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Blended Learning: Intentional Personalized Instruction for All

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About This Professional Learning Module

Team Members: Amy Fonseca, Andrew McCully, Amber Tuttle, Sheila Wright

PLM Title: Blended Learning: Intentional Personalized Instruction for All

Estimated Time: 3 hours

PLM Link: <https://sites.google.com/view/blendedlearningplm/home>

Description: This Professional Learning Module (PLM) was designed to support educators in learning more about Blended Learning, the related models, and information for implementing this effective, enriched, and student-driven instructional framework. Blended learning serves to combine the traditional instruction and feel of a brick-and-mortar school with online learning. This PLM reviews the four overarching models of Blended Learning: 1) rotation models, 2) the flex model, 3) the a la carte model, and 4) the enriched virtual model. The module also provides examples of Blended Learning for K-12 classrooms and covers The Blended Learning Teacher Competencies to support proper implementation. Educators, administrators, and other educational stakeholders will find this PLM helpful.

Subjects: Blended Learning, hybrid learning, integrated technology, mixed-mode learning, web-enhanced instruction, and 21st Century learning skills

Terms of Use: The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013; <http://iris.peabody.vanderbilt.edu>) and based on the work of Dr. John Branford and colleagues (National Research Council, 2000).

About the Authors:



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Amy holds a Bachelor of Arts degree from Belmont Abbey College (2009). She has earned her Master of Arts in Elementary Education (2012) as well as her Administrative Leadership Certificate (2020) from Gardner Webb University. Currently, Amy is a doctoral candidate in the Curriculum and Instruction program at Gardner Webb University.

Amy has worked with Lincoln County Schools since 2010 and has served in many capacities. For ten of those years, Amy taught in the elementary classroom and has most recently moved into an administrative role as an assistant principal. Amy's research interests include reading development and instruction for all learners; children, adolescents, and adults. She is also interested in the long-term impacts that special education programs can have on individuals and their learning trajectory.

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Andrew McCully:

Andrew holds a Bachelor of Science degree in Mathematics from Presbyterian College (2012). He also holds a Master of Arts in Secondary Mathematics Education (2016). He has been a certified secondary mathematics teacher for 10 years in both North and South Carolina, teaching everything from foundations of algebra to AP Calculus.

Andrew has also taught in multiple formats, including traditional brick and mortar, 100% virtual, and hybrid. Andrew is also a current doctoral candidate in Curriculum and Instruction with Gardner-Webb University. Andrew's research interests include working with the learning-disabled student population, developing engaging instructional methods for secondary mathematics, and effectively integrating technology into mathematics instruction.

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Amber Tuttle:

Amber holds a Bachelor of Arts degree in Elementary Education and a certification in Reading k-12 from East Carolina University (2002). She also holds her Master in School Administration from Gardner Webb University (2007). Amber has also earned her Curriculum and Instruction Specialist licensure (2022) from Gardner-Webb University.

Currently, Amber is a doctoral candidate enrolled in the Curriculum and Instruction program at Gardner-Webb University. Amber has worked for Gaston County Schools for the past 19 years. She served as an elementary classroom teacher in grades 1, 3, and 4 for 15 years. Currently, Amber serves as an assistant principal and has been in this role for the past 4 years. Amber's research interests include special education programs and students. She is also interested in career Technical Education (CTE) classes' impact on students and their long-term achievement.

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Sheila Wright:

Sheila holds a Bachelor of Arts degree from Appalachian State University (2001). She has earned her Master of Arts in Reading Education (2008) from the University of North Carolina at Charlotte. She obtained her National Board Certification in Middle Childhood Generalist (2016). Sheila has also earned her Administrative Leadership Certificate as well as Curriculum and Instruction Specialist licensure (2019) from the University of North Carolina at Charlotte.

Currently, Sheila is a doctoral candidate in the Curriculum and Instruction program at Gardner-Webb University. Sheila has worked with Lincoln County Schools since 2001. She taught in the elementary classroom for eighteen years and she has served as an assistant principal for the last three years. Sheila's research interests include the impact of professional learning communities on student learning, school culture, and teacher efficacy. She is also interested in beginning teacher support and utilizing Blended Learning to meet the needs of all students.

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