

Planning for Quality Guide

Let us help you pick the right path to a high-quality blended and online learning future.

Planning for top-quality blended and online learning programs

The *Keeping Pace* report supplies the map — Evergreen Education Group provides the guidance

Data on student outcomes show that blended and online programs can be high-quality, low-quality, or anywhere in between. These results demonstrate the need for planning and investment by districts, schools, consortia and other entities that wish to create or expand blended or online learning options for students.

The following Planning for Quality Guide, excerpted from the tenth edition of *Keeping Pace with K-12 Blended and Online Learning*, researched and published by the Evergreen Education Group, presents strategies to address critical initial questions that all educators and stakeholders should ask when starting or expanding a blended or online program:

What educational goals are we trying to meet?

How do we plan and implement a successful program to meet those goals?

How do we support and foster the cultural change created by this shift?

Those goals may include creating new options for credit recovery and at-risk students; improving college readiness by increasing the

availability of advanced courses; improving educational opportunities while addressing growing competition and shrinking budgets; maximizing funding, facilities and staff; and ultimately transforming the instructional model with a goal of improving student outcomes. They must be prioritized and grounded in an understanding of existing constraints.

An unbiased guide to assist administrators

The following pages offer a roadmap to help you plan, launch or expand your own blended or online or learning program. Evergreen serves as an unbiased guide to assist administrators faced with many choices that must be made to effectively implement blended and online learning in their school districts. We represent your program as you navigate through the maze of content and technology providers and critical planning decisions necessary to launch a quality blended or online learning program.

We trust you will find “Planning for Quality” a useful tool, and we look forward to providing you with even more support in your work to create digital learning options for your students.

An experienced, independent guide can help you navigate the best route to a successful blended and online learning program

Whether your program is for 50 students or 5000, blended or fully online, whatever your timeline and existing infrastructure, and whatever your educational and instructional goals; Evergreen can help you navigate the best route to design your program.

Our consulting is both strategic and operational in nature, depending upon your need. We supply a wide range of support to schools, districts and consortia, including:

- Developing strategic and operational plans and project timelines to guide your blended and online program from the pilot stage to offering the program at scale

- Leading the process of blended and online course/content evaluation for implementation in a variety of program models

- Research, recommendations, and management of blended and online learning professional development in support of a growing program

- Assess technology needs and instructional strategies before expensive technology purchases

- Building a blended and online program to create a new, or leverage an existing 1:1 laptop initiative

- Advising on defining, managing and planning for change in your organization; change for students, teachers, administrators, and parents

- Supporting the creation of a full-time and supplemental online program from concept to first day of class including guidance on content, teaching, technology and timelines

- Guidance in the creation of an online learning consortium including organization, structure, district or school collaboration, budgeting, and course instruction

Let Evergreen help you build your capacity and expertise to manage a quality blended or online program locally and independently



Contact us at

970.375.3277
info@evergreenedgroup.com
700 Main Ave. Suite E, Durango, CO 81301
www.evergreenedgroup.com

2 PRACTICE

Planning for Quality

Data on student outcomes show that online and blended schools can be high-quality, low-quality, or in between. These results demonstrate the need for planning and investment by educators who wish to create an online or blended school, or add an online or blended component to an existing school. This section suggests key planning questions and then provides some possible paths to implementation.

THE CRITICAL INITIAL QUESTION THAT ALL EDUCATORS AND STAKEHOLDERS SHOULD ASK WHEN STARTING OR EXPANDING AN ONLINE AND BLENDED PROGRAM IS: **WHAT EDUCATIONAL GOALS ARE WE TRYING TO MEET?**

Those goals may include personalizing learning and improving college readiness for all students; creating new options for credit recovery and at-risk students; expanding the school day; providing innovative alternatives to challenge advanced students; and ultimately transforming the instructional model being used with a goal of improving student outcomes. Educational goals must be prioritized and grounded in an understanding of existing constraints.

Strategic planning key issues and questions:

The first 10 pages in this section provide an outline of major strategic planning key issues and questions to consider in the early stages of development. They are organized around four key categories: **Content, Teaching, Technology, and Operations.**

Implementing a new program

After the Questions, we offer three scenarios and accompanying project development Timelines for blended learning program leaders. Each presents a different development schedule based on a specific set of initial decisions. Each presents key milestone events by month or quarter, and provides a general sequence for starting specific tasks. The time to complete each step in the implementation process varies based on available resources and expertise, so the timelines generally do not recommend a duration for each task.

Developing a Blended Learning Program—Standard Time or Time-Shifted: This first timeline applies to two different blended learning program scenarios, both of which rely on existing district teachers and content supplied by an external provider, and both of which seek a program launch in one year.

The top half of the pages explores a scenario in which the blended program operates within the existing academic calendar and bell schedule. We call this a “Standard Time Blended Learning Program.”

The bottom half of the page details a situation in which the blended learning program does not operate on the school’s usual bell schedule or academic calendar. Students may come to school on some days and work from home other days, or be at school all day but not operate on the usual bell schedule. We call this “Time-Shifted Blended Learning Program.” These scenarios build on the information on the top half of each page, and add additional detail on the bottom half of each page.

Developing a Comprehensive District Blended and Online Learning Program: This three-year timeline presents key milestones leading to the launch of a comprehensive district-wide blended and online learning program. This timeline assumes there are existing pockets of innovation happening in the district, but there is no district-level coordination to ensure quality, streamline the student experience, or strongly support teachers. Some teachers, primarily at the middle and high schools, are blending their classes, although some may simply be using educational technology as opposed to truly blending their classrooms. The district does not yet offer extensive supplemental online classes or a fully online program, although students may be enrolling in online classes through a state virtual school or neighboring district.

