Online + Blended Learning Planning Workbook

Online and blended learning are rapidly growing instructional models, changing the way students learn and teachers teach.

In 2002, roughly 222,000 K–12 students took an online course.[1] By 2010, over 1.8 million K–12 students were engaged in online and blended learning.[2] And in 2015, hundreds of thousands of students attended full-time online schools, while millions of students took supplemental online courses while attending a physical school.[3]

As with any shift in instruction, your school community—teachers, administrators, and families—must undergo a thoughtful analysis and planning process to determine how to best meet the needs of students within the context of your school's professional development, technological, leadership, and operational capabilities.

This workbook is designed to facilitate discussions within your district leadership team in order to create an online or blended learning implementation plan that will best meet your school's or district's academic goals, maximize your investment, and improve student learning.

A partnership with Edgenuity will help you design, and implement, an effective solution, with the ultimate goal of ensuring every student can be successful.

Learn more at edgenuity.com.

Online & Blended Learning

The growth of online and blended learning in K–12 is occurring both virtually and on school campuses.

Online learning is…

a teacher-led program in which content and instruction are delivered completely online. Instruction may be synchronous (participants interact in real time) or asynchronous (communication is separated by time, such as e-mail or online discussion forums). Students are enrolled in a school district and may access content from multiple settings—in school and/or out of school buildings.
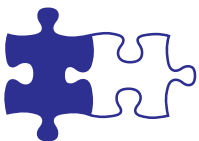
Blended learning is…

a formal education program in which a student learns:

at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace;

at least in part at a supervised brick-and-mortar location away from home;

and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
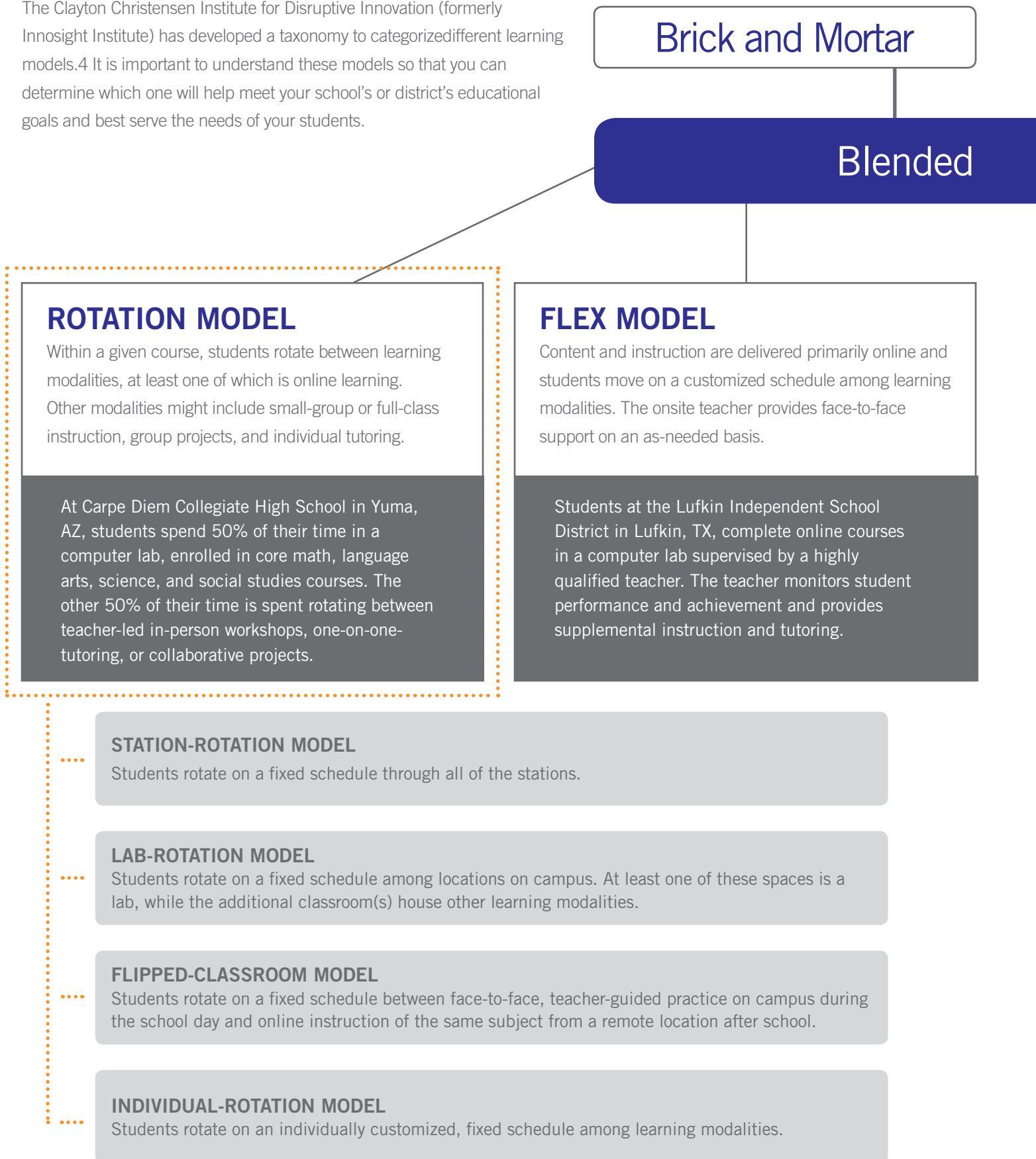
Virtual/online school or cyber school is…

a full-time program in which students are enrolled in the virtual, online, or cyber school and receive all content, instruction, and support online. The virtual, online, or cyber school is typically responsible for its students' scores on state assessments.

