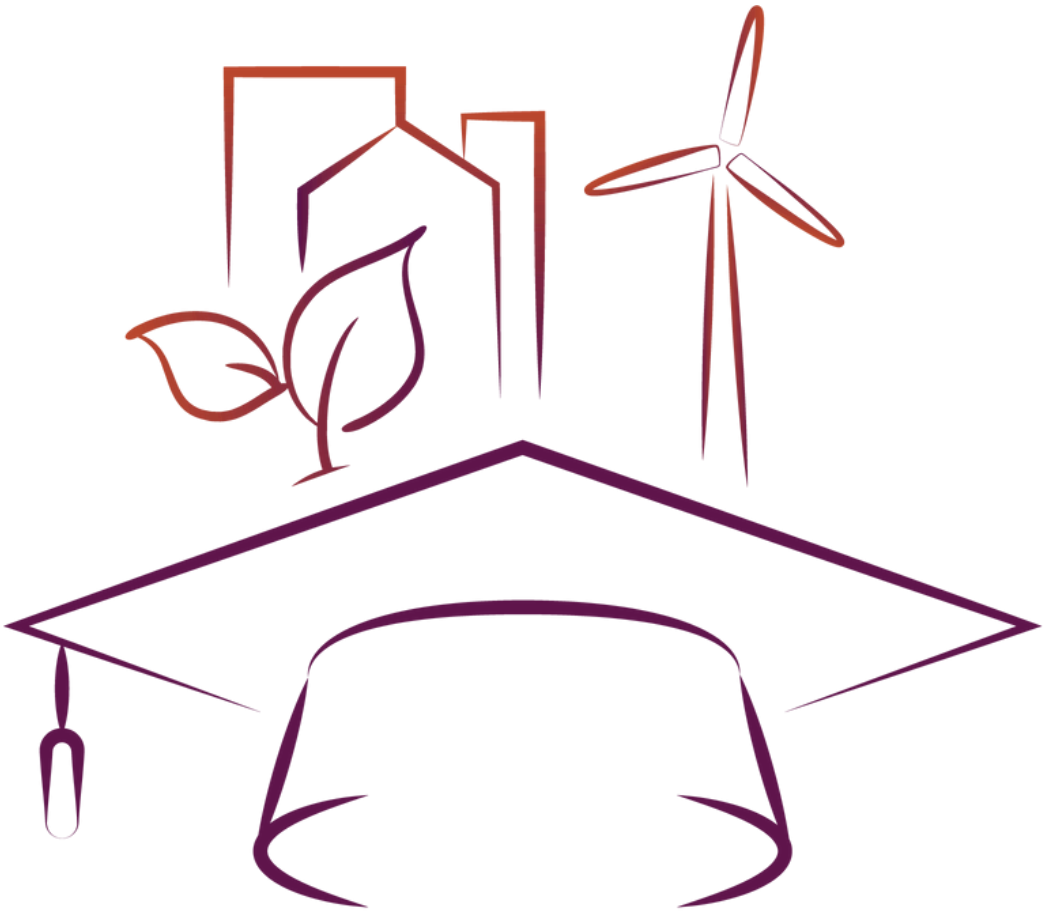

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## COLLEGIATE EDU-NATION

## INSTRUCTIONAL MODELS PK-12 QUICK REFERENCE GUIDE

# INSTRUCTIONAL MODELS PK-12

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## Experiential Learning, Blended Learning, Project Based Learning

- **Experiential Learning**
  - Experiential learning at the Pre-K-5th grade level involves providing students with hands-on, real-world experiences that deepen their understanding of academic concepts. Through field trips, interactive projects, and practical activities, students engage actively in their learning, making connections between the classroom and the world around them. Early exposure to hands-on, real-world experiences fosters curiosity, critical thinking, and a strong connection between concepts and practical application. These formative experiences cultivate a love for learning, shape cognitive development, and equip young learners with essential skills that seamlessly transition into higher education and their future careers.

- **Blended Learning**
  - Blended Learning integrates traditional face-to-face classroom instruction with online learning activities. This approach allows for personalized learning pathways, where students can engage with materials online at their own pace and receive support from teachers in person. It's a flexible model that promotes digital literacy and self-directed learning.

