Proposal Abstract

Students of the twenty-first century are digital natives. As educators, we need to adapt to the needs of our students and ensure that technology is integrated into the classroom on a daily basis. Students need to power up when they enter the school, not power down. Our project proposal will move the consortium districts from our county closer to this reality. Our project calls for equipping a group of our secondary (7-12) math teachers with the knowledge, expertise and skills they need to transform their classroom from a traditional room to one that exhibits the flipped learning classroom model.

In order to make this transformation, professional development is essential. Teachers will have the opportunity to take classes in the foundation of flipping your classroom, to courses on creating videos, editing, and posting them to share with others. Special education teachers and Library Media Specialists will also be a part of this cadre of teachers taking this journey together. A network team will be created for teachers embarking on this transformational expedition. The Library Media Specialists will be one of the supports for teachers using the media necessary to make the video creation work. They will also teach students about how to use the Internet to search out reliable sources to use in their learning.

The teachers in the program will have year round support from the instructional specialists from the Center for Instruction, Technology and Innovation. They will model in their classrooms, provide one on one support and assist the teachers with whatever learning they need to make the successful transition to a flipped learning environment. These specialists will also observe the teachers using the Achievement Partners CCSS Instructional Practice Guide. The focus will be on ensuring the work of the lesson reflects the shifts required by the CCSS.

This new learning environment will prove to be very engaging for students. Student engagement allows for more focused learning and we expect to see a correlation with a greater number of students meeting with success as compared to a traditional classroom.

The project also calls for the network team to pair up with a school district in New York State that is already finding positive success with using the flipped classroom model. They will visit the school and Skype with them to collaborate and share ideas and resources.

The goals for our project are as follows:

- Eighty percent of students from the flipped classrooms will show proficiency in their ability to discern valid math resource sites used as a support for their math learning as evidenced through a skills assessment.
- Seventy-five percent of classrooms using the flipped classroom model will score higher on Core Action 1 from the CCSS Instruction Practice Guide Rubric as compared to students in non-flipped classrooms. (Core action 1 ensures the work of the lesson reflects the shifts required by the CCSS for Mathematics)
- One hundred percent of the consortium districts will have on-going teacher participation in a PLC dedicated to enhance collaboration among classrooms, classroom teachers, and library media specialists.
- Implementation of the flipped classroom model will increase the mean value of student scores by at least 5 points as compared to non-flipped classrooms.

We believe our project will provide the necessary skills for teachers to make a smooth transition as they test out the flipped classroom. During the later years of the project we will open the learning up for English teachers as well so they may also join this revolution that not only engages students but encourages them to be independent and self-directed learners!