Blended Learning Models

The Clayton Christensen Institute for Disruptive Innovation (formerly Innosight Institute) has developed a taxonomy to categorizedifferent learning models.4 It is important to understand these models so that you can determine which one will help meet your school's or district's educational goals and best serve the needs of your students.

Brick and Mortar

Blended

ROTATION MODEL

Within a given course, students rotate between learning modalities, at least one of which is online learning. Other modalities might include small-group or full-class instruction, group projects, and individual tutoring.

At Carpe Diem Collegiate High School in Yuma, AZ, students spend 50% of their time in a computer lab, enrolled in core math, language arts, science, and social studies courses. The other 50% of their time is spent rotating between teacher-led in-person workshops, one-on-one-tutoring, or collaborative projects.

FLEX MODEL

Content and instruction are delivered primarily online and students move on a customized schedule among learning modalities. The onsite teacher provides face-to-face support on an as-needed basis.

Students at the Lufkin Independent School District in Lufkin, TX, complete online courses in a computer lab supervised by a highly qualified teacher. The teacher monitors student performance and achievement and provides supplemental instruction and tutoring.

STATION-ROTATION MODEL
Students rotate on a fixed schedule through all of the stations.

LAB-ROTATION MODEL
Students rotate on a fixed schedule among locations on campus. At least one of these spaces is a lab, while the additional classroom(s) house other learning modalities.

FLIPPED-CLASSROOM MODEL
Students rotate on a fixed schedule between face-to-face, teacher-guided practice on campus during the school day and online instruction of the same subject from a remote location after school.

INDIVIDUAL-ROTATION MODEL
Students rotate on an individually customized, fixed schedule among learning modalities.

Online Learning

Learning

A LA CARTE MODEL

Students take one or more courses entirely online to supplement their traditional courses. Students may take the online courses either on campus or offsite. Students take the remainder of their courses at the brick-and-mortar campus.

Eighth-grade students at Wareham Public Schools in Wareham, MA, are enrolled in French I, a course they take in a computer lab five days a week. A virtual teacher grades students' assignments, leads virtual class meetings, and offers consistent feedback via e-mail.

ENRICHED-VIRTUAL MODEL

In this whole-school experience, students divide their time between attending a brick-and-mortar campus and learning remotely using online delivery of content and instruction.

All students at Rio Rancho Cyber Academy in Rio Rancho, NM, divide their time between using online courses to receive core instruction remotely and receiving supplemental and instructional support from teachers at a brick-and-mortar campus.

Planning for Your Program

Expanding your current online program, or implementing a brand new one, will require significant analysis, consideration, and planning from your district leadership team. A crucial first step is to clearly articulate your academic goals and set quantitative measures to evaluate the success of your implementation.

After you have identified these goals, your district leadership team can begin to plan for staff, professional development, curriculum, facilities, technology, and more. Investing considerable time and resources in this upfront planning will help ensure that you are implementing a program that enables students to be successful
and excel academically.

