I create future units.</p>

Implications for Professional Development

What professional development resources will strengthen my blended learning classroom?

Ideas on giving immediate feedback in the middle of the blended learning setting. For instance, if I'm working in a small group and I have a small group of students working together, I want to be able to keep tabs on all learning to stop misconceptions right away. I don't want students completing assignments wrong and I don't notice until it's too late and they have to completely do it again. This creates frustration.

Progress Monitoring

How will you know you are making progress? What are your benchmarks?

Students will be taking pre-assessments, level assessments, and unit assessments consistently. This will show me if they are learning and what changes I need to make. Student surveys will be given for me to find out directly from them how they're feeling and what changes need to be made. Parents will be involved, and I can also ask and/or survey them to find out their thoughts on our blended learning classroom.

Evaluation

How will you determine that your goal has been reached? What are your measures?

The same as progress monitoring. If I'm seeing unit assessments are being passed, I'll know learning is occurring. If goals are being met, learning is occurring. If students are enjoying the classroom and saying they are interested and engaged in the work, I know I'm targeting their interests.