

NEXT GENERATION LEARNING ENVIRONMENT

TIME-, TALENT-, AND TECHNOLOGY-ENABLED



THE COLORADO EDUCATION INITIATIVE

TIME-, TALENT-, AND TECHNOLOGY-ENABLED learning environments are those in which time, talent, and technology are not drivers of – or impediments to – teaching and learning. Instead, their use is designed and redesigned to maximize support for the instructional priorities of the school. Technology enables learners and educators to be flexible with time, place, and pace of learning. Schedules, staffing plans, and technology use plans are designed to align with instructional priorities.

STUDENTS...

- learn to use access to technology to gather information, and then learn how to scrutinize and synthesize that information so they can use it effectively.
- and families are provided with well-organized data about progress, so they are empowered to monitor progress and make informed decisions.
- can independently and remotely access curriculum resources and skillware that knows their level and offers tutorials for review.
- work with people with the best expertise to support their learning throughout the day and year.
- use time well, feel their time is used well, and understand the clear purpose for each increment of time in the day and year.

EDUCATORS...

- work within a schedule that was designed to make clear, intentional use of their time with students, time to work independently, and their time with colleagues.
- understand the priorities of the school and how time, talent and technology investments have been aligned to those priorities.
- have access to technology that enables them to deliver personalized, competency-based, and co-created learning experiences.
- have access to streamlined data analysis and communication tools that enable strategic planning, progress monitoring and reporting.
- have access to technology that allows them to organize curriculum resources in a student accessible online environment.
- have a clear set of job responsibilities that play to their strengths.
- are supported in collaborating with colleagues to maximize their collective expertise against complex problems and initiatives.
- work with one another, families, and community partners to make the best use of resources and talent to maximize learning for all students.



IN PRACTICE:

- These aspects of the learning environment are most powerful when considered at the school level, rather than classroom-to-classroom, as time, talent and technology are considered in concert with all other spending priorities of the school.
- Schools plan to provide students and teachers with the right amount and frequency of time based on what they know about how to best learn the content. For example, Science and Art classes may be much longer and meet less frequently than world language classes, which need to meet each day, but not for extended blocks of time.
- Schools plan to provide teachers with the right amount and frequency of time for individual planning, collaboration with teammates, and participation in the leadership of the school. For example, if the goal is to provide teachers with time that can be used differently each week, then planning time needs to be aligned to colleagues with whom they collaborate, and lengthy enough that any planning block could be used for one of several purposes.
- Schools plan to provide ample time for school leadership activities and professional development. In a continuous improvement model, we acknowledge that adults in schools will always have things to learn and improve. If we are building schools that have the capacity to adapt rapidly to the changing demands of the 21st century, we need to spend time and money investing in the continuous growth of teachers.

RESOURCES:

[Overview of blended learning video](#) (Education Elements)

[Blended learning implementation guide](#) (Digital Learning Now, 2013): Designed to help leaders create the conditions for success in planning, implementing, and evaluating their blended learning efforts.

Public Impact's:

- [Video](#) explaining all of the Public Impact innovative staffing models.
- [Resources](#) for innovative staffing models, including job descriptions, sample schedules, sample budgets, etc.
- [A Better Blend: A Vision for Boosting Student Outcomes with Digital Learning](#) (2013): Makes the case for focusing on the human capital benefits of blended learning – increasing students' access to excellent teachers; page 11 raises considerations for increasing teacher effectiveness in a blended instructional model.
- [Time Technology Swaps](#): Describes two models for using technology to extend the reach of excellent teachers.

[Classifying K-12 Blended Learning](#) (Innosight Institute, 2012): Provides a definition of “blended learning” and a taxonomy of four prevalent blended learning models.

[Ten Reasons Teachers Love Blended Learning](#) (Getting Smart, 2011): List of ways in which blended learning makes teaching more effective and easier.

[Blended Learning Practice: Introduction to Case Studies from Leading Schools](#) (Dell, 2012): Detailed case studies of five leading blended learning schools. Each case study includes comprehensive analysis of background, instructional model, operational model, financial model and lessons learned.