Implementation

Academic Goals

Student Needs

Staff
+
Professional Development

Curriculum

Facilities
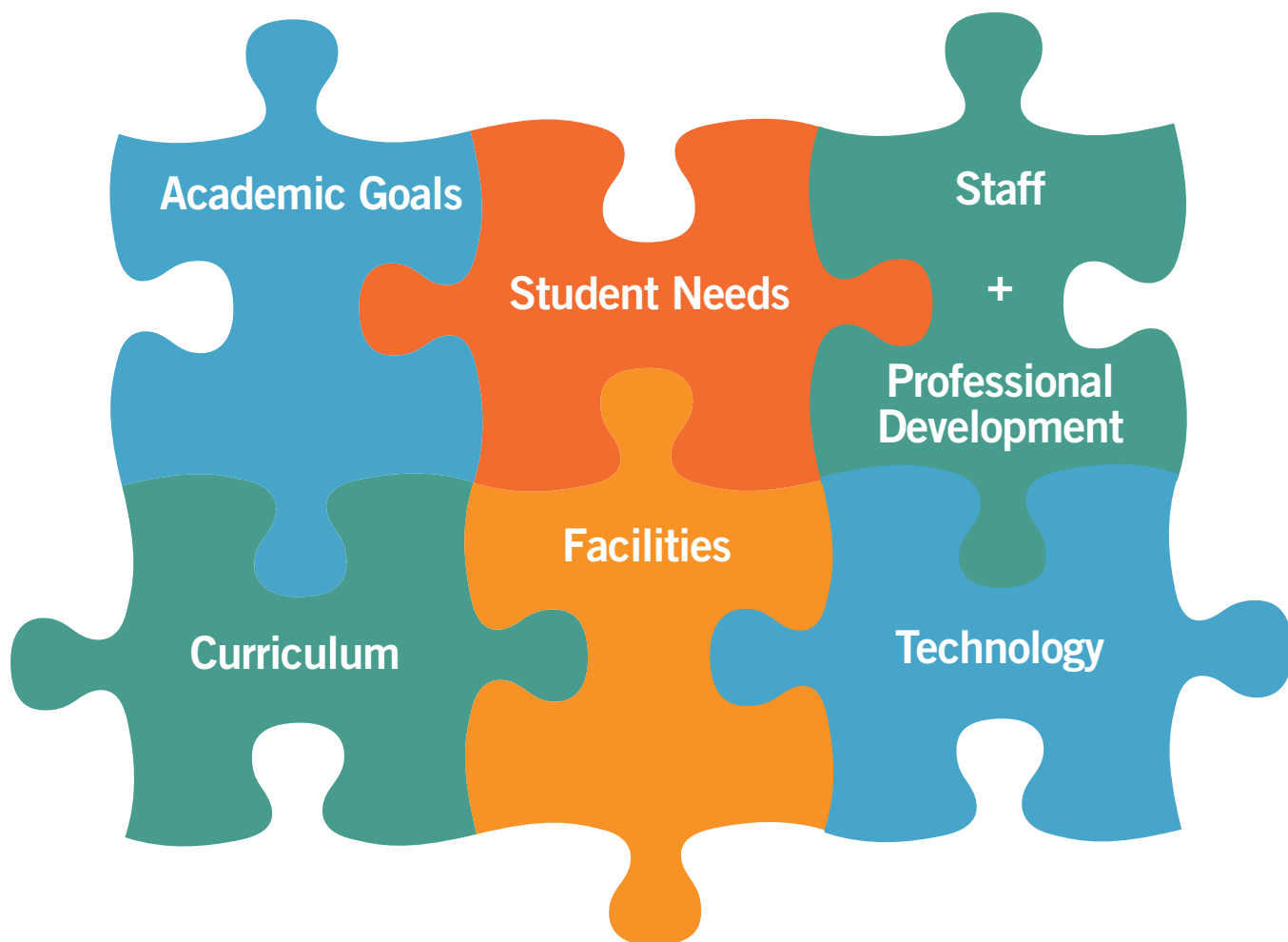
Technology

Planning Checklist

Use this checklist to plan for your school's or district's implementation.

PRIOR TO IMPLEMENTATION

- [ ] Select a committee of key district stakeholders, including representatives from technology, facilities, administration, instruction, professional development, and counseling.
- [ ] Establish clear, measurable academic goals.
- [ ] Analyze current model, curriculum, materials, etc. to determine what is, and is not, meeting the needs of your students and teachers.
- [ ] Determine funding sources and develop budget.
- [ ] Research state-specific requirements for online learning, teacher certification, etc.
- [ ] Visit other schools to observe their program in action.
- [ ] Define and develop online or blended learning model.
- [ ] Determine target student populations (course remediation, special education, low-enrollment courses, students who cannot complete courses in traditional setting, etc.).
- [ ] Write measurable educational goals for each targeted group of students.
- [ ] Create student requirements for enrollment (grade levels, specific course completion, etc.).
- [ ] Develop evaluation criteria to determine if the program is educationally appropriate for students.
- [ ] Complete a 30-day free trial of courseware to preview curriculum.
- [ ] Select a content provider.
- [ ] Identify courses to offer.
- [ ] Confirm alignment of courses with district instructional standards.
- [ ] Ensure hardware and software meet provider system requirements.
- [ ] Test functional requirements of bandwidth with peak loads in mind, including administrative and other uses of the network.
- [ ] Determine roles and responsibilities of leadership and instructional teams.
- [ ] Recruit administrators, teachers, and instructional aids.
- [ ] Develop policies, procedures, and handbooks.
- [ ] Determine student supports for special populations.
- [ ] Build out or set up classrooms or computer labs.
- [ ] Determine professional development plan and begin training.
- [ ] Recruit and enroll students.
- [ ] Secure parental consent if needed.
- [ ] Host a student/parent orientation.
- [ ] Host a teacher and facilitator orientation.

THROUGHOUT YOUR IMPLEMENTATION

- [ ] Schedule ongoing professional development throughout the school year.
- [ ] Monitor students' progress throughout the year.
- [ ] Observe, coach, and evaluate teachers.
- [ ] Evaluate implementation benchmarks against program goals.
- [ ] Monitor, interpret, and utilize student-performance data.
- [ ] Continue to build a culture that emphasizes academic integrity, motivation, and academic success.

Academic Goals

1. What are your school's or district's educational goals? Check all that apply.

   ☐ Supplement the courses you offer
   ☐ Infuse technology into the core curriculum
   ☐ Help students recover credits and graduate on time
   ☐ Allow students to take accelerated courses
   ☐ Encourage students to explore career options
   ☐ Address teacher shortage
   ☐ Offer an alternative learning environment
   ☐ Reduce dropout rate
   ☐ Implement a turn-key summer school program
   ☐ Other_____

2. What will be your measure(s) of success in one year? Three years? Five years? (For example, reduce the dropout rate by X percent in year one; Y percent by year three; Z percent by year five.)