All three scenarios follow the same color code for the four focus areas: **Content**, **Teaching**, **Technology**, and **Operations**. Each timeline begins with a planning period, represented in black, that highlights the importance of the strategic planning process.

These timelines are intended to provide a starting point for planning and implementing your online and blended learning program and will vary, sometimes only slightly and sometimes significantly, based on your human resources, funding, facilities, and need. The timing and durations are based on the experience of *Keeping Pace* authors and sponsors. Your timing is likely to be different. As the car salespeople say—your mileage may vary.

Abbreviations found in this section

BL
Blended learning

ELA
English language arts

F2F
Face-to-face

LMS
Learning management system

OL
Online learning

OER
Open educational resources

PD
Professional development

PLC
Personal learning communities

RFP
Request for proposals

SIS
Student information system

1 ORGANIZED STRATEGIC PLANNING PROCESS

A Include key stakeholders

QUESTIONS TO ASK

- What grade levels will be served?
 - Will you offer blended learning, supplemental, full-time, or a mix of all?
- How will you manage the change process in your organization?
- Have you identified a high quality program leader?
- How will the blended program impact teacher and student roles and the use of time?

2 FOUR FOCUS AREAS



CONTENT



TEACHING

DECISIONS TO MAKE

- Content Acquisition
 - build,
 - buy,
 - or a mix?
- Content Purchase Options
 - Comprehensive provider *(full curriculum)*
 - Individual courses
 - Individual learning objects *(units, lessons, or other objects)*
- How do Open Educational Resources fit into the plan?
 - How do you evaluate the quality of online content? *(iNACOL standards)*
 - How can you link course quality to student outcomes?
 - Have you confirmed alignment with district instructional strategies?
- What are the standards for good online and blended learning instruction?
 - How will you plan for teacher recruitment?
- What does professional development (PD) look like for first-time online or blended learning teachers?
 - Teacher preparation programs
 - Mentoring
 - PD by discipline
 - In-house or outsourced training?
- What process will you use to evaluate your online and blended learning teachers?
 - How will you offer Special Education services unique to online and blended learning?
- What supports are needed for teachers in their first year of online or blended instruction?

3 PROGRAM IMPLEMENTATION

B Agree on defined educational goals for a targeted group of students

- What are your goals in terms of individualizing instruction for students?
- Will you operate on a traditional school calendar?
- Will courses be open entry/open exit?



Remember:
The goal is student learning



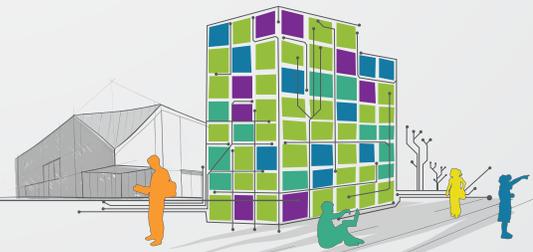
TECHNOLOGY



OPERATIONS

- How will you ensure interoperability between technologies?
- Which platform or LMS approach serves us best?
 - Commercial LMS
 - Open source LMS
 - Proprietary content platform(s)
- Internet access?
- End-user devices?
- Do you plan to use mobile devices?
- What features do we need in a Student Information System (SIS) going forward?
- Have you considered Total Cost of Ownership when making decisions?
- How to create a process to choose the most appropriate LMS or platform
- How will our existing SIS work with online and blended learning?
- Do we need a synchronous tool?
- PD for technology staff?

- What facilities upgrades are required to support the program?
 - Counseling
 - Enrollment and orientation
 - Technical support
 - Academic support
 - Learning centers
- What will the budget look like for this new instructional model?
- How will you conduct an evaluation of your program and learning results?
- Have you engaged in a strategic planning process?
- How will you communicate the new blended approach or program to students, parents, and teachers?





CONTENT

Content Acquisition

- build,
- buy,
- or a mix?

Content Purchase Options

- Comprehensive provider *(full curriculum)*
- Individual courses
- Individual learning objects *(units, lessons, or other objects)*

Many content providers offer turnkey blended solutions pairing a complete online curriculum with technology and services. This comprehensive approach is relatively quick and easy, but can limit options and precludes content ownership.

How do **Open Educational Resources** fit into the plan?

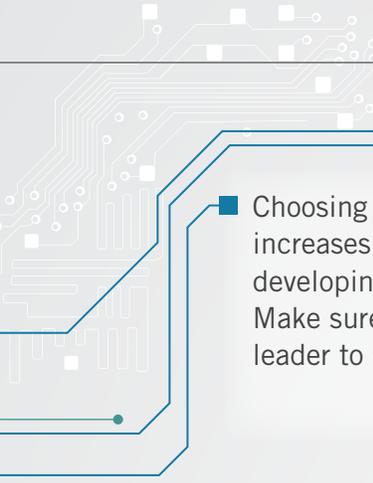
Take the iNACOL National Standards of Quality for Online Courses and localize them for your use. Apply these standards to both content you develop internally or acquire externally.

How do you evaluate the **quality of online content**?

Will your content support **individualized instruction**?

Plan to track courses, units, lessons, and even learning objects to gains in student outcomes. Leverage the longitudinal tracking built into your LMS and SIS to retire ineffective content.

Have you confirmed alignment with **district instructional strategies**?



■ Choosing a mix of build or buy increases your options while also developing internal expertise. Make sure you have a vision and leader to champion the effort.