- **Project-Based Learning (PBL)**
  - Project-Based Learning is a dynamic classroom approach in which students actively explore real-world problems and challenges. Through PBL, students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. It culminates in tangible products or presentations, emphasizing deep content knowledge and critical thinking. Feel free to distribute this brochure as a starting point to delve deeper into these transformative educational methodologies.

# INSTRUCTIONAL MODELS PK-12

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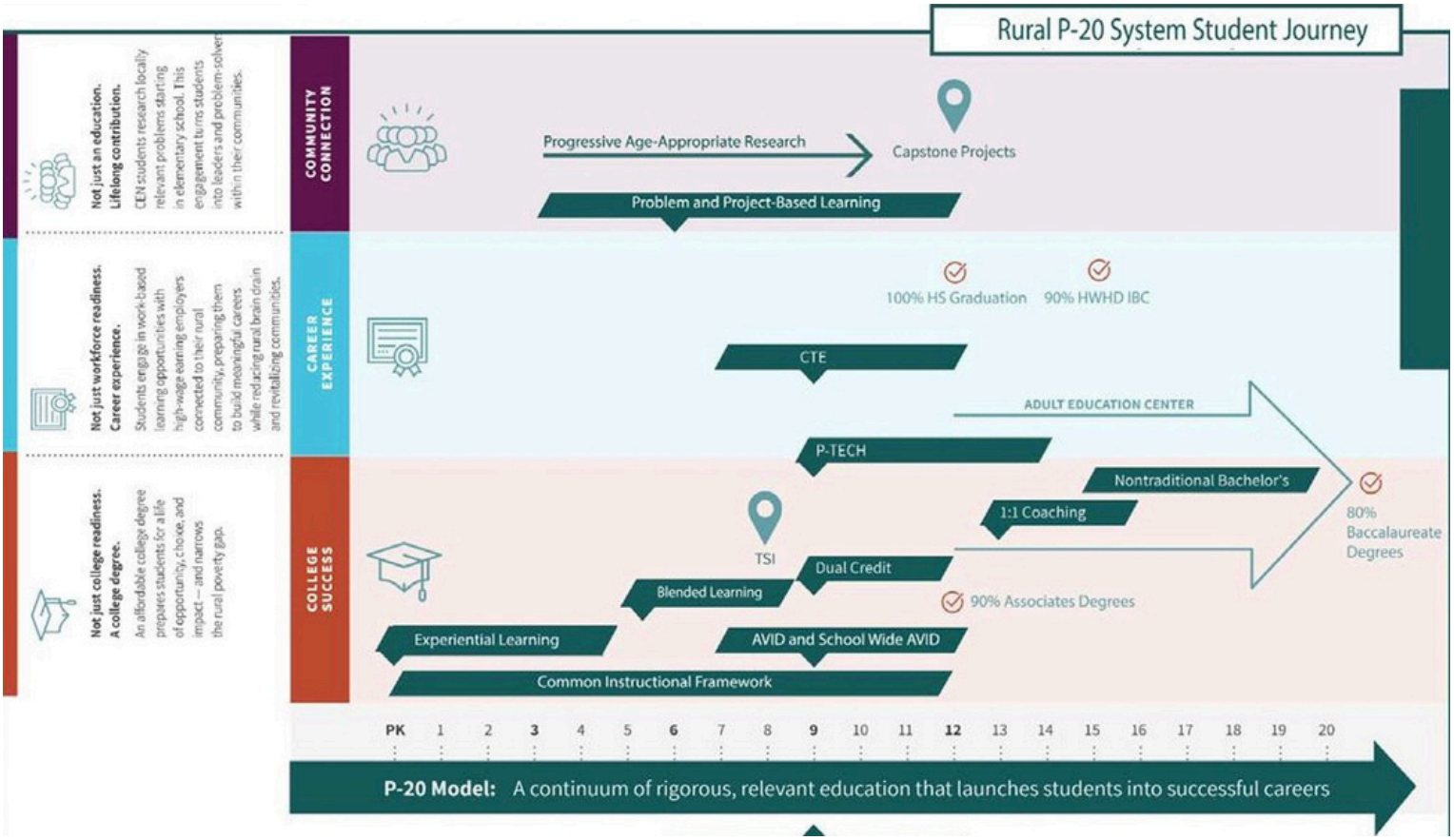
## Experiential Learning, Blended Learning, Project Based Learning




https://edu-nation.org/wp-content/uploads/2024/01/Rural-P20-System-Model-Playbook.pdf

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# Experiential Learning, Blended Learning, and Project Based Learning

**Implement Experiential Learning at the elementary level:**
Experiential learning at the Pre-K-5th grade level involves providing students with hands-on, real-world experiences that deepen their understanding of academic concepts. Through field trips, interactive projects, and practical activities, students engage actively in their learning, making connections between the classroom and the world around them. Early exposure to hands-on, realworld experiences fosters curiosity, critical thinking, and a strong connection between concepts and practical application. These formative experiences cultivate a love for learning, shape cognitive development, and equip young learners with essential skills that seamlessly transition into higher education and their future careers.

**Implement Blended Learning at the middle school level:**
Blended learning at the middle school level combines traditional classroom instruction with digital technology and online resources. Students interact face-to-face with teachers and peers and utilize digital platforms to access supplementary materials, interactive exercises, and virtual discussions. o This approach offers flexibility, allowing students to learn at their own pace and access resources tailored to their learning needs. Blended learning also cultivates essential digital literacy skills, preparing students for success in a technology-driven world while maintaining the benefits of in-person instruction and social interactions. o Blended learning increases student ownership and agency by giving students greater control over their learning pace and style, fostering self-directed learning skills. This empowerment enables students to confidently develop the autonomy and responsibility to engage in dual credit opportunities by 9th grade.

In the P-20 Model, **Project/Problem-Based Learning and experiential learning** harmonize with HQIM, occurring within scheduled class periods. These activities strategically complement core subjects, prompting students to apply theoretical concepts practically. For example, the provided schedule dedicates specific class periods to PBL and experiential learning, enabling immersive, HQIM-aligned projects A partnership with 4-H AgriLife Extension provides resources for teachers to implement research in the classroom.

**https://edu-nation.org/wp-content/uploads/2024/01/Rural-P20-System-Model-Playbook.pdf**

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# Project Based Learning - PBL

### The Gold Standard PBL Process from PBL Works

PBL Works, a part of the Buck Institute for Education, has developed a model for high-quality Project-Based Learning known as the Gold Standard PBL. This model outlines essential design elements and teaching practices that make PBL effective.

Here is a summary of the steps and processes:

**1. Start with the End in Mind:** Identify the key content and skills you want students to learn and align them with your project's objectives. Develop a challenging problem or question, and decide what the final product or presentation will be.
**2. Craft the Driving Question:** Create a meaningful, open-ended driving question that sets the stage for inquiry. This question should be engaging, aligned with learning outcomes, and allow for multiple avenues of exploration.
**3. Plan the Assessment:** Design formative and summative assessments that will provide evidence of students' knowledge and skills. Include assessments that allow students to reflect on their learning and the project process.
**4. Map the Project:** Plan the project with a timeline, check-ins, milestones, and a final deadline. Ensure that there is enough complexity to require critical thinking but also attainable goals so students can succeed.
**5. Manage Activities:** Facilitate learning experiences and monitor progress. Use a variety of teaching methods to guide students through research, problem-solving, and product creation.
**6. Scaffold Student Learning:** Provide structures and supports to help students succeed at each stage of the project. This includes teaching inquiry skills, using checklists, and providing examples.
**7. Engage and Coach:** Keep students motivated and engaged by connecting the project to their interests and real-world issues. Provide feedback and coaching to support their learning and project development.
**8. Reflect and Revise:** Encourage students to reflect on what they learn, how they learn, and the effectiveness of their inquiry and project activities. Teach them to give and receive constructive feedback and to use it to improve their work.
**9. Present Publicly:** Plan for students to present their work to an audience beyond the classroom. This adds value and accountability to their work and allows them to articulate their learning.
**10. Celebrate and Reflect:** Post-Project After presentations, take time for students to celebrate their accomplishments. Also, conduct a post-project reflection to discuss what went well, what could be improved, and the learning that occurred.

Each step in the Gold Standard PBL process is designed to ensure that students are engaged in deep learning that is both rigorous and relevant. Through this structured approach, students develop not only content knowledge but also critical thinking, collaboration, and communication skills.

**https://www.pblworks.org**

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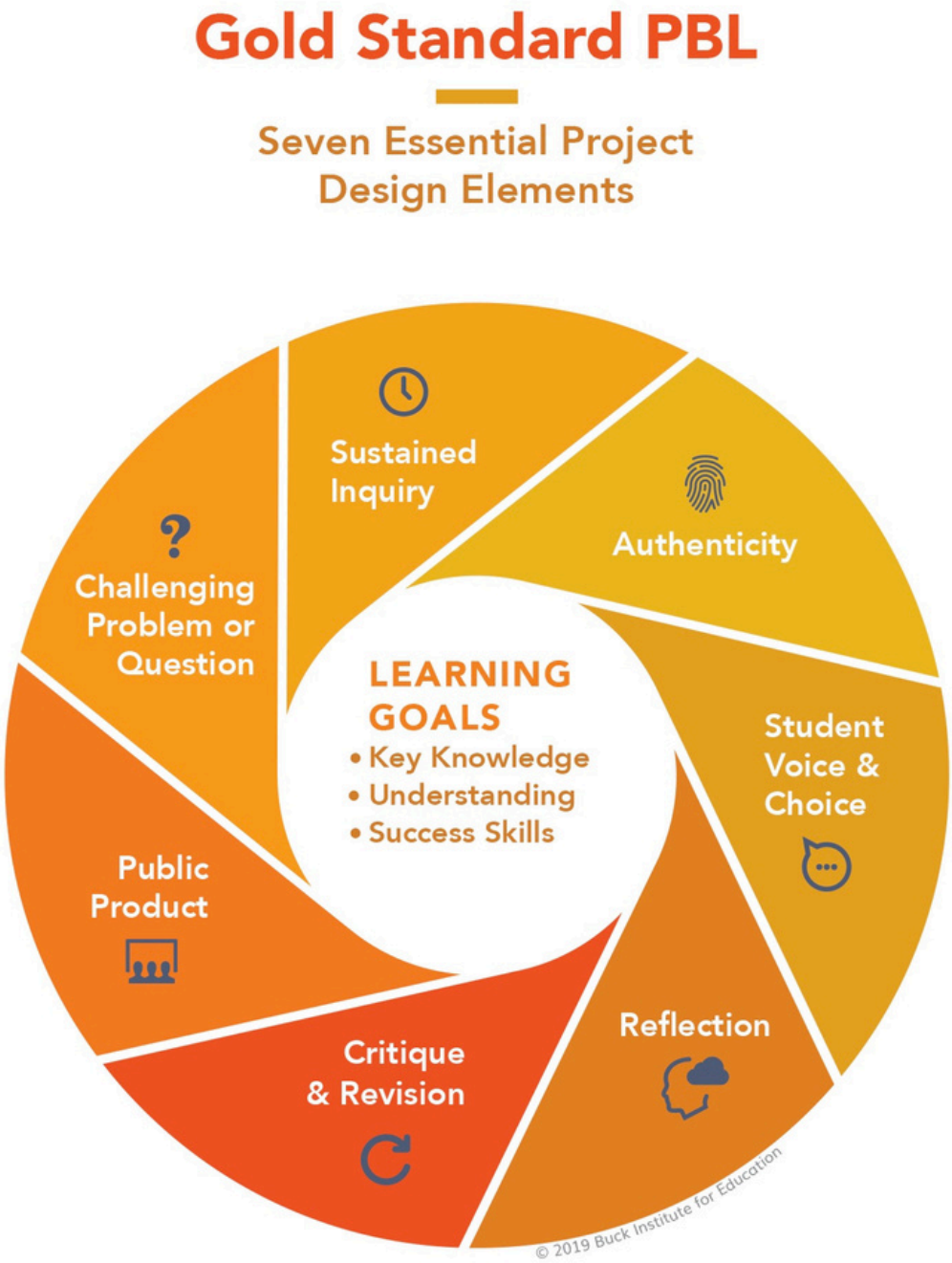
# Project Based Learning - PBL



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# Blended Learning

### Blended Learning Overview

Blended Learning is an educational strategy that combines traditional classroom methods with digital learning tools, creating a cohesive learning experience. By integrating technology, blended learning offers a more personalized approach, allowing students to have some control over the time, place, path, and pace of their learning.

- **Personalized Education:** Blended learning tailors education to meet individual student needs by offering a variety of learning modalities. This can include online tutorials, interactive exercises, and digital assessments that adapt to the level of the learner.
- **Flexible Scheduling:** Students can access course materials and complete assignments online at their convenience, which provides flexibility and can lead to increased student engagement and autonomy.
- **Diverse Teaching Tools:** Teachers can employ a range of digital resources to complement in-class instruction. This could include videos, interactive games, and online discussion forums, which cater to different learning styles and interests.
- **Enhanced Collaboration:** Blended learning environments often include online collaboration tools, allowing students to work together on projects and communicate more effectively, even outside of school hours.
- **Continuous Feedback:** Digital platforms in blended learning can offer immediate feedback to students, helping them understand their progress in real-time. For teachers, these platforms provide detailed data on student performance, informing instruction and intervention strategies.
- **Classroom Efficiency:** With some content delivered online, teachers have more in-class time to facilitate deeper learning experiences, such as project-based learning, group discussions, and individual support.
- **Skill Development:** Blended learning naturally integrates the development of digital literacy skills, which are essential for success in the 21st-century workplace.
- **Scalability:** Digital tools can help manage larger class sizes and free up teacher time by automating certain tasks like grading quizzes or managing resources, allowing for more scalable teaching solutions.

Blended learning represents a shift towards a more modern, student-centered approach to education, harnessing the power of technology to enhance teaching and learning. It's an adaptable model that can be tailored to suit a variety of educational settings and learning objectives.

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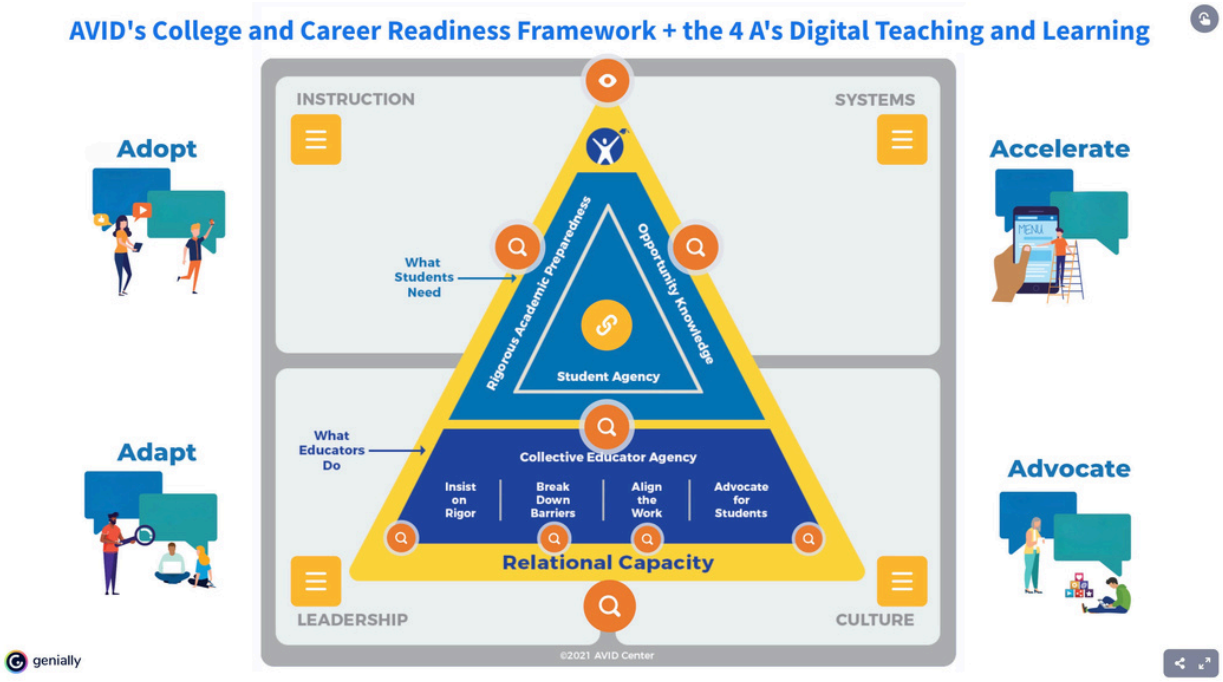
# Blended Learning

## The 4 Key Elements of Blended Learning

| | | |
|---|---|---|
| 1 | Face-to-Face Learning | Part of the learning must be face-to-face. Traditionally, this has been in a brick-and-mortar building, but during remote learning it may be via live video meetings. |
| 2 | Digital Learning | Part of the learning must be online or digital. This may be facilitated through a variety of digital channels, including video, text, website, and audio. |
| 3 | Student Control | Students should have some degree of control over the pace, place, path, and/or time of their learning. This reinforces student ownership and differentiation. |
| 4 | Integrated Learning | The face-to-face and digital lessons must be integrated and aligned to common learning goals. The learning should be connected and interdependent. |

## Click on the image below to access more links.

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# Experiential Learning - Montessori Method

### Montessori Method as an Experiential Learning Method

The Montessori Method is an educational approach developed by Dr. Maria Montessori, which emphasizes self-directed, hands-on learning in a multi-age classroom environment. It is grounded in the belief that children learn best through their own experiences and at their own pace.

Here's how the Montessori Method embodies experiential learning:

- **Child-Centered Learning:** Children choose activities based on their interests and developmental readiness, promoting a personalized learning experience. They explore and learn by engaging with a variety of materials and tasks that are designed to be self-correcting and experiential.
- **Prepared Environment:** Montessori classrooms are carefully organized and equipped with materials that provide opportunities for experiential learning. The environment is designed to be aesthetically pleasing and ordered, which facilitates independent exploration and learning.
- **Sensory-Based Materials:** The Montessori Method uses a wide range of tactile materials that are specifically designed to be manipulated. These materials help children learn through their senses and understand abstract concepts by physically engaging with concrete objects.
- **Learning Through Discovery:** Children are encouraged to explore and discover through active engagement with their environment. This discovery-based learning leads to deeper understanding as children make connections and come to conclusions on their own.
- **Role of the Educator:** In a Montessori classroom, the teacher acts as a guide rather than a traditional instructor. They observe and support children's learning without interrupting their exploration, allowing for natural learning progression.
- **Mixed Age Groups:** Children of varying ages learn together, which encourages peer-to-peer learning. Older children reinforce their own understanding by teaching concepts to younger peers, while younger children benefit from the examples set by older students.
- **Emphasis on Life Skills:** The Montessori Method is not just about academic learning; it also focuses on developing practical life skills. Children engage in real-world tasks such as cooking, cleaning, and gardening, which are integral to the experiential learning process.
- **Self-Assessment and Reflection:** Children learn to assess their work and think critically about how they can improve. Through reflection, they develop an understanding of their own learning process and become active participants in their education.

The Montessori Method's experiential learning approach fosters independence, confidence, and a lifelong love of learning by allowing children to be active participants in their own education. It emphasizes learning by doing, with a focus on the holistic development of the child.

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# Experiential Learning

**These are some examples of experiential learning activites that highlight progression and diversification of experiential learning as students advance through the grades.**

## GR. K-2

1. Gardening Projects: Young children can learn about plant life cycles, responsibility, and the basics of ecology by planting and caring for a garden.
2. Simple Science Experiments: Experiments like mixing colors, observing ice melting, or studying the life of butterflies offer hands-on learning.
3. Role-playing and Dramatic Play: Engaging in role-play helps develop social skills, creativity, and understanding of different professions or life scenarios.
4. Storytelling and Listening Games: These activities enhance listening skills, imagination, and verbal expression.
5. Art Projects: Drawing, painting, or clay modeling to explore creativity and fine motor skills.

## GR. 3-5

1. Basic Robotics or Simple Programming: Introduction to coding and robotics through user-friendly platforms like Scratch or LEGO Mindstorms.
2. Science Projects and Field Trips: Visits to science centers or natural history museums and conducting elementary science experiments.
3. Local History Projects: Exploring local history through visits to historical sites, creating timelines, or interviewing community members.
4. Environmental Studies: Projects on recycling, conservation, or participating in local clean-up days.
5. Group Music or Theater Performances: Participation in choir, band, or drama club to develop teamwork and artistic skills.

## GR. 6-8

1. Intermediate Science Labs: More complex experiments in chemistry or physics, possibly with a focus on real-world problems.
2. Model United Nations or Debate Club: Developing critical thinking, research skills, and public speaking.
3. Entrepreneurial Projects: Creating a mock business, understanding basic economics, and learning about entrepreneurship.
4. Civic Engagement Projects: Volunteering in community services or projects that contribute to the local area.
5. Technology and Media Projects: Creating short films, podcasts, or blogs, blending technology with creative expression.

## GR. 9-12

1. Advanced Science and Math Research: In-depth research projects or participation in science fairs.
2. Internships or Job Shadowing: Opportunities in various fields to gain real-world experience and career insights.
3. Community Service and Leadership Projects: Leading community service initiatives or participating in civic engagement programs.
4. Advanced Robotics or Engineering Projects: Designing and building complex machines or participating in competitions like FIRST Robotics.
5. Capstone Projects: Comprehensive projects that incorporate research, planning, execution, and presentation in a chosen area of interest.

# INSTRUCTIONAL MODELS PK-12

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## EXPERIENTIAL, BLENDED, PBL RESOURCES

| | |
|---|---|
| Resource | BUCK INSTITUTE FOR EDUCATION PBLworks |
| Resource | AVID Open Access® Blended Learning |
| Resource | EXPERIENTIAL LEARNING |
| Resource | GETTING SMART |
| Resource | edutopia |

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# CEN Non-Negotiable Elements Evaluation Rubric

| No. 5. Instructional Models PK-12 (Experiential, Blended, PBL) | | | |
|---|---|---|---|
| **Developing** | **Implementing** | **Maturing** | **Role Model** |
| Understands the benefits & limitations of experiential, blended, & project-based learning instructional models | Implements the selected instructional model in a way that aligns with district goals & objectives. | Develops strategies for ongoing evaluation & improvement of the selected instructional model | Develops & implements a comprehensive plan for selecting & using the best instructional model across the district |
| Identifies the basic components of each instructional model & how they align with district learning goals & objectives | Adapts the instructional model to meet the needs of diverse learners across the district | Adapts the instructional model to meet the evolving needs of learners & the changing landscape of education | Engages in ongoing evaluation & improvement of the instructional model |
| Develops strategies for selecting & implementing the best instructional model for specific learning objectives & student needs | Evaluates the effectiveness of the instructional model in achieving district goals & objectives | Develops effective professional development on the use of instructional models for district teachers | Collaborates with other district leaders & educators to share effective practices & promote the use of instructional models |
| Uses academic vocabulary related to instructional models in discussions of learning | Provides clear & concise feedback on the effectiveness of the instructional model | Collaborates with other district leaders & educators to share effective practices & promote the use of instructional models | Mentors & trains district teachers in the use of instructional models |
| Other, specify | Other, specify | Other, specify | Other, specify |

*This rubric emphasizes the importance of selecting & implementing the best instructional model for district learning goals & student needs. It encourages district leaders to develop a systematic approach to selecting, adapting, & evaluating instructional models & to provide effective professional development to district teachers. By following these steps, district leaders can provide high-quality instruction that meets the diverse needs of learners & prepares them for success in college & career. Additionally, it is important to note that specific district requirements systematic standards for instructional models may vary, & this rubric can be adapted accordingly to meet those needs.*

**District Name:** _____ **Contact:** _____
**School:** _____ **Date:** _____
**Campus:** _____

TEA
Texas Education Agency

*NOTE: Use the back of this page for commendations, comments, or recommendations. Attach additional pages if needed.*

**HOW TO USE THE RUBRIC:**

- Initial Assessment: Conduct an initial assessment to determine the current stage of practice within the district.
- Targeted Improvement: Use the rubric to set specific targets for improvement and professional development.
- Ongoing Evaluation: Regularly revisit the rubric to evaluate progress and make adjustments to the strategies for using instructional rounds.
- Documentation: Use the back of the page for detailed notes and attach additional pages if necessary.

This rubric is intended to be a living document, guiding continuous improvement in educational practices. It encourages a methodical approach to professional development, emphasizing collaboration, mentorship, and systematic evaluation to enhance the quality of instruction.