   _____

   _____

3. What are your school's or district's intervention strategies? How will your online or blended learning program support these?

   _____

   _____

4. What grade levels are you hoping to serve? Check all that apply.

   ☐ K–5   ☐ 6–8   ☐ 9–12   ☐ Adult

5. Does your school, district, or state have an online course graduation requirement? ☐ Yes ☐ No

6. How will you set grading and passing thresholds?

   _____

   _____

7. How will you evaluate the success of your program?

   _____

   _____

8. How will you link course quality to student standards and outcomes?

   _____

   _____

9. Will students be required to sign a contract to participate? ☐ Yes ☐ No   If yes, what are the academic policies of your program?

   _____

   _____

10. How will you create a culture of academic integrity, motivation, and academic success?

   _____

   _____

Implementation Considerations

1. Who are the key stakeholders in your school or district who are crucial to the planning and success of your program? What is the responsibility of each stakeholder?

   Administration _____

   Curriculum/Instruction _____

   Professional Development _____

   Technology_____

   Facilities_____

   Counseling_____

   Finance _____

   Other _____

   _____

2. Are you looking to implement online or blending learning at the ☐ course level ☐ institution level?

3. Will you operate on a traditional school year calendar? Why or why not?

   _____

   _____

4. When will online courses be offered? Check all that apply.

   ☐ During the regular school bell schedule ☐ As part of a block schedule

   ☐ As part of a consolidated school-day schedule ☐ After school ☐ Summer school ☐ Out of school

5. Can students begin/finish an online course at any point or will you have set start and end dates?

   ☐ Flexible start/end dates ☐ Fixed start/end dates

6. Approx. how many courses do you expect to implement in the first year? How many courses would you like to add each year?

   _____

   _____

7. Will students take ☐ one ☐ some ☐ all of their classes online?

8. Will students be limited to a specific number of courses they can take online? ☐ Yes ☐ No Why?

   _____

   _____

9. Where will students take online assessments? ☐ In school ☐ Offsite

10. Where will students take state-mandated assessments? ☐ In school ☐ Offsite

Identifying Student Needs

Online and blended learning offers many benefits to students, including access to more courses and teachers, flexible scheduling, and more control over course pacing. Students can also strengthen time management and study skills, improve academic outcomes, and graduate high school on time or even ahead of schedule.

Designing the right online or blended learning program for your school or district is contingent on the unique needs of your student population.

STUDENT SKILLS THAT SUPPORT ONLINE AND BLENDED LEARNING SUCCESS

Students will need self-motivation, time-management, and communication skills in order to do well in an online or blended learning program. Consider these skills when recruiting and enrolling students, as well as planning for the necessary supports to ensure that at-risk, homebound, and special needs students can be successful.

Additionally, look for an online program that includes instruction and tools to help students build these essential skills as they progress through their courses.

1. Time-management skills are necessary to handle the responsibility of self-pacing.
2. Self-motivation skills are required to remain on track and engaged without constant guidance from a teacher.
3. Ability and willingness to learn independently are important since students may have little occasion to interact with peers.
4. Strong reading and writing skills are needed to comprehend content, synthesize information, follow directions, and more.
5. Effective communication skills are necessary for communicating with teachers to ask questions, receive support, and stay on pace.
6. Basic technical skills are required to navigate the course, web links, and additional content, as well as interactive learning tools and resources.

"The program works because students take over their own learning. They have choices, and the online program offers them a safe environment for learning. They can slow down when they need to. They can take a break. They can review. They love having that level of control—and they do well."

KIMBERLIN COOKE

Intervention Specialist/Nontraditional Programs
Henrico County Public Schools
Richmond, Virginia

Student Considerations

	NO NEED	LITTLE NEED	NEED	STRONG NEED
1. Students need access to courses or electives your school does not offer.	☐	☐	☐	☐
2. Students need alternative opportunities to recover credits.	☐	☐	☐	☐
3. Students need access to more AP® courses than your school offers.	☐	☐	☐	☐
4. Students need access to career and technical education courses.	☐	☐	☐	☐
5. Students need access to world language courses.	☐	☐	☐	☐
6. Students need a way to earn credits outside of regular school hours.	☐	☐	☐	☐
7. Students need a way to re-engage with school.	☐	☐	☐	☐
8. Students need test preparation support.	☐	☐	☐	☐
9. Students need a program with learning scaffolds and supports.	☐	☐	☐	☐
10. Students need in-person mentoring and coaching.	☐	☐	☐	☐

11. Who are the intended student groups?

_____

_____

12. Approximately how many students do you plan to serve in the first year? In subsequent years?

_____

_____

13. What criteria will you use to identify students to participate?

_____

_____

14. Is this a ☐ mandatory ☐ optional enrollment?

15. What are your goals in terms of individualizing instruction for students?

_____

_____

16. How will you provide support for special student populations?

_____

_____

17. What additional supports will you put in place in order for all students to be successful?

_____

_____

18. What efforts will you use to motivate and retain students?

_____

_____

19. How will you educate students and families about your online learning program?

_____

_____

20. Is parental consent required to participate? ☐ Yes   ☐ No

Evolving Role of the Teacher

Just as online and blended learning are transforming the educational experience for your students, they too are changing the practices of teachers. Although direct instruction and assessments are delivered online, teachers remain central to the learning process, working with students one-on-one or in small groups. Teachers can use this time to build relationships, motivate students, reteach or review concepts, and answer questions on assignments and assessments.