■ Online instructional design is not a skill inherent in all teachers. Building online content requires staff expertise, the commitment of resources, and an extended time horizon for development, but you maintain control and ownership. Engage outside course reviewers to evaluate homegrown content.

■ Buying gives you access to high quality online content with immediate availability, but costs can be high and customization can be limited.

■ Acquiring complete courses offers convenience and an organized instructional approach, while seeking individual learning objects offers course design flexibility along with the responsibility to bring it all together.

■ Free always seems better, but quality can vary and the responsibility for search and retrieval requires dedicated staff time and expertise.

■ Establish a review committee with various skill sets to examine content, instructional design, online assessment, technology interoperability, and usability. Make it better than the textbook committee.

■ Can be an effective component of the content acquisition mix. To best utilize these resources requires a commitment to the community that supports and fosters Creative Commons licensing. You should add if you take.

■ Use formative and summative assessments in your blended program to demand more from your digital content. Challenge students to maturely rate online content. Engagement counts.

■ Content aligns with district instructional strategies, including Common Core implementation. Strive for equal course rigor through shared assessments across instructional environments. Blended courses are not the easy way out.

TEACHING

What are the **standards** for good online and blended learning instruction?

Take the iNACOL National Standards for Quality Online Teaching and localize them for your use. Quantify standards where possible and establish an evaluation rubric for teachers. Help them know what is expected.

How will you plan for **teacher recruitment**?

Avoid the myth, “any regular classroom teacher is qualified to teach online.” Some teachers will thrive using the new tool set offered online while others will struggle.

What does **professional development (PD)** look like for first-time online or blended learning teachers?

- Teacher preparation programs
- Mentoring
- PD by discipline
- In-house or outsourced training

The first online teaching experience can feel like starting over for many teachers. Push them towards a community of peers to share success strategies and work through tough times. Provide a formal structure, but encourage informal connections.

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

How will you offer **Special Education services** unique to online and blended learning?

Most of the teacher activities to support learning are documented in the LMS. Equip and train your administrators to understand online learning so they know good online and blended instruction when they see it. So much better than a brief classroom observation.

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

■ In blended learning environments, commit to instruction that gives students an increased level of control over the time, place, path and pace of their instruction. Help them take responsibility for their learning.

■ Know your program type, academic goals, and targeted student population. Develop a local profile of an excellent blended learning teacher. Challenge existing teachers and new hires by using online instructional tools in review and hiring processes.

■ Get ahead and have your own required, in-depth, rigorous PD offering available to teachers prior to their first online or blended teaching experience. Don't rely on teacher preparation programs. Make PD your first thought, not an afterthought.

■ Be willing to look outside your organization for quality online and blended learning PD expertise. Consider organizing by discipline. Math teachers unite!

■ Online and blended environments call for teacher as facilitator. Support those who are making a big shift in their instructional style. Help them master the new communications tools and requirements. Communicate, communicate, communicate.

■ Plan ahead to support special education students and Individual Education Programs (IEPs). Include special education staff members in professional development that allows them to engage students in support of their online instruction. Support a culture that involves special education staff early in the online course.

■ Work with master teachers to establish a teacher evaluation rubric using nationally accepted standards, combined with local learning goals. Keep this group together to update the expectations based on successful online teaching techniques. Reward excellence.



TECHNOLOGY

How will you ensure **interoperability** between technologies?

Have you considered **Total Cost of Ownership** when making decisions?

As online and blended learning becomes an essential part of instruction, the need for technologies to seamlessly work together becomes critical. Truly integrated systems save money.

Which **platform or LMS** approach serves us best?

- Commercial LMS
- Open source LMS
- Proprietary content platform(s)

How to create a process to choose the most appropriate LMS or platform

How will students **access** their online tools?

- Internet access?
- End-user devices?
- Do you plan to use mobile devices?

Get ready for a large jump in school-based Internet bandwidth use and consider the access issues for all students outside the school building.

Always consider your instructional goals when purchasing end-user devices or establishing Bring Your Own Device (BYOD) programs. Have a plan to support multiple types of end-user devices. Leverage online and blended learning to support 1:1 laptop initiatives or BYOD.

What features do we need in a **Student Information System (SIS) going forward?**

How will our existing SIS work with online and blended learning?

Engage your SIS provider in a discussion about online and blended learning. Urge them to add features that support the unique nature of online learning. The bell schedule and defined academic terms may no longer apply.

Do we need a synchronous tool?

PD for technology staff?

■ Always calculate the indirect and non-budgeted costs associated with the implementation of an online/blended learning technology. Low initial investments can be misleading.

■ Make sure the educational goals of your program drive your LMS choice. Create a review committee of LMS users in your organization to ensure that various use cases are considered.

■ If you purchase or license content, understanding how your online content will function in each LMS is an important part of the evaluation process. Choosing an LMS that supports the “native” importation of content will save you time and money while taking full advantage of the LMS features.

■ Leveraging the instruction and achievement data gathered by your LMS requires a tight integration with your Student Information System (SIS). Look for solutions that are real-time and require less manual intervention.

■ Generally, a strong technical staff is needed to support an Open Source solution, especially if you choose to customize the LMS for your needs. Always understand the long-term costs of a commercial LMS contract. Programs grow and costs increase.

■ Commercial LMS solutions support organizations with limited technical resources. Understand what support is offered with an LMS contract.

■ The evolved and flexible SIS supports delivery of student data from an LMS to an achievement “dashboard,” easy and cost effective customization for unique blended learning programs, and proven scalability for when your program grows.

■ Establishing a scalable online or blended learning program requires unique technology expertise. Support those who support your quality instruction.



OPERATIONS

How will you offer **student support services** unique to online/blended learning?

