



Self-Paced Blended Learning Baltimore County Public Schools



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By the end of this meeting,
participants will:

- Develop an understanding of the structures and standards that support self-paced blended learning (SPBL) in BCPS.
- Understand who is served by SPBL options in BCPS and the impact of the work for those students and the system.



Self-Paced Blended Learning

- Diploma-bound high school students
- Credit acceleration and/or recovery
- Various times of the day, week, and school year
- Both traditional and non-traditional high school settings
- Responsively designed service delivery models
- Flex blended model maximizing face-to-face, direct instruction and independent digital instruction

Flexible Option

- Incomplete rather than an E if course is not completed by the end of a school year/summer
- S/U rather than letter grades until a course is completed
- Available in various model 11+ months a year
- Co-teaching model
- Can easily be transferred from site to site

180+ hours for completion

	SPBL SERVICE DELIVERY MODEL			
ELEMENT	SPARC	EYLP	EDLP	BCDC
TIME				
Traditional day	X			X
After school	X			X
Evenings			X	X
Weekends	X		X	X
Summer		X		X
PLACE				
Alternative Schools	X			
Zoned Schools	X	X		
Regional Centers			X	
Non-BCPS Location				X
PROCESS				
Distance Learning				
Flex Blended	X	X	X	X

SPARC Academies

High School students seeking credit acceleration and/or recovery

- Traditional school hours at six high schools: Woodlawn, Randallstown, Lansdowne, Chesapeake, Dundalk, and Overlea
- Learners can also work on courses from home
- Staffing provided by the Office of Educational Options and identified by school principals
- Provided funding for hourly stipends to use beyond the traditional school day and some funding for incentives
- Digital instruction first
- Remediation and Gap instruction is customized, personalized, and direct

SPARC Programs

Like the SPARC Academies:

- Diploma-bound high school students seeking credit acceleration and/or recovery
- Provided funding for hourly stipends to use beyond the traditional school day and some funding for incentives
- School leadership identifies staff members to implement SPBL
- Learners can also work on courses from home
- Digital instruction first using *Apex* and *Schoology* curated content
- Remediation and Gap instruction is customized, personalized, and direct

Extended Day Learning Program (EDLP)

- Diploma-bound high school students seeking credit acceleration and/or recovery
- Voluntary participation and/or reassignment for brief periods
- Five high school locations: Woodlawn, Milford Mill, Dundalk, Parkville, and Loch Raven
- Digital instruction first
- Remediation and Gap instruction is customized, personalized, and direct
- Free access for all BCPS students (SY16-17)
- Meals are provided to all students (SY17-18)
- Access to a robust digital library (SY18-19)
- Transportation is provided from an elementary school hub (SY 19-20)

Extended Year Learning Program (EYLP)

- Diploma-bound high school students seeking credit acceleration and/or recovery
- Hosted at **ALL** comprehensive high schools throughout BCPS
- Program focus (recovery vs. acceleration) determined by school need
- 4-week summer program
- Staffing allocations and hourly stipends provided to schools based on previous enrollment
- School leadership identifies staff members to implement SPBL
- Learners can also work on courses from home
- Digital instruction first using *Apex* and *Schoology* curated content
- Remediation and Gap instruction is customized, personalized, and direct

Self-Paced Blended Learning Implementation Standards

Teachers establish procedures for ongoing goal setting and monitoring with and for students.

Teachers ensure that assessment results are valid for *all* pre-tests, unit tests, and final exams by providing a proctored testing environment.

Teachers establish routines and support students in developing a complete body of evidence that demonstrates mastery of the BCPS approved content.

Teachers ensure equitable access to a rigorous and equitable learning opportunity for all students.

Instructional Standards

Things to look for beyond what is already considered “best practice” for a given content:



Educational Options
Implementation Guide

1. **First instruction is digital.**
2. Students **complete all digital and written assignments** identified in the vendor and in the **gap analysis** at **80% accuracy** or better.
3. Students take **notes** which they are empowered to use on quizzes and unit tests.
4. Teachers provide **meaningful feedback** on notes and assignments.
5. Teachers **reteach** concepts after 1-2 independent attempts at learning; teachers are empowered to use resources within and beyond the vendor for teaching and assessment at this point.
6. Teachers make the final decision about **mastery of learning** and enter updated grades as points in the gradebook.

Assessment Standards

The BCPS “non-negotiable” expectations for self-paced blended learning :

1. Pretests and final exams are **proctored on-campus** and students may **NOT** use notes or course handouts as support.
2. Unit tests are **proctored on-campus** and students **USE** notes and course handouts as support but may **NOT** use personal devices or have other windows open.
3. Quizzes may be taken in any location; students **USE** notes and course handouts as support and should be coached to use other resources strategically; until and unless a student causes the teacher to believe that the work is not genuinely the student’s work, these are open note and open resource formative assessments.



Educational Options
Implementation Guide

☆ dedicated spaces ☆ clear procedures ☆

Fidelity Checks



Self-Paced Blended Learning Fidelity Review Checklist

High School: Date:
 Educational Options Liaison: Time:
 Current Program Enrollment:
 SPBL Active Students: SPBL Inactive Students: SPBL Students Present: SPBL Completed Courses:

Self-Paced Blended Learning Standards and Indicators	Consistently Met	Occasionally Met	Not Met	Not Observed	Evidence Observed
1. Establishes procedures for setting, monitoring, and celebrating GOALS.					
A. Creates and implements a system to set long and short-term goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Creates and implements a system to review goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Creates and implements a system to celebrate goal attainment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Ensures access to an EQUITABLE and RIGOROUS learning opportunity for all students.					
A. Sets up the course and relevant gradebook(s) to communicate course requirements to students based on the current course Gap Analysis: <input type="checkbox"/> Removes content via the Course Outline Manager <input type="checkbox"/> Creates a system for assigning additional content to students <input type="checkbox"/> Identifies the appropriate unit assessments (i.e. CST and/or TST)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Requires digital instruction first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Requires completion of all assignments, including those identified in the Gap Analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Requires mastery of content as measured at 80%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Provides timely, formative feedback about learning and progress: <input type="checkbox"/> Written <input type="checkbox"/> Verbal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Provides direct instruction and alternative assignments/assessments when students have not been successful with the digital content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G. Administers the final exam identified in the Gap Analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Self-Paced Blended Learning Standards and Indicators	Consistently Met	Occasionally Met	Not Met	Not Observed	Evidence Observed
3. Ensures the development of a complete BODY OF EVIDENCE that demonstrates mastery of learning.					
A. Creates procedures and routines that support students in the development and maintenance of a complete body of evidence inclusive of the following: <input type="checkbox"/> SPBL Course Agreement and Course Type Identification Form at the beginning of the course <input type="checkbox"/> All written assignments for the digital course (e.g. study guides and/or notes, journals, practices, discussions, labs, projects, essays, etc.) <input type="checkbox"/> Teacher created materials <input type="checkbox"/> All assignments identified in the BCPS Gap Analysis <input type="checkbox"/> Course completion documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Establishes a system for maintaining student portfolios for one year and transfers portfolios when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Follows grade reporting protocols as identified in the BCPS Grading and Reporting Manual and Grade Entry Procedures for Educational Options Programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Provides a proctored testing environment to ensure VALID ASSESSMENT RESULTS.					
A. Identifies a dedicated space to supervise students while they are taking proctored pretests, unit tests, and final exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. Unlocks pretests and unit tests only when students have agreed to follow all proctored test requirements and a teacher is available to proctor. <input type="checkbox"/> Completed the unit of study as appropriate <input type="checkbox"/> Seated in the testing area with no cell phones <input type="checkbox"/> Have notes accessible as appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C. Prompts students to use printed study guides and student-generated notes, practices, journals, and teacher assignments while taking quizzes and units tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D. Ensures there is no student-to-student interaction during any exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E. Ensures that all electronic devices (other than the computer with a single open window) are inaccessible to students during proctored pretests and unit tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F. Ensures that printed study guides and student-generated notes, practices, journals, and teacher assignments are inaccessible for pretests and final exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Impact of Self-Paced Blended Learning

2018–2019

4,361 students

34 high schools and programs

1,992 credits earned

24% of BCPS graduates completed at least one SPBL course

School Year Summary	Current Student Enrollment	Current Schools w/ Enrollment	YTD Student Enrollment	YTD Courses Completed	YTD Courses Withdrawn
2019-2020	2,297	33	4,409	2,654	1,724

YTD Enrollment by Course

Mathematics	English	Science	Social Studies	Others
Algebra 1 (259)	9 (356)	Earth Systems (246)	American Gov't (268)	Physical Education (53)
Algebra 2 (174)	10 (325)	Living Systems (144)	World History (169)	Health (479)
Geometry (234)	11 (257)	IPC (51)	US History (224)	Spanish 1 & 2 (107)
Statistics & Probability Honors (73)	12 (148)	Chemistry (45)	EPI (507)	French 1 & 2 (3)
AP Calculus A/B (4)				Tech Ed (17)
				CRD (94)
744	1,086	486	1,168	Health/PE 532 World Lang. 110 CTE 111

Questions