In order for your online or blended learning program to be successful, it's imperative that you recruit the right teachers and instructional aides. It's also essential that you provide the right amount of professional development so educators will learn how to instruct, motivate, and mentor online learners.

TEACHER ATTRIBUTES THAT SUPPORT ONLINE AND BLENDED LEARNING SUCCESS

1. Mentor and coach students on strategies that encourage active learning, application, interaction, participation, and collaboration.
2. Promote student success through clear expectations, prompt responses, and regular feedback.
3. Utilize data daily to differentiate instruction and guide student learning.
4. Maintain availability in person or via e-mail, phone, etc. to promote regular feedback, timely response, and clear expectations.
5. Respond to students with special needs or different learning styles.
6. Understand and use a range of technologies that effectively support student learning and communication, while modeling legal and safe behavior related to technology use.
7. Reflect on personal practice.

"With online learning, you're more connected to students, since you can monitor their progress and give instant feedback, ensuring that each student achieves success on a daily basis."

MIKE PAUSTIAN

Coordinator, Clovis Online Charter School and Enterprise Independent Study School Clovis, California

A Look Inside a Blended Learning Classroom

Every student completes the same unit in a course at roughly the same time.

|		
DAY 1		The teacher presents a whole group lesson to review foundational skills, introduce the overarching questions of the unit, and preview the unit's timeline and milestones.
DAYS 2-18		Students work independently in the online curriculum. Students who have questions put a red plastic cup on their desks to let the teacher know they need help.
		Based on students' questions and real-time data in the LMS, the teacher may work with students one-on-one, in a small group, or teach a mini lesson to the whole class. Once a week, the teacher may dedicate a class period to a learning game, class discussion, project, or some activity related to the unit of study.
DAY 19		The teacher facilitates a study session to review for the unit test.
DAY 20		Every student completes the unit test in their online curriculum during the class period.

A Look Inside a Blended Learning Classroom

Students rotate between each learning modality every day.

Online Curriculum*

Each day, students get instruction on key concepts and skills; they also take assessments online to test for mastery.

*Because students are online for a portion of the class period, the teacher has customized the course to remove content students will work on offline.
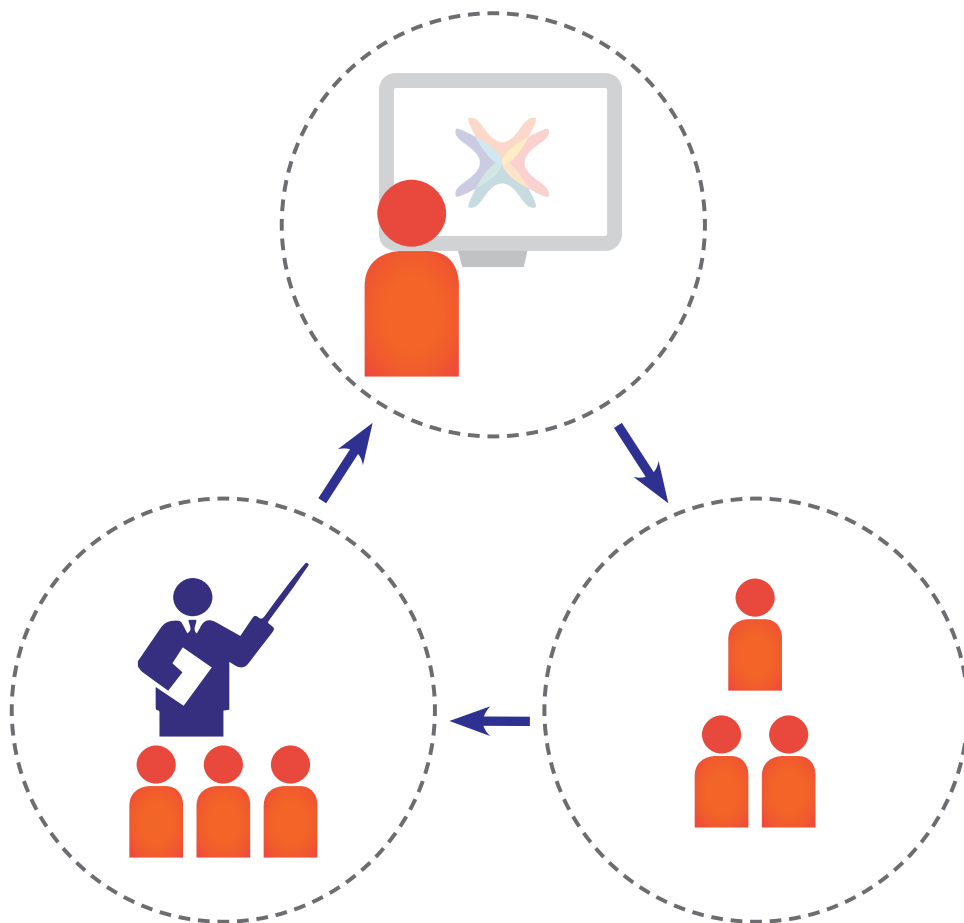
Small Group Work

The teacher provides reteaching, reinforcement, or enrichment. The teacher uses data to create this group and decide what skills to focus on.