- Counseling
- Enrollment and orientation
- Technical support
- Academic support
- Learning centers

■ What facilities upgrades are required to support the program?

Involve your guidance counselors in the planning and implementation process for any online or blending learning program. Give them a view into some representative online courses, so they can properly advise students.

• What will the **budget** look like for this new instructional model?

■ Be aware of the pitfalls of underfunding a new blended learning program in the first year of operation. Investment may be higher than initial revenues. Your best marketing is referrals from successful students in year one.

• How will you conduct an **evaluation of your program** and learning results?

• Have you engaged in a **strategic planning process**?

■ Start your strategic planning process with a needs assessment to help identify targeted educational goals that will affect student outcomes, especially where you are presented with unique educational challenges.

• How will you **communicate** the new blended approach or program to students, parents, and teachers?

■ Change the internal culture that assumes students are geographically bound.

Facilities • Administration • Student Services • Communications

■ Develop an online orientation course for students to set performance expectations, familiarize the students with the technology and gauge their commitment. Consider successful completion a requirement to gain access to registered courses.

■ Plan ahead for facilities upgrades needed to support your chosen style of blended learning. This might include, but not be limited to, room configurations, flexible furniture, power availability and providing non-traditional student work spaces.

■ Blended learning offers an opportunity to consider new staffing models including teachers, instructional coaches, graders, lab monitors and other roles. Commit the resources needed to hire a dynamic leader.

■ Consider offering non-traditional Learning Center environments in support of blended or credit recovery programs. Support student success with access to blended courses outside of school buildings and during extended hours.

■ Work your program evaluation into your strategic planning and initial budget. Develop an integrated approach that allows you to monitor student outcomes, stakeholder satisfaction, and the quality of your content and teaching.

■ Plan to use data from LMS to inform your evaluation process. Put the systems in place that support commitment to longitudinal data. Establish transparency to the community through your stakeholder group.

■ Complete a vision, mission, and educational goals exercise and then use the outcome to drive key decisions. Involve diverse stakeholders, and post the results in a prominent place for all to see, don't file them away.

■ If you operate in an environment of choice, make sure you engage in a competitive market analysis. Outreach and marketing to parents and students is more important than ever.

FOUR FOCUS AREAS



CONTENT



TEACHING



TECHNOLOGY



OPERATIONS

timeline
#1

TRADITIONAL TIME

1-year timeline

Maintain a traditional schedule

(TOP HALF OF PAGE)

Developing a Blended Learning Program

For details about the timelines, see the Planning for Quality introduction.

District Teachers and Provider Content

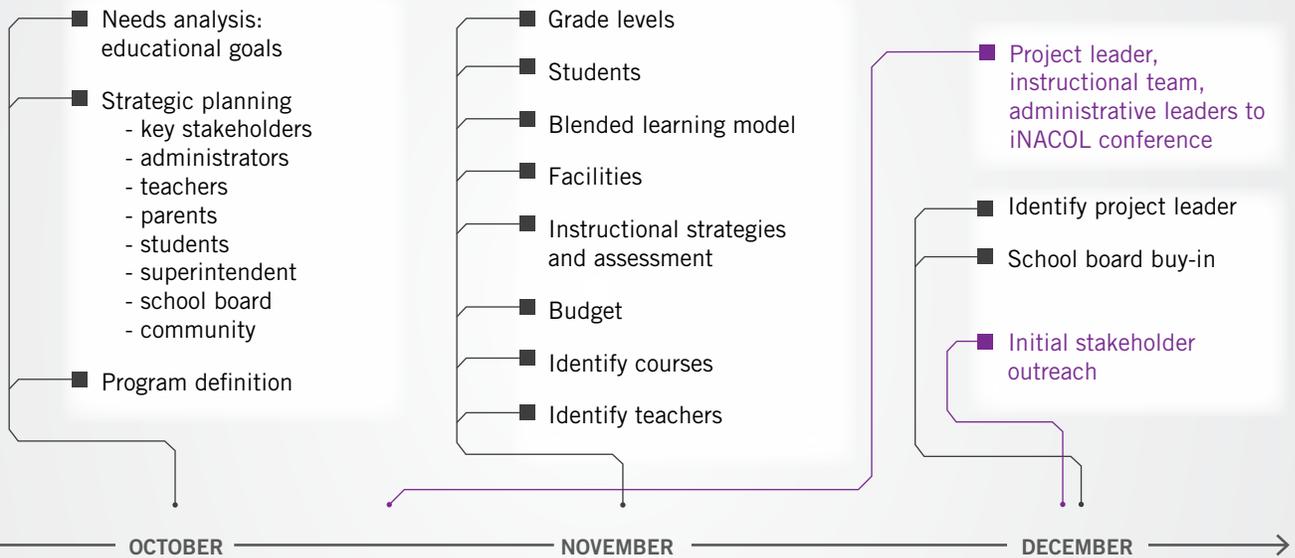
THESE FOUR PAGES INCLUDE TWO ONE-YEAR TIMELINES: the top half of each page applies to both timelines (above the line with months), while the information below applies only to the second timeline. Each timeline presents key milestones leading to the launch of a blended learning program that will use a district's teachers with provider content.

Traditional Time Blended Learning Program: The top timeline introduces a blended learning program that will maintain a traditional semester schedule and bell schedule while blending student learning by giving them flexibility in path and/or pace.

