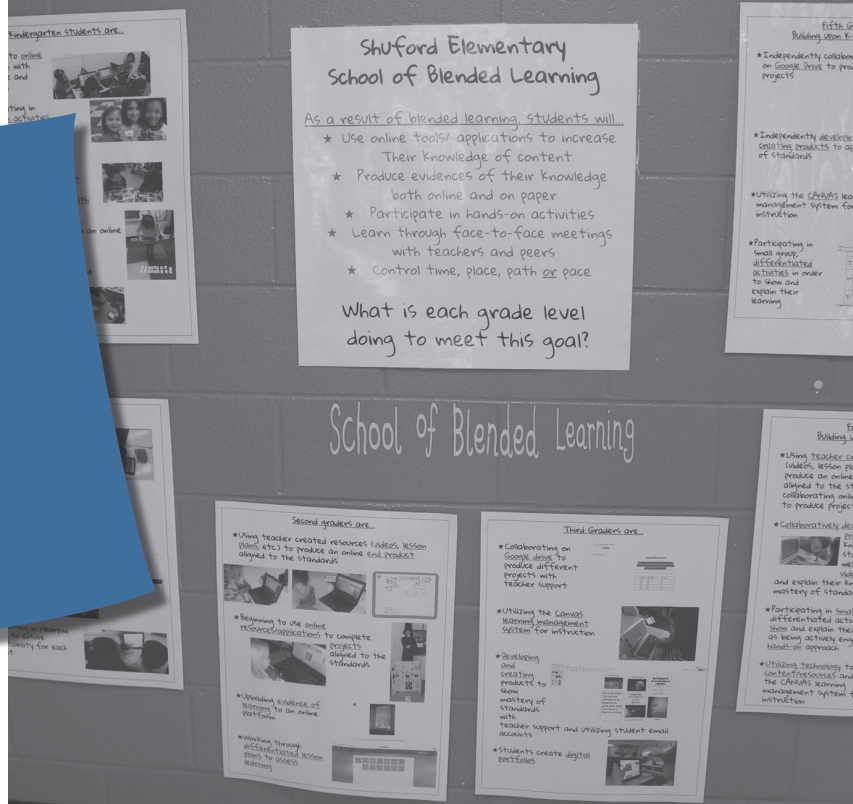# CHAPTER 2

Crafting Your Vision

In this chapter, we will consider the following elements of a vision for blended learning:

- Adapting blended models
- Rethinking the role of teachers and learners
- Letting go of control
- Redesigning the learning space

By the end of this chapter, you will be able to complete the *Crafting Your Vision* section of your blended learning blueprint and answer the following questions:

- What is your purpose? Why blended learning?
- How can you adapt existing blended learning models for your own context?
- What is the role of the teacher?
- What is the role of the student?

- What teaching practices are getting in the way of effective blended learning?

- How can you redesign the learning space to support blended learning?

Close your eyes for a moment. (Okay, first read the next few sentences and then close your eyes.) Envision your ideal learning space. Picture a school day that's going exactly the way you would like it to go. What are you doing? What are your students doing? Now open your eyes and look around. How close is that vision to your daily reality?

Thinking about vision is a good reminder that teaching is intentional; that is, blended learning is a means to achieve certain goals, aligned with purposes that are deeply aligned with what we believe about teaching and learning. Blended teaching is a deliberate use of instructional methods designed to increase equity, provide personalized learning opportunities, and empower students to control their own learning. I believe all educators (myself included) have room to become more intentional in our actions. With each instructional decision you make, know your *why*.

> Blended teaching is a deliberate use of instructional methods designed to increase equity, provide personalized learning opportunities, and empower students to control their own learning.

Knowing your *why* begins with an understanding of your own core values. When I work with teachers in professional learning settings, I often begin by asking teachers to clearly articulate their core values. This activity about our intentions usually goes something like this:

1. Develop a small list of core beliefs about student learning. First, brainstorm a long list of all of your core beliefs about teaching and learning. What do you believe to be true about teaching and learning (e.g., All students can learn; learning is social)?

2. Narrow your list to a smaller list (five or fewer) of core values. These essential truths guide the decisions you make as a teacher. Consider combining values into broader statements that encompass more than one idea.

3. Share your core values with a colleague you respect. Ask for feedback, and elaborate on why these values are important to you.

4. List instructional practices that are aligned with your core values. In other words, what are the choices you make and the strategies you use that allow you to carry out your beliefs? What is the evidence of your core values in your daily practice?

5. List instructional practices that are not aligned with your core values. Which instructional practices are in place just because that's how you've always done things? What practices oppose your core values?

Take time now to reflect on your core values and examine how blended learning can help you carry out those values. Perhaps return to Table 0.3 in the Introduction for specific examples of what blended learning looks like in the classroom to prompt your thinking. Use Table 2.1 to record your thoughts.

Now that you have taken the time to articulate what it is you believe to be true about teaching and learning, make these belief statements public. This might mean talking about them with your teammates, posting them in your classroom, or adding them to your email signature. Sharing our beliefs publicly can help us hold ourselves accountable to prioritizing the things that really matter and help others (students, colleagues, administrators) understand why we do what we do. In this chapter, we'll explore how a new vision for teaching and learning can help you carry out your core values.

Adapting Blended Models

As I mentioned in the Introduction, blended learning models can be helpful in casting a new vision for teaching and learning, but only to a certain extent. Exploring ways that agreed-upon models are enacted in diverse classrooms can be particularly helpful because you will find that any given model can have countless iterations in various settings. Ultimately, selecting a blended learning model depends on several factors, including school scheduling constraints, district policies, and availability of digital content and devices. Keep

Table 2.1 Core Values and Blended Learning

What are your core values?	How can blended learning help you enact your core values?

in mind that the blended learning models identified in the Introduction can be adapted and even merged to design a model that works best for you and your students.

Despite the limitations of this model-centric way of thinking, choosing a model or structure for blended learning in your classroom is a good starting place for your transition to blended learning. Following are a few strategies that could serve as catalysts for crafting a vision for blended learning in your classroom:

- Visit a colleague's classroom. Take note of the teacher's role and the students' role. Consider how the teacher uses time and space to his or her advantage. Observe procedures and routines that assist with managing the blended environment. (Looking for a school to visit? Take a look at pl.cmslearns.org to read about the personalized learning initiative in Charlotte-Mecklenburg Schools. Contact them to schedule a visit to a blended elementary school.)

- Read *Blended: Using Disruptive Innovation to Improve Schools*, by Michael B. Horn and Heather Staker (2014), to dive deeper into models of blended learning.

- Visit www.christenseninstitute.org to explore articles, videos, and case studies of blended learning.

- Visit betterlesson.com to hear from master blended teachers and see videos of blended learning in action.

Resource Spotlight

One of the most powerful tools I have found for assisting teachers in the shift toward a new vision for teaching and learning is BetterLesson's Blended Master Teacher Project, a free resource dedicated to "making effective blended learning practice visible and accessible to every educator around the world" (http://betterlesson.com/blended_learning). The Master Teacher Project provides videos and other artifacts from eleven blended teachers who were identified as master blended teachers after a rigorous selection process. The most helpful resource in this project for changing mindsets is a video reflection from each of the eleven blended master teachers describing their mindsets. Listening to these master teachers describe their mindsets can help teachers and administrators consider a new vision for teaching and learning. At betterlesson.com, you can also learn more about how teachers adapt blended learning models for their own unique contexts.

Rethinking the Role of Teachers and Learners

To truly live up to the definition of blended learning in our classrooms, in which students have control over time, place, path, and/or pace through an integrated learning experience, it goes without saying that the role of the teacher needs to be reexamined. The traditional view of the teacher's role—as the person responsible for knowing all the answers, for designing and delivering whole-group lessons, for controlling the pace of learning—will not help us carry out a new vision for teaching and learning.

Earlier in this chapter, when you closed your eyes to envision your ideal classroom, what did you see yourself doing? Were you at the front of the room talking to a classroom full of students? Teaching a small-group reading lesson? Meeting individually with a student for a writing conference? Were you sitting at a desk, watching a student presentation? Were you designing online content? Giving thoughtful, personalized feedback?

And what did you envision your students doing? Were they sitting at desks, facing the front of the room, eagerly waiting for words of wisdom to flow from your tongue? Frantically taking notes? Filling in bubbles on an answer sheet? Were they outside, making scientific observations and asking questions? On the floor in a corner of the room, brainstorming solutions to a problem? Presenting findings from a student-led research project? Working through digital content with a partner?

In a blended elementary classroom, you might observe any of these teacher and student roles at any time. The key is that these roles are *flexible*. And focused on what the *student needs* rather than what the *teacher wants*.

Ouch.

I know that can be a difficult pill to swallow. Trust me, I sometimes think first about what works best for me and second about what would work best for my students. There's only so much time in the day, and sometimes it may be easier and faster to plan a whole-group lesson than to plan for multiple small-group lessons. But if we want to shift away from teacher-centered toward student-led practices, we must begin with a different perspective on student and teacher roles. Blended learning gives us the structure, the time, and the tools to make that happen—to reimagine what it means to be an elementary teacher. Consider the teacher and student roles in a blended elementary classroom listed in Table 2.2. How are these roles similar to and different from the current reality in your classroom?

Tables 2.3 and 2.4 show two brief lesson plans with the same learning objective but very different roles for the teacher and students. Examine each lesson plan with an eye toward choice, control, and pacing. As educator and author Alan November asks, who owns the learning?

Table 2.2 Teacher and Student Roles in a Blended Elementary Classroom

Teacher Role	Student Role
The teacher creates learning experiences that are aligned with learning outcomes and based on student needs and interests.	The student selects tasks based on learning needs, interests, and learning modality preferences.
The teacher observes student work and confers individually with students to meet needs that arise.	The student completes tasks at his or her own pace, using digital and physical resources.
The teacher provides targeted small-group instruction based on observations, student work, and data from formative assessments.	The student completes formative assessments to check progress toward learning outcomes.
The teacher provides personalized feedback to help each student progress toward learning outcomes.	The student records and tracks data and feedback to assist with making future learning decisions.
The teacher provides the next pathway for students when they are ready.	The student moves on to the next pathway, at his or her own pace, after demonstrating mastery of learning outcomes.

Table 2.3 Lesson Plan in a Nonblended Elementary Classroom

Learning Objective	3.NF.A.3 [Common Core Math, Third-Grade, Numbers and Fractions Standard A] Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Students will identify equivalent fractions.
Assessment	Students will complete a fractions quiz at the end of the week.
Instructional Sequence	The teacher will define *equivalent* and write a few examples of equivalent numbers on the board using what students already know about place value. 4 tens is equivalent to 40 350 is equivalent to 3 hundreds and 5 tens 8 tens is equivalent to 80 ones The teacher will use base ten blocks to model how these numbers are equivalent. The teacher will explain that fractions can be equivalent even if they don't look the same. Using fraction circles, the teacher will demonstrate examples of equivalent fractions, writing the equivalent fractions next to each model. Students will use individual fraction circle sets and a worksheet to practice identifying equivalent fractions. The teacher will move through the classroom and help students as they complete the worksheet. At the end of the lesson, the teacher explains that students will complete the back side of the worksheet for homework.

Letting Go of Control

According to the Christensen definition, a blended learning classroom allows students to have some control over time, place, path, and pace. To transfer control to learners, a critical shift must take place in a blended classroom: a shift from teacher-centered instruction to student-led learning. True blended

Table 2.4   Lesson Plan in a Blended Elementary Classroom

Learning Objective	3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Students will identify equivalent fractions.
Assessment	Students will respond to a four-question pre-assessment about equivalent fractions using Plickers cards. The teacher will use pre-assessment results to divide students into small groups for the lesson. Following the lesson, the teacher will ask the same four questions as a post-assessment for students who missed one or more questions on the pre-assessment. The teacher will use Plickers for the post-assessment. Students will record today's pre- and post-assessment data in their data notebooks.
Instructional Sequence	Students who answer all four pre-assessment questions correctly will watch a teacher-created video about comparing fractions with unlike denominators and work in pairs using fraction circles to complete a comparing fractions activity. Students who missed one or two questions on the pre-assessment will complete an EDpuzzle lesson that includes a teacher-created video demonstration identifying equivalent fractions. The lesson will ask students to use fraction circles and fraction strips to identify equivalent fractions. Students will receive immediate feedback on the questions they answer. Students who missed three or four questions on the pre-assessment will work in a small group with the teacher to practice identifying equivalent fractions using a variety of manipulatives, including fraction circles, pattern blocks, fraction strips, and Unifix cubes.

learning requires teachers to let go of control, but blended learning actually provides an avenue to help teachers to make this transition (see Figure 2.1).

Let's take a moment to clarify practices that are teacher-centered, student-centered, and student-led. In a teacher-centered classroom, the teacher controls the learning experience. The teacher is the primary source of content, and all instruction is driven from teacher-selected and teacher-paced assignments and lessons. Instruction in a teacher-centered classroom primarily takes place in a whole-group setting, with the teacher doing most of the talking.

A student-centered classroom is still driven by the teacher but allows for more student choice. Students may complete different tasks or access different types of content, but the teacher drives the structure of choice. The teacher may assign students to different learning stations or groups based on data or preference, or students may make choices within a specified list

Figure 2.1   Shift Toward Student-Led Instruction
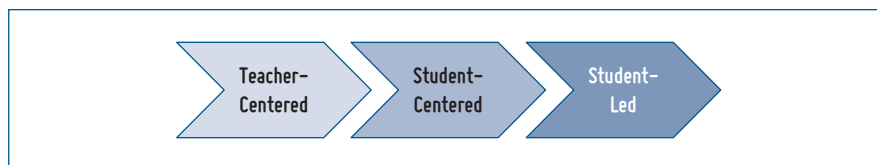
of tasks. Assessment data are tracked by the teacher and used to plan differentiated learning experiences. In a student-centered classroom, the teacher owns the learning experience but focuses on student needs in the process of planning and facilitating instruction.

Conversely, a student-led classroom is one in which students control the learning experience while the teacher serves as a facilitator, guide, and designer. Students work at their own paces, track their own data, set learning goals, and choose their own paths. In these classrooms, students have some level of control over when to engage in particular learning tasks (time), where learning occurs (place), which learning tasks to complete (path), and how long it takes to complete learning tasks (pace). The teacher designs a flexible learning environment, provides individualized coaching and feedback, and creates opportunities for students to engage in authentic learning experiences. In a student-led classroom, students control the pace of their own learning while the teacher guides students and offers instruction and feedback at the point of need.

In your transition to blended learning, take steps to move toward a more student-led classroom. This might mean beginning with a shift from teacher-centered to student-centered and later shifting from student-centered to student-led. The key is to make progress toward student-led learning to truly take advantage of what blended learning can offer. Examine the three lessons in Tables 2.5, 2.6, and 2.7 as examples of how you can shift from teacher-centered toward student-led. On the left, you will find a primarily teacher- or student-centered lesson. On the right, you will see how this lesson could be adapted to be more student-centered or student-led. In the student-led section, look for evidence of student control over time, place, path, or pace.

Table 2.5 Third-Grade Math Teacher-Centered and Student-Centered Lessons

Teacher-Centered Lesson	Student-Centered Lesson
The teacher begins by writing a 2-digit by 1-digit multiplication problem on the board. The teacher explains that today's lesson will present three strategies for solving 2-digit by 1-digit multiplication problems.	The teacher begins by writing a 2-digit by 1-digit multiplication problem on the board and asking if anyone knows how to solve it. The teacher calls on students who raise their hands and allows three different students to come to the board to solve the problem.
The teacher lists three strategies for solving multiplication problems and demonstrates how to use each strategy to solve the problem on the board. Students take notes in their math notebooks.	The teacher points out that the students used two different strategies to solve the problem. The teacher writes the names of those strategies on the board and adds a third strategy to the list. The teacher distributes copies of a diagram showing how to use each strategy and models how to use each strategy to solve a new 2-digit by 1-digit multiplication problem on the board.

Teacher-Centered Lesson	Student-Centered Lesson
The teacher distributes a worksheet containing fifteen 2-digit by 1-digit multiplication problems. The teacher works out the first problem on the board while students follow along. The teacher then assigns the remaining problems to the students and asks students to solve them quietly.	The teacher explains that students will work in three stations to practice using the three strategies. At each station, students will work collaboratively to apply a different strategy to a set of 2-digit by 1-digit multiplication problems. If students finish solving all problems at a station, they can play a partner math game before rotating to the next station.
After fifteen minutes, the teacher collects the worksheets and announces that students who did not finish all fifteen problems must complete the worksheet for homework.	As students rotate through stations, the teacher calls five students to her small-group table for guided practice applying the three strategies. These students were identified based on a diagnostic math assessment given the week before this lesson.

Table 2.6 First-Grade Literacy Student-Centered and Student-Led Lessons

Student-Centered Lesson	Student-Led Lesson
The teacher calls all students to the whole-class meeting area and teaches a seven-minute whole-class mini-lesson about reading with fluency. The teacher models what it sounds like to read fluently.	The teacher asks students to take out their data notebooks and find their fluency data tracker. Students review their data from recent fluency assessments. Students meet with their accountability partners to set and share this week's goals for fluency.
The teacher explains today's reading station tasks related to fluency. All students rotate through five stations, spending ten minutes at each station. Stations involve timed fluency practice with a partner, listening to a read aloud online, a sight word game, and other fluency tasks.	Students select from a variety of fluency tasks to help them work toward their fluency goals. Tasks involve timed fluency practice with a partner, listening to a read aloud online, a sight word game, and other fluency tasks. Students work at their own paces, moving on to a new task when ready or repeating the same task as often as needed.
As students work, the teacher calls students one at a time to complete an individual fluency assessment. He uses these assessment data to plan fluency stations for the next day.	As students work, the teacher calls students one at a time to complete an individual fluency assessment. Students add data from this assessment to their fluency data tracker and discuss progress toward their fluency goals with the teacher. The teacher asks students how the tasks they're working on today are helping them meet their goals.

Table 2.7 Fifth-Grade Science Student-Centered and Student-Led Lessons

Student-Centered Lesson	Student-Led Lesson
The teacher shows a short video from a local meteorologist explaining how meteorologists use technology to do their jobs. As students watch the video, they fill in answers to guiding questions provided by the teacher.	The teacher reads aloud the driving question for the current project-based learning (PBL) unit: *What if the weather never changed?* The teacher asks students to get into their PBL groups and quickly review their status on the project and discuss their goals for today.

(Continued)

Table 2.7 (Continued)

Student–Centered Lesson	Student–Led Lesson
Students work on a weather choice board, selecting tasks related to the unit's learning objectives. All students must complete three tasks by the end of the week. Choice board tasks include tracking weather over time, using forecast simulators, reading about weather systems, and watching videos about climate change. As they work, the teacher answers students' questions and provides resources as needed.	Students work in their PBL groups to answer the driving question. One group analyzes weather data they have tracked over the last several weeks. A different group reads and discusses an article about current droughts and floods in the United States. Another group watches a video about climate change. As they work, the teacher checks in with each group and provides guidance as needed.
The teacher provides students with a new set of questions about weather patterns and explains that students will use their time in the computer lab later today to search for answers.	After today's work time, the teacher asks each group about the final product they are planning to create to share their answers to the driving question. One group plans to record a weather video. Another group plans to write a scientific report. A different group plans to create a detailed weather map.

To make the shift toward student-led learning, the teacher must be willing to let go of certain practices. These practices will hinder your ability to design and facilitate blended and personalized learning. Table 2.8 identifies some practices to let go and suggests alternate practices to consider.

Transferring control to learners is not something that can happen overnight. To help students own their learning, we must deliberately teach certain ways of thinking and being in the classroom, many of which will be very different from students' past schooling experiences. Consider the following practices that need to be explicitly taught, modeled, and practiced to help students take on more ownership of their learning:

- How to analyze assessment data
- How to set goals that are measurable and attainable
- How to make appropriate choices about learning tasks
- When to abandon a task
- When and how to ask for help from the teacher
- Where and how to access content, tasks, and resources

Determine which of these practices your students need the most support with, and plan mini-lessons and guided practice opportunities, just as you would if you were teaching a new content-specific concept or process. In the blended elementary classroom, it is extremely important not to overlook the processes and procedures needed to help students manage their own learning experience.

> Transferring control to learners is not something that can happen overnight.

Table 2.8 Letting Go of Control

Practices to Let Go	Alternate Practices for the Blended Classroom
Stop delivering content in one way and assigning the same tasks for all students. One-size-fits-all does not work.	Start facilitating digital learning experiences that lead to personalized pathways for students.
Stop being the sole source of content and assigning tasks that are disconnected from an authentic, relevant purpose.	Start using student-centered instructional strategies that are connected to real-world applications.
Stop asking all students to process content, interact with others, and show what they know in the same way.	Start providing opportunities for students to make choices about content, process, and product.
Stop waiting until the end of a chunk of instruction to find out how students are progressing toward learning outcomes.	Start using frequent digital formative assessments for immediate feedback on student learning.
Stop talking to the whole class and using rigid student grouping structures.	Start implementing flexible student configurations, focusing on individual and small-group instruction with minimal whole-group instruction.
Stop planning instruction days in advance with no room for flexibility based on student progress and response to instruction.	Start being responsive to student progress, making immediate adjustments based on data and feedback.

FOR THE LOW-TECH CLASSROOM

You don't need to have a device for every student to carry out a new vision for teaching and learning. The beauty of blended learning is that it gives the teacher flexibility to use any combination of digital and nondigital learning experiences. If you and your students have limited access to technology, you will want to select a blended learning model that does not require multiple devices at a time. For example, you can initiate a station rotation model with only one technology-based station and a few hands-on collaborative or independent stations. Additionally, the lab rotation model does not require any devices within the classroom, relying instead on a stationary or mobile technology lab. The key is to find a way to transfer control of the learning experience from yourself to your students, which relies more on changing your mindset than on purchasing devices.

DonorsChoose matches teachers with potential donors to help fund classroom projects. If you are transitioning to blended and personalized learning, you can use that as a rationale to justify your need for devices. Be sure to visit donorschoose.org and consider posting your own project.

Redesigning the Learning Space

As we'll explore in the next chapter, blended learning allows the teacher to think differently about how best to use time during the school day. Similarly, a transition to blended learning provides an opportunity for the elementary teacher to reconsider how best to use space in the learning environment.

The typical elementary classroom tends to be a fairly flexible environment. However, to implement blended learning, shift the roles of teacher and student, and move to a student-led learning environment, we need to rethink how we structure and make use of space and resources. Master blended teachers have learned to think more flexibly about the space in and around their classrooms and leverage a variety of resources that are available. Designing a space that allows students to make choices, provides room for both independent and collaborative work, and fosters small-group and one-on-one instruction requires intention and creativity.

One of the first considerations in redesigning the learning space is the model you've selected or adapted to guide your transition to blended learning. The specific model(s) you included in your vision statement will guide how you shape the learning environment. If a station rotation model works best for you and your students, then you'll need to design multiple spaces for small groups to interact with content and one another. If you're transitioning to a flipped classroom, you will need to create large, open spaces that are flexible enough for a variety of whole-class, small-group, and individual exploration and interaction. See photos from flexible classrooms in Figures 2.2, 2.3, and 2.4.

Figure 2.2   Charlotte–Mecklenburg Schools' Grand Oak Elementary School includes a variety of comfortable working spaces for students

Figure 2.3   Flexible seating and organized materials allow students to choose how to use the space

Figure 2.4   Grand Oak Elementary School has teacher-designed zones for different types of learning

In your transition to blended learning, consider how you can minimize whole-group spaces and maximize room for individuals and small groups to work together. Ask your students for input in designing a flexible and inviting learning space. Visit other classrooms and schools for ideas. And don't forget about Pinterest as a place for classroom redesign inspiration. Most blended elementary classrooms will share many of the same types of spaces, such as those listed in Table 2.9.

Other considerations to keep in mind in your redesign are noise level and flow. In a blended elementary classroom, some students may be engaged in collaborative problem solving while others are writing about self-selected topics or working through an adaptive software program. At the same time, the teacher may be meeting individually with students to provide feedback on their most recent learning goals. To allow these diverse types of experiences to occur simultaneously, the environment must first be designed to accommodate each learner and each type of task.

Consider creating different noise "zones" in your classroom to accommodate students who need a quieter space without limiting collaborative work. Also, take some time to map out ways movement in the classroom should flow to help students be thoughtful of other learners and avoid walking past twelve different students on the way to get a Chromebook from the cart. Appropriate noise level and flow can be taught and practiced through short mini-lessons and role play at the beginning of the year and revisited as needed to remind students of expectations for managing the learning environment.

Table 2.9 Spaces and Resources in a Flexible Blended Learning Classroom

Learning Space	Uses	Resources to Have Available
Small-Group Table	Targeted small-group instruction, collaborative projects, peer feedback, work station	Devices, individual whiteboards and markers or a whiteboard table top, writing utensils, sticky notes
Space for Quiet, Independent Work	Independent reading or writing, online work, individual conferencing, partner reading	Comfortable seating (bean bags, stools, rugs, exercise balls, folding chairs), desks, short tables
Presentation Station	Mini-lessons, student presentations, read alouds, shared reading or writing	Director's chair, tall stool, rocking chair, document camera, projector, whiteboard or easel, pocket chart
Rolling Cart	Mobile work station, impromptu small-group instruction, makerspace	Individual whiteboards and markers, craft supplies, games, books, clipboards, writing utensils
Charging Station	Store and charge devices	Cart, shelves, dividers, charging cords, access to power outlet

CLASSROOM MANAGEMENT IN THE BLENDED CLASSROOM

One way to help students remember how to use the classroom layout most effectively is to have some fun and make them laugh. Act like a student who's forgotten the correct way to move through the classroom or use certain classroom areas. Have your students find your mistakes and demonstrate more appropriate usage of the classroom space. Ham it up to make this a memorable moment for your class.

In a blended elementary classroom, another learning space that requires thoughtful design is the online learning environment. Online content should be accessible to all learners and organized logically. With elementary learners in particular, online content navigation should be simple and consistent. If you use a learning management system (LMS) such as Canvas, Blackboard, or Schoology, use a consistent format (I prefer modules) so that content is always organized in the same way. Consider using consistent signposts or icons to indicate specific types of content, and use images and video to provide multiple opportunities for interacting with content. Additional tips for online design are provided in the following box.
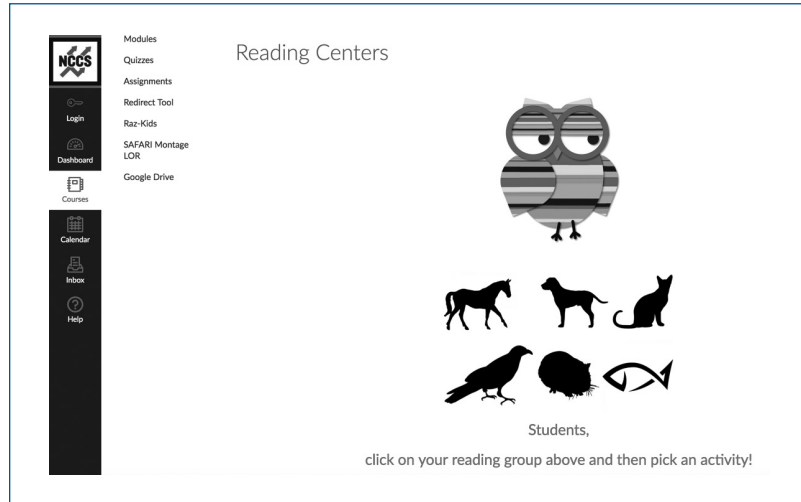
Tips for Online Content Design

- Break content into meaningful chunks.

- Use a clean, simple structure that limits distractions.

- Use buttons on your home page to quickly link students to the most important content.

- Embed web content into your LMS to avoid sending students to multiple sites.

- Use a tool such as Symbaloo to visually organize bookmarks and allow students to quickly access frequently used sites.

- For younger students, limit text and use images and videos instead. (See samples of online content from a kindergarten classroom in Figures 2.5 and 2.6.)

- Use consistent formatting, organization, navigation, headings, and so forth. (See a sample content module from a fourth-grade classroom in Figure 2.7.)
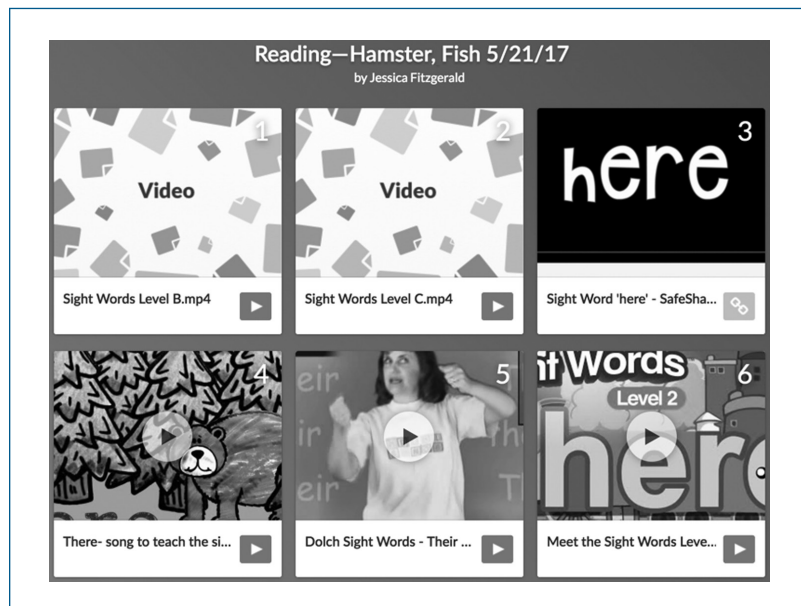
(Continued)

(Continued)

Figure 2.5 Using symbols on a kindergarten Canvas page allows students to quickly find online activities
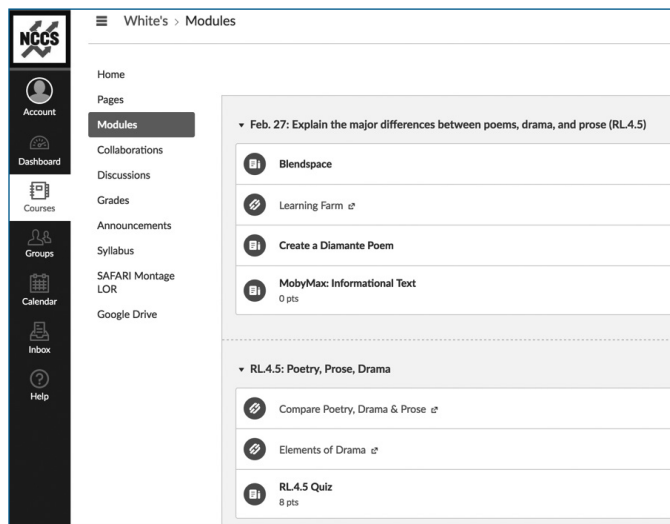
Figure 2.6 Online lessons and resources for Mrs. Fitzgerald's reading groups are organized in a grid using Blendspace.com

Figure 2.7 Fourth-grade teacher Melissa White organizes content and tasks into modules arranged by date and labeled with content standards to help students find what they need

Source: Canvas, through Instructure. Content owned by NCCS.

Designing the Blueprint

Once new possibilities for teaching and learning have been identified and committed to, the real work of blended learning begins. Teachers, teams of teachers, schools, and districts must identify practices and processes that need to change to align the learning environment with the new vision. A vision without change will have no effect on student learning. As described in the Introduction, the benefits of blended learning are many, including equity, empowerment, and personalized learning for all students. However, we will never reap these benefits without a willingness to let go of teaching practices and educational processes that are standing in the way of a transformed learning environment.

Let's admit that we are creatures of habit. Change is hard. It's easier and more comfortable to maintain the status quo.

Let's also admit that our students deserve better.

Once you develop a new vision for teaching and learning that involves leveraging blended methods to meet each student's learning needs, the next step is to move forward and implement change. Complete the *Crafting Your Vision* section of the following blended learning blueprint to identify some starting places for change and improvement.

1. Crafting Your Vision

a. What is your purpose? Why blended learning?	b. How can you adapt existing blended learning models for your own context?
c. What is the role of the teacher?	d. What is the role of the student?
e. What teaching practices are getting in the way of effective blended learning?	f. How can you redesign the learning space to support blended learning?