Independent/Paired Work

Depending on the content area, the teacher instructs students to read and respond to a current events article, work on a research project, or practice for a test.

A Look Inside a Blended Learning Classroom

Students receive most of their instruction online, with teacher support provided as-needed.

Ongoing Instruction
Students work online each day, completing instruction, assignments, and assessments in their online curriculum.

Ongoing Monitoring
The teacher reviews data and pulls students together as needed for review, reteaching, or remediation.

Hands-On Activity
The teacher facilitates a hands-on activity, lab, or project. The teacher can use data to change partners so students can work with others at varying ability levels.

Recruitment Considerations

1. Does your state require an online teaching certification for all teachers who work in an online or blended learning program?
   ☐ Yes   ☐ No   If yes, how will you help teachers to secure this certification?
   _____
   _____

2. What is the job description for a teacher in your online or blended learning program? An administrator?
   _____
   _____

3. How many teachers will you need to support your students?
   _____
   _____

4. What will be your teacher-to-student ratio?
   _____
   _____

5. Will you   ☐ use your own teachers   ☐ rely on a provider's teachers?

6. How will you recruit and hire teachers?
   _____
   _____

7. Have teachers taught in an online or blended learning environment before?   ☐ Yes   ☐ No

8. Will your teachers   ☐ support students across multiple content areas   ☐ provide content-area-specific instruction and support?

9. Will online teachers also have administrative responsibilities? Oversee curriculum decisions?
   _____
   _____

10. Which administrator(s) will oversee your online or blended learning program?
    _____
    _____

11. Have your administrator(s) taught in, or provided oversight for, an online program before?   ☐ Yes   ☐ No

12. How will you build capacity for effective leadership in order to sustain, renew, and transform teaching and learning for the future?
    _____
    _____

13. Will you need lab facilitators and/or instructional aides?   ☐ Yes   ☐ No

14. What will be the role/job description of the lab facilitators and/or instructional aides?
    _____
    _____

15. How will the school counselor(s) support your online or blended learning program?
    _____
    _____

Professional Development Considerations

	NO NEED	LITTLE NEED	NEED	STRONG NEED
1. Are teachers skilled in coaching and mentoring?	☐	☐	☐	☐
2. Are teachers skilled in engaging and motivating online learners?	☐	☐	☐	☐
3. Are teachers skilled in using data to inform grouping and instruction?	☐	☐	☐	☐
4. Are teachers skilled in technology?	☐	☐	☐	☐
5. Are teachers skilled in supporting students with special needs? English language learners? Gifted students?	☐	☐	☐	☐
6. Are teachers skilled in enhancing student interaction and understanding without visual cues?	☐	☐	☐	☐
7. Are teachers skilled in communications, particularly written communications?	☐	☐	☐	☐
8. Are teachers skilled in creating and facilitating group discussions?	☐	☐	☐	☐
9. Are teachers skilled in traditional instructional best practices?	☐	☐	☐	☐

10. What are your standards for good online and blended learning instruction?

_____

_____

11. What supports are needed for teachers in their first year of online or blended instruction?

_____

_____

12. How will you offer effective PD for experienced online or blended teachers?

_____

_____

13. What supports are needed for lab facilitators/instructional aids?

_____

_____

14. How will online and blended learning teachers be encouraged to collaborate with guidance counselors, content area teachers, and others?

_____

_____

15. What process will you use to evaluate your online and blended learning teachers?

_____

_____

Preparing for Technology & Facility Enhancements

Computer hardware and software also play an important role in the success of your program. These tools not only deliver course content, assessments, and data, but they also help teachers become more effective at their jobs. Just as important, the set-up of your classrooms, computer labs, and schools will impact how students and teachers can share feedback, ask questions, and collaborate one-on-one or in small groups.

To ensure a successful online or blended learning program, your district leadership team should include colleagues from technology and facilities to help plan for the appropriate hardware, software, and physical space.

TECHNICAL FACTORS

Starting an online or blended learning program could require a substantial investment in hardware, software, Internet connectivity, and add-on accessories.

HARDWARE	A number of new devices have become widely available at reasonable price points, including the netbook, Chromebook™, and tablet. When choosing a device for students, you'll want to consider battery life and whether the device supports the most common plug-ins (Flash, Shockwave, and Java). No matter what device you choose, make sure to consider the demands of many devices on your wireless network.
INTERNET CONNECTIVITY	Many students simultaneously accessing online courses can strain your school's or district's Internet resources. As you plan for your program, you'll want to ensure that you have adequate connectivity for your students to be online simultaneously, streaming video, and accessing rich multimedia content. As a general guideline, Edgenuity recommends 256 kbps per concurrent student.
ACCESSORIES	Online courses that feature direct instruction videos, rich multimedia, simulations, and more will require audio capabilities, including speakers and/or headsets. Depending on the course structure, students may also need access to microphones, web cameras, printers, and more. Be sure to consider these accessories when you set up workstations and labs.

Technology Considerations

1. What is your school's or district's Internet network capabilities? What is the required bandwidth for your desired implementation model?

   _____

   _____

2. Do you have a ☐ wireless ☐ wired infrastructure?

3. Will students access courses on ☐ desktops ☐ laptops ☐ tablets? Check all that apply.

4. How many computers will you dedicate to your program?

   _____

   _____

5. Do you have enough accessories to support your program?

   Headphones ☐ Yes ☐ No If no, how many more do you need? _____

   Microphones ☐ Yes ☐ No If no, how many more do you need? _____

   Printers ☐ Yes ☐ No If no, how many more do you need? _____

   Scanners ☐ Yes ☐ No If no, how many more do you need? _____

   Web cameras ☐ Yes ☐ No If no, how many more do you need? _____

6. Will you have a dedicated district IT/tech support team available? ☐ Yes ☐ No

   If yes, who are these individuals? _____

   _____

   If no, how will you support your program? _____

7. Does your provider offer local media servers to reduce bandwidth loads? ☐ Yes ☐ No

8. How will students access their work offsite?

   _____

   _____

9. Will students and teachers need additional technology for communications (Skype®, cell phones, etc.)?

   ☐ Yes ☐ No If yes, which technology and how will it be used?

   _____

   _____

10. Will students be able to save files to school computers? ☐ Yes ☐ No

Facility Considerations

1. Where will your blended learning classes take place?

   ☐ Traditional classrooms   ☐ Computer lab   ☐ Alternative education center

2. How will you create a quiet, comfortable environment with minimal distractions?

   _____

   _____

3. How will your space accommodate breakout rooms for small-group or one-on-one instruction?

   _____

   _____

4. Do you have the right furniture to set up both computer work stations and small-group meeting spaces?

   ☐ Yes   ☐ No   If no, what do you need to purchase?

   _____

   _____

5. How many students can your facility accommodate?

   a. Overall?_____

   b. On the computers at the same time? _____

   c. In small-group/breakout rooms or stations? _____

6. How will you create privacy for students working on computers?

   _____

   _____

7. If you will host your blended learning class in an alternative location, will you need to arrange for transportation for students?
   ☐ Yes   ☐ No

8. Will classrooms or computer labs be open outside of school hours to accommodate students who do not have sufficient technology and/or Internet access at home?   ☐ Yes   ☐ No   If yes, how will you staff this extended time?

   _____

   _____

9. Is there adequate power in the classroom/lab to support the technology?   ☐ Yes   ☐ No

10. Will IT staff be ☐ onsite   ☐ on call to support technical issues in the lab or classroom?

Budgeting for Your Program

A successful online or blended learning program may require a significant investment in hardware, software, Internet connectivity, curriculum, personnel, professional development, facilities, and more. In many instances, a district's online program can be funded in the same manner as any other program within the district.

UPFRONT COSTS	PERIODIC COSTS	ONGOING COSTS
• Bandwidth & Wireless/Wired Connectivity • Construction • Furniture • Implementation Services • Power (Electrical) Access • Product Training	• Hardware • Headphones, Printers, and Other Accessories • Software	• Content/Curriculum Licenses • Personnel/Staffing • Professional Development

FUNDING SOURCES

The following funding sources may be available to pay for some or all of your online or blended learning program. To learn more, visit ed.gov/fund.

Formula Funds
- Career and Technical Education Grants
- Instructional Materials/Textbook Funds
- Innovative Programs
- School Improvement Grants (SIG)
- Special Education (IDEA)
- Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part N & D, Neglected & Delinquent Program
- Title II, Improving Teacher Quality
- Title III, Part A, English Language Acquisition
- Title IV, 21st Century Community Learning Centers

Discretionary/Competitive Grants
- Advanced Placement Incentive Programs
- High School Graduation Initiative
- Investing in Education (i3)
- Race to the Top

Appendix I: Evaluating Online Courses

Use the rubrics below to evaluate the course(s) you plan to implement in your online or blended learning program.

RATING SCALE

0 — Absent   1 — Unsatisfactory   2 — Somewhat satisfactory   3 — Satisfactory 4 — Very satisfactory

Instructional Design

CRITERIA	RATING
Course design incorporates varied ways to learn and master the curriculum.	
The course includes multiple representations to support different learning styles.	
Course instruction includes activities and assignments that engage students in active learning.	
The course provides opportunities for students to engage in critical-reasoning activities and think in increasingly complex ways.	
The course provides options for the instructor to adapt learning activities to accommodate students' needs.	
Readability levels, written-language assignments, and mathematical requirements are appropriate for the course content and grade-level expectations.	
The instructor can adapt the course and assessments to support students with special needs and English language learners.	

Instructional Content

CRITERIA	RATING
Every lesson includes explicit goals and objectives that make clear what students must know and be able to do.	
The course content and assignments are aligned with your state's standards, Common Core standards, accepted standards set for AP® courses, etc.	
Course materials include asynchronous instruction (e.g., teacher-led video), not just static text-based content.	
The course content and assignments are of sufficient rigor, depth, breadth, and relevance.	
The course includes numerous opportunities for students to closely read challenging informational and literary text.	
Writing prompts encourage students to reflect, argue, persuade, explain, etc.	
Students are asked to use evidence from text to support ideas and arguments.	
When appropriate, the course includes simulations and virtual labs to allow students to make and test predictions.	
Animations, visuals, and graphics illustrate concepts and complex processes.	
Assignments and activities help students transfer knowledge and skills to real-world applications.	
Students have the opportunity to build their academic and content-area vocabulary.	

Technology

CRITERIA	RATING
Clear and consistent navigation is present throughout the course.	
Students have control over lesson and course pace.	
Students have access to tools that translate on-screen text.	
Students have access to tools that read aloud on-screen text.	
Students have access to note-taking tools and graphic organizers to synthesize information, record observations, and ask questions.	
Tools scaffold the writing process—from prewriting to the final draft.	
Students have access to content-specific tools, such as calculators, required to complete assignments.	
Instructor can easily adapt content or assessment for individual student needs.	
The learning management system offers multiple ways for students and teachers to communicate with each other.	
Courses can run on a variety of devices (tablets, netbooks, Chromebooks™, laptops, and desktops).	

Assessment

CRITERIA	RATING
The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	
Ongoing, varied, and frequent assessments are conducted.	
Pretesting options are available to adapt course content based on student knowledge.	
The instructor can adapt assessments to give students more time, modify the passing threshold, allow for additional retakes, or adjust grade weights.	
Assessment strategies and tools make students continuously aware of their progress and achievement.	
Grading rubrics are provided to teachers and students.	
Assessment data populates daily reports, which allow educators to monitor student progress and achievement.	
Assessments are aligned to the Common Core State Standards.	

Appendix II: References & Resources

[1] Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., Wang, X., and Zhang, J. (2012). The Condition of Education 2012 (NCES 2012–045). U.S. Department of Education, National Center for Education Statistics.

[2] NCES, Distance Education Courses for Public Elementary and Secondary School Students, 2009-2010.

[3] Keeping Pace with K-12 Digital Learning, Evergreen Education Group, 2015.

[4] Classifying K–12 Blended Learning, Innosight Institute, 2012. Heather Staker and Michael B. Horn. Retrieved at christenseninstitute.org.

Additional Resources

Clayton Christensen Institute for Disruptive Innovation (formerly Innosight Institute), christenseninstitute.org

Digital Learning Now, digitallearningnow.com

Ed.gov/fund

Edgenuity.com

iNACOL (International Association for K-12 Online Learning), iNACOL.org and onlineprogramhowto.org

Keeping Pace with K–12 Digital Learning, Evergreen Education Group, kpk12.com

Michael & Susan Dell Foundation, Blended Learning Case Studies, msdf.org

Edgenuity Blended Learning Services

Our Blended Learning Services provide consulting, professional development, and coaching on program design and implementation to ensure your students and teachers are successful. As your partner, we will deliver on-site and online support so administrators and teachers receive guidance on their day-to-day practice throughout the school year.

How It Works
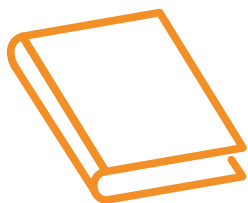
DEFINE

During your initial consultations, our highly experienced team will help you define and design your program, set success metrics, select and customize courses, and more.

DEMONSTRATE

Our team will help your teachers understand their critical role in the blended learning classroom. In addition to core system training, teachers will receive professional development around data analysis, lesson planning, and classroom management.
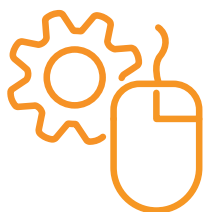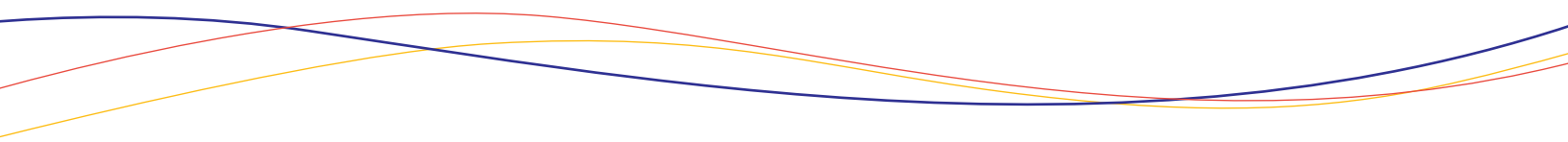
DEVELOP

Throughout the school year, a Blended Learning Coach will support your staff through a combination of face-to-face and online sessions. Our coach will also monitor and analyze your data to help teachers understand what is working, where there are areas for improvement, and how students are tracking toward success.

Notes

Notes