QUARTER 1

page 1 of 4

3-month Strategic Planning Process



TIME Shift

timeline
#2

TIME-SHIFTED

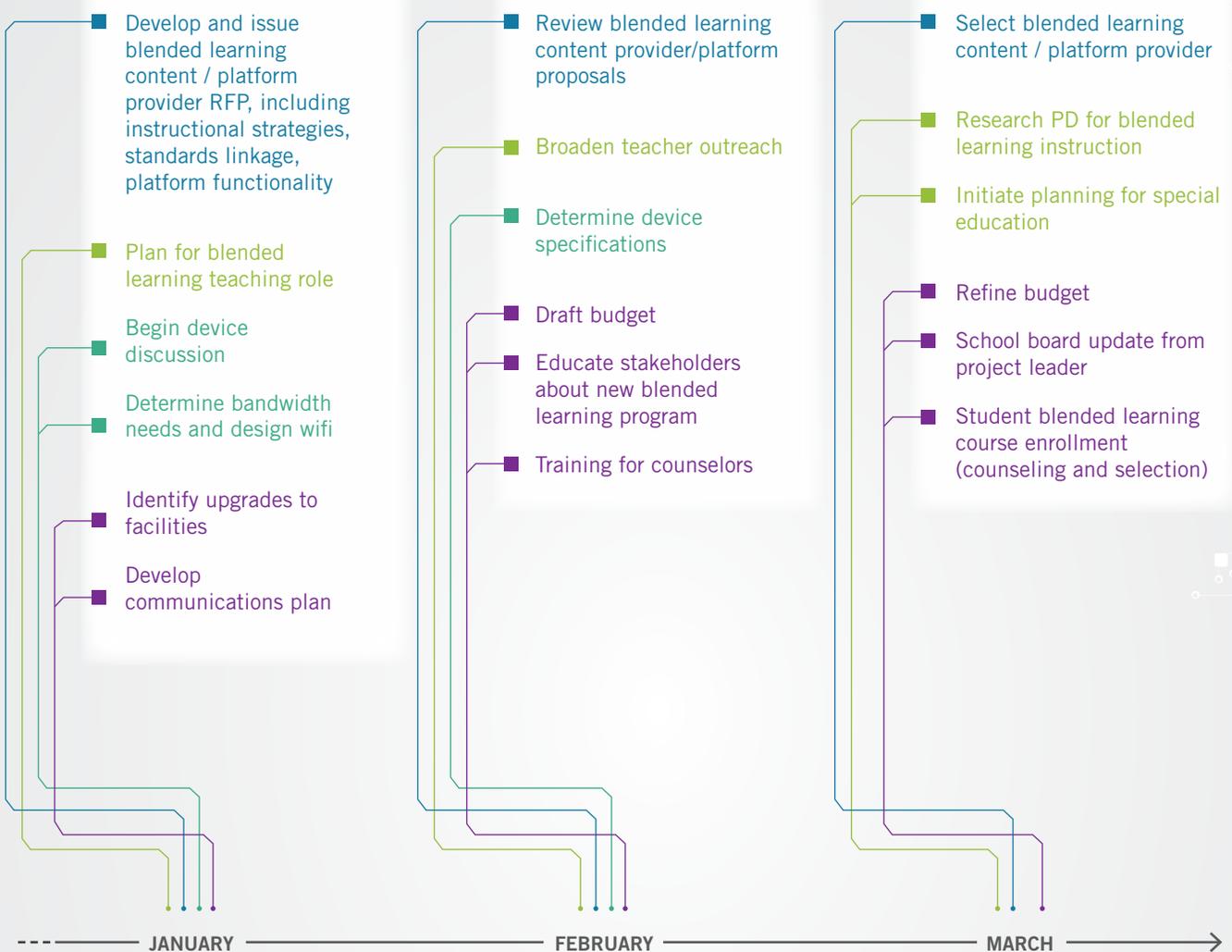
Flexible time schedule

(ENTIRE PAGE)

“Time-Shifted Blended Learning Program:” Building on the top timeline, the events under the months build a blended learning program that gives students flexibility in time or place. While historically these types of programs have been created in charter schools that have more flexibility in how they meet educational goals, traditional public and private schools are moving toward these models in order to personalize learning paths, create cost efficiencies, and push innovation. They often start on a smaller scale.

