

# **New Jersey Department of Education**

## **Blended Online Learning Modules Overview**

The New Jersey Department of Education, in conjunction with New Jersey Institute of Technology (NJIT), have worked together with the input of New Jersey Principals and Supervisor Associations/Foundation for Educational Administration (NJPSA/FEA) to create a suite of dynamic online blended learning modules to assist educators in their work in forming and maintaining efficient and active professional learning communities (PLC'S), using the Connected Action Roadmap (CAR) model.

### **Intent**

- The intent behind the building of these modules, housed in a Moodle platform, emerged in response to the growing need for high-quality, sustained, collaborative, professional learning to support the work of educators as they meet the demands of instructional collaboration.
- The modules are accessible to and useful in Professional Learning Communities (PLC's). The purpose of the tools is to facilitate integration of the modules in PLC's, coaching, or school-based professional development.
- The modules are to be part of the cycle of teaching and learning as teachers refine their practice, use data from formative, summative and PARCC assessments to inform practice and differentiate student learning.
- Professional support may occur in "real time" where teams of teachers can meet virtually or Skype with a consultant on the content of the modules. Facilitators will also work directly with educators regionally, in district and in-person.

### **Design**

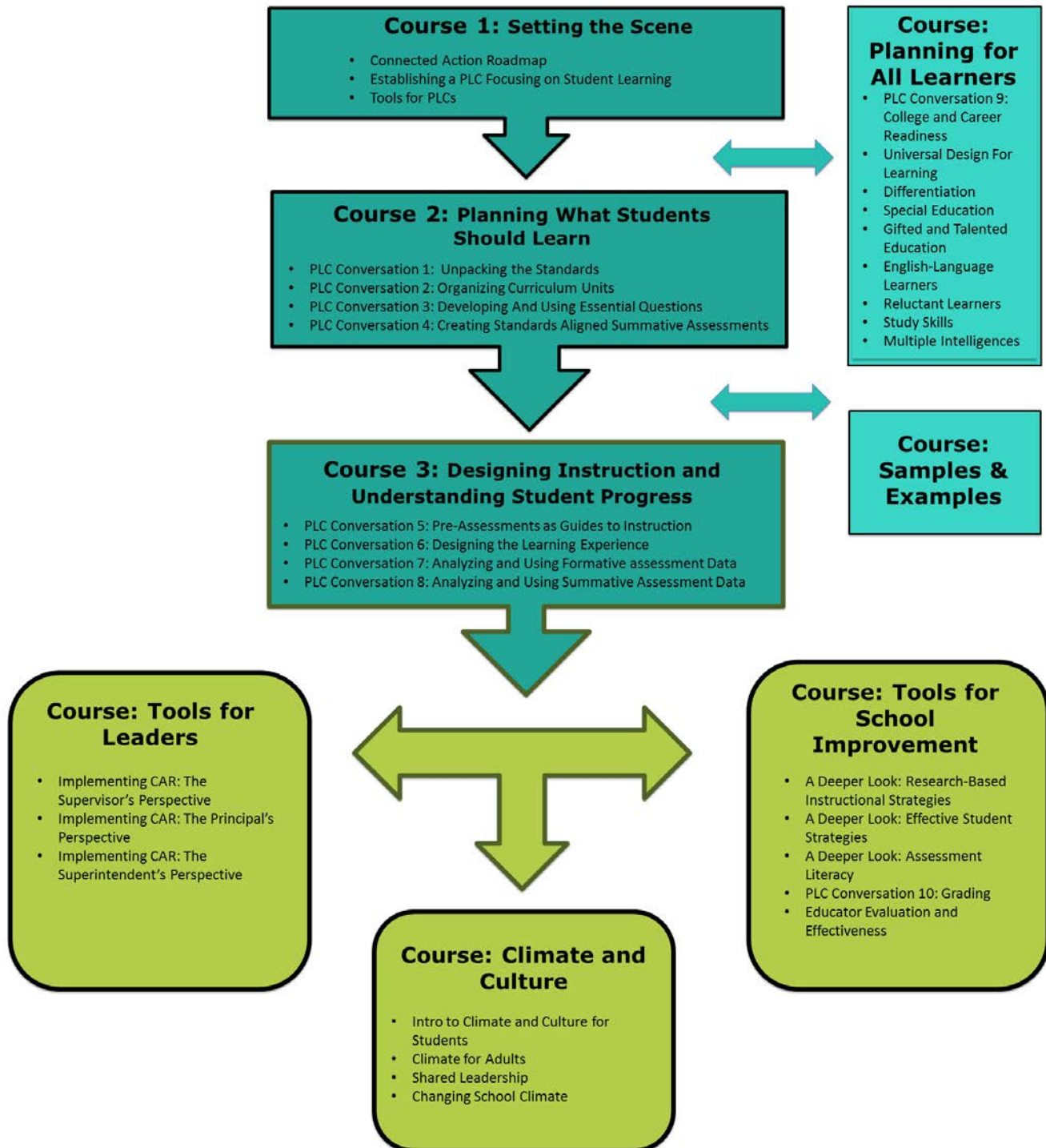
- The key outcome of this project is to build tools that support educators as they seek to strengthen their instructional practices to align with the New Jersey State Standards.
- As the modules are free and housed in an open, online Moodle environment, the modules have the capacity to reach the 115,000 teachers in the state who are all potential users, along with other professionals and interested parties, both within and outside of our schools, as well as across states.
- This makes the impact of the course facilitators that much more valuable, as the comments and the questions posed will require an individualized response on a case-by-case basis.
- Learning will be differentiating by meeting the needs of the individual educators as well as those in professional learning communities.

### **Support**

- Educators and their professional organizations will be supported in systematic and systemic ways as outlined through a collaborative network.
- Modules are created in a way that allows for educators to demonstrate their knowledge interactively as they will receive feedback and be able to interact with others having completed the same module.
- Facilitators, who will be explicitly trained in the CAR model, as well as the blended learning modules, would be responsible for interacting with educators. Educator training on the modules will be provided regionally, onsite, as well as virtually through:
  - Regional trainings
  - School/district trainings
  - Online supports - weekly "office hours" and "web-chats"
  - Webinar/virtual trainings – provided as needed by the user and on demand

## Course Overview

- Intended although not required to pace through the courses in order
- Educators may enter the courses at any time or any point; no content is “gated” or requires pre-requisite coursework
- Educators may work within PLC work groups or on their own anytime from anywhere.
- Leaders can frame professional development using the same materials and focus



## CONNECTED ACTION ROADMAP

The Connected Action Roadmap (CAR) is an organizational framework that creates a systemic, coherent plan for improving student learning and strengthening educator practice. With a consistent focus on practice vs. compliance, CAR promotes:

- the development of a viable, standards-based curriculum that directly informs classroom instruction and assessment
- the creation of a comprehensive assessment system resulting in data-informed instructional decisions
- the utilization of educator effectiveness frameworks to develop shared understandings of teaching, leading, and learning that inform job-embedded professional learning
- the implementation of professional learning communities characterized by strong collaboration and shared leadership with a focus on curriculum, instruction and assessment
- the promotion of a climate for student and adult learning marked by a mutual respect, shared leadership, and high expectations for all students.

## CONNECTED ACTION ROADMAP: THE FRAMEWORK

<b>The Destination:</b>	Student Learning
<b>The Vehicle:</b>	The PLC: Teams of teachers who develop, implement reflect on and continuously revise a standards-based curriculum
<b>The Map:</b>	A <u>viable</u> curriculum: Composed of units of study that contain the basic components of effective practice
<b>Guideposts:</b>	Assessments: Focus on on-going formative and summative assessments
<b>Terrain:</b>	<p>Culture: The model focuses on the following components of culture:</p> <ul style="list-style-type: none"> <li>▶ Climate <span style="float: right;">Student to student, adult to student and adult to adult relationships</span></li> <li>▶ Shared Leadership <span style="float: right;">Teacher leadership, collaboration, shared responsibility and shared ownership</span></li> <li>▶ Communication of Connections &amp; High Expectations <span style="float: right;">Coherent vision and a connected plan to achieve the vision</span></li> </ul>
<b>Drivers:</b>	<p>Teacher and Principal Effectiveness: The framework provides the context for evaluation and supports what Danielson has identified as the benefits of any evaluation framework:</p> <ul style="list-style-type: none"> <li>• A common language</li> <li>• Development of shared understandings</li> <li>• Self-assessment and reflection on practice</li> <li>• Structured professional conversation</li> </ul>

## CONNECTED ACTION ROADMAP: OVERVIEW