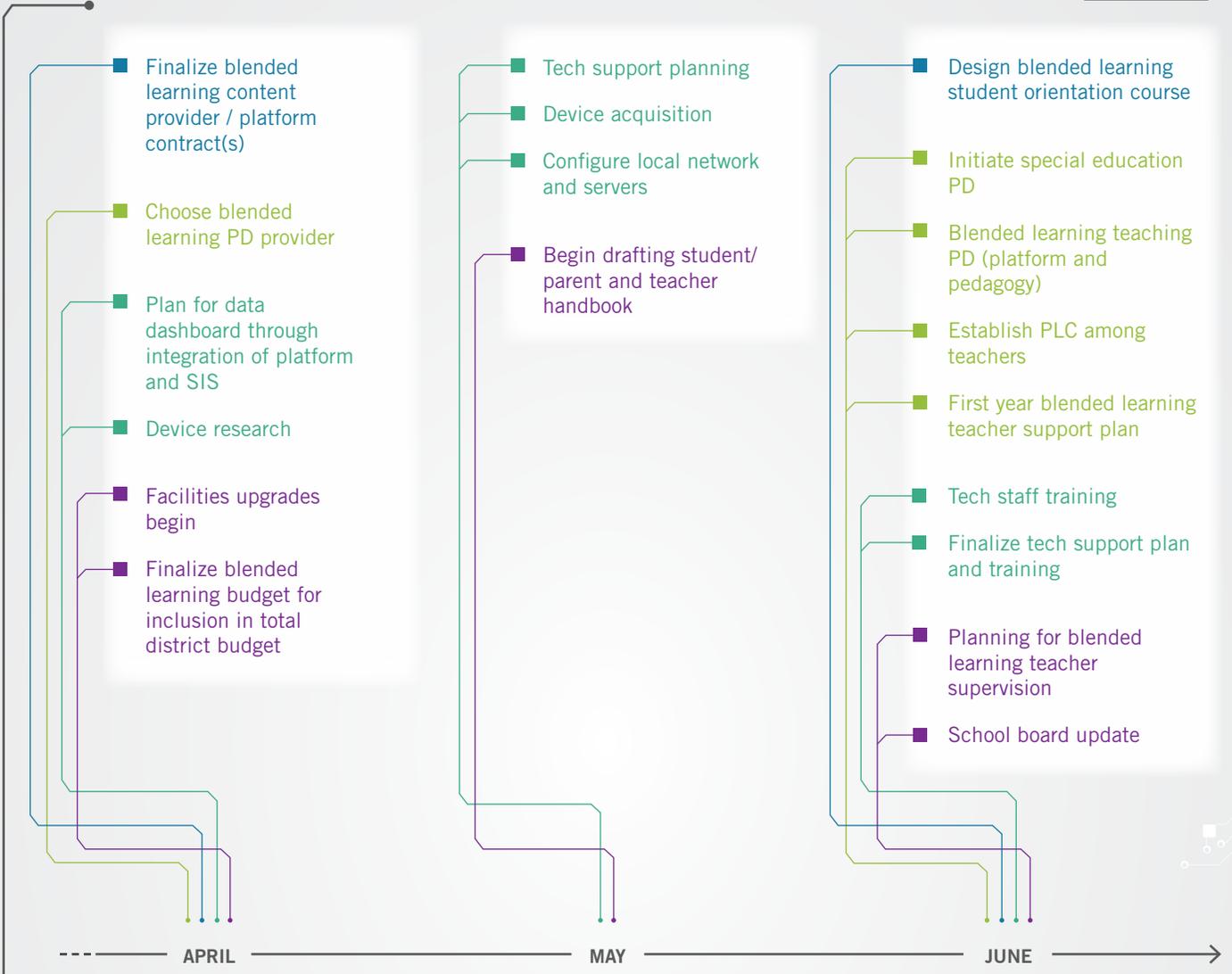
Because planning and implementing blended learning programs that do not adhere to a bell schedule creates its own set of challenges, additional milestones are noted below the names of the months.

QUARTER 2



QUARTER 2 TIME Shift

- | | | | |
|---|---|---|--|
| <p>CONTENT</p> <ul style="list-style-type: none"> Content / platform provider decision is made based on significant reduction in traditional classroom time for students Reduction in traditional classroom time requires that content / platform have strong tools for communication at a distance Content / platform providers must foster independent learning | <p>TEACHING</p> <ul style="list-style-type: none"> Plan for modification of instructional staffing models PD must cover distance learning strategies, remote communication, and the best instruction for classroom time Determine which special education accommodations are appropriate for online | <p>TECHNOLOGY</p> <ul style="list-style-type: none"> Access outside of the classroom impacts device choice Ensure Internet access for all students outside the classroom | <p>OPERATIONS</p> <ul style="list-style-type: none"> Design facilities to accommodate flexible learning spaces, including individuals, and small and large groups Educate parents about how to better support their child's independent learning Counselors and students must understand blended student commitment and responsibilities |
|---|---|---|--|



QUARTER 3
TIME *Shift*

CONTENT

- Contract includes home access for independent learning
- Orientation course customized for independent learning

TEACHING

Online teacher PD allows teachers to experience the role of online learner

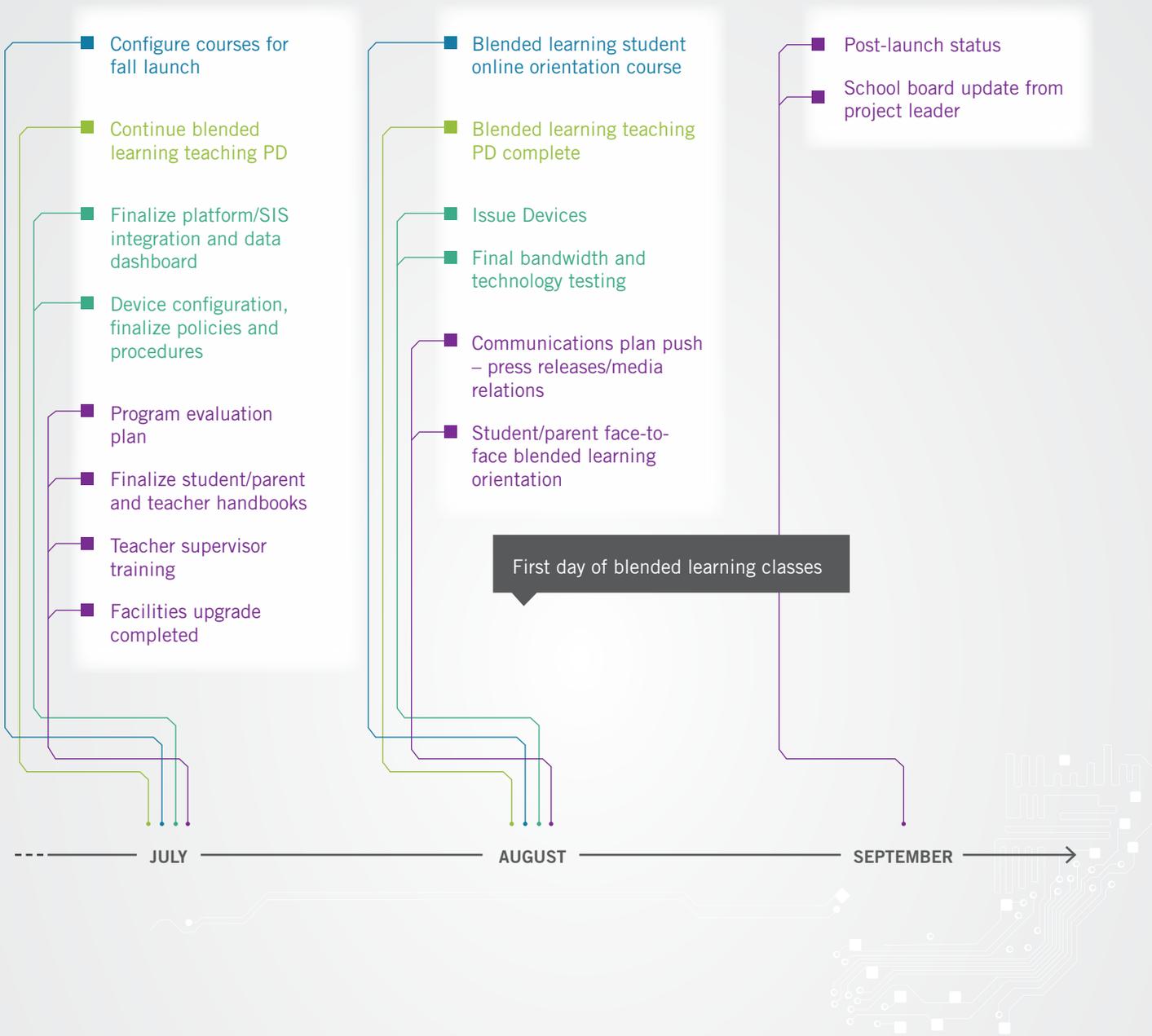
TECHNOLOGY

Prepare for after-hours and remote tech support

OPERATIONS

- Address flexible schedule and different roles in student / parent and teacher handbooks
- Supervisor planning includes evaluating teachers' roles in remote instruction
- Don't forget to tell campus security not to chase students who may be leaving campus at strange hours!

QUARTER 4



FOUR FOCUS AREAS



CONTENT



TEACHING



TECHNOLOGY



OPERATIONS

ABBREVIATIONS

BLÉN - Blended

SUPP - Supplemental

FULL - Fully Online

3 year timeline

ARE YOU HERE?

Some blended learning — or is it ed tech?

Inconsistent student experience

Unknown quality

No fully online program

Developing a Comprehensive District Blended and Online Program

THIS THREE-YEAR TIMELINE PRESENTS KEY MILESTONES LEADING TO THE LAUNCH OF A COMPREHENSIVE DISTRICT-WIDE BLENDED AND ONLINE LEARNING PROGRAM.

This timeline assumes there are existing pockets of innovation happening in the district, but there is no district-level coordination to ensure quality, streamline the student experience, or support teachers. Some teachers, primarily at the middle and high schools, are blending their classes, although some may simply be using more educational technology as opposed to blending classrooms.

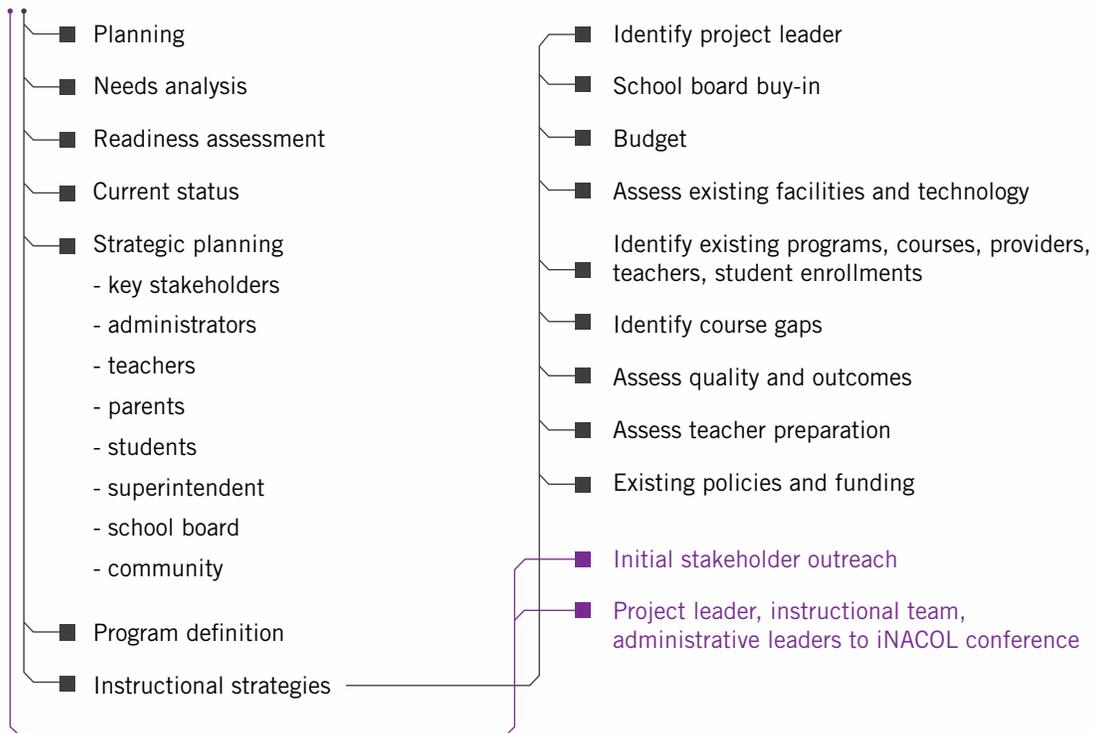
The district does not yet offer supplemental online classes or a fully online program, although students may be enrolling in online classes through a state virtual school or neighboring district.

The initial full year strategic planning process is particularly important in this scenario, as it is important to assess existing offerings and unite them under one program leader. The timeline then organizes key events over the next two years using the Four Focus Areas: **Content**, **Teaching**, **Technology**, and **Operations**.

YEAR 1



Summer / Fall Strategic Planning Process



YEAR 1 *Continued***Spring Semester**

- Identify courses, content, and platforms shared between FULL and SUPP

BLÉN: Identify math content and platform unique to blended learning

SUPP: Goal: fill course gaps

FULL: Goal: full curriculum

- Identify teachers

BLÉN: Existing teachers; no change to schedule or contract

SUPP: Existing teachers who will teach some online and some F2F

FULL: Teachers are likely to be new and fully online

- Select and begin PD for teachers unique to blended or online

BLÉN: PD is math-specific as well as covering BL pedagogy

- Prepare for school and home access for students

BLÉN: Configure classrooms and bandwidth

SUPP: Identify school-level facilitators

FULL: Expect students to access courses from home

- Develop device specs

- Develop communications plan and website

- Begin outreach to students and parents

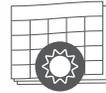
BLÉN: explain BL to families

FULL: outreach to non-district families

- Counselor training

- Create pilot year budget

- Update school board

**Summer Semester**

- Configure and prepare courses/content

■ Continue teacher PD with focus on special education accommodations

■ Plan for providing off-school Internet access for all students

SUPP: Train school-level facilitators

■ Communicate device specs

■ Plan for tech support

■ Continue outreach to students and parents

FULL: summer push to non-district families

■ Configure flexible learning spaces

■ Create PD for building leaders and district administrators



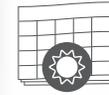
Fall Semester

- Launch unified SUPP program
- Launch fully online HS
- Launch blended learning pilot in math across schools
- Identify additional courses for each program
 - **BLLEN:** Identify ELA content and platform
 - **SUPP:** Fill gaps in electives
 - **FULL:** Add middle and elementary school courses
- Identify additional teachers
- Create teacher PLC and mentoring
- Establish quality teaching standards in each instructional modality
- Plan for enterprise integration of platform and existing SIS
 - **BLLEN:** Test bandwidth and network configuration
 - **SUPP:** Test bandwidth and network configuration again
- Provide tech support
- Plan for program evaluation



Spring Semester

- Assess courses/providers
- Continue PD for both new and experienced teachers
 - **BLLEN:** PD is ELA-specific as well as covering BL pedagogy
- Identify new local facilitators
- Continue outreach using successful student stories
- Expand counselor training
- Expand learning spaces
- Refine budget to plan for scaling
- Revisit and update strategic plan
- Update school board



Summer Semester

- Identify courses/content to develop in-house
- Identify data integration and reporting strategy
- Continue PD for both new and experienced teachers
- Train / mentor local facilitators
- Issue first year evaluation report
- Expand PD for building leaders and administrators and create PLC

FOUR FOCUS AREAS



CONTENT



TEACHING



TECHNOLOGY



OPERATIONS

YEAR 3



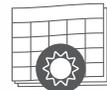
Fall Semester

- Grow unified SUPP program
- Launch fully online middle school and elementary schools
- Extend blended learning to ELA courses across schools
- Add courses to provide full course catalog
 - **BLEN:** Identify content and platform in additional disciplines
- Identify teachers to develop courses
- Extend teacher PLC and mentoring to new teachers and new disciplines
- **BLEN:** PD is specific to new disciplines as well as covering BL pedagogy
- Plan for increasing numbers of users accessing system.
 - **BLEN:** Test bandwidth and network configuration
 - **SUPP:** Test bandwidth and network configuration again
- Scale for growth of tech support
- Continue all elements of program evaluation
- Open courses to out-of-district students
- Continue outreach using successful student stories
- Design next generation learning spaces



Spring Semester

- Assess courses/providers
- Provide course development PD
- Integrate into district budget
- Integrate with district strategic plan
- Update school board



Summer Semester

- Remove ineffective courses
- Develop courses/content
- First online teacher conference
- Issue second year evaluation report
- Configure next generation learning spaces

END GOAL

Myriad supplemental options for all students, all grade levels, all schools

Fully online school open; available for drop in / out as necessary

Non-time shifted blended courses across all math and ELA courses

YEAR 4



Fall Semester

- Implement college and career readiness assessments
- SUPP is providing full course catalog to all students in all schools
- Fully online school grades K-12, with drop-in learning center(s)
- Blended learning is offered across schools and disciplines



About Evergreen Education Group and *Keeping Pace with K-12 Online and Blended Learning*

Since 2000, we have worked with the schools, districts, consortia, education agencies, and other organizations that are improving educational opportunities and outcomes through blended and online learning.

Evergreen provides schools and districts with independent, unbiased consulting and project management services designed to support the planning, implementation, and growth stages of blended and online learning programs.

We also conduct the policy research that helps lay the groundwork for the growth of blended and online learning; informing legislators and other policymakers about the latest developments and advising state education agencies, non-profits and other organizations who are seeking to better understand online learning.

For more information about our work and clients, visit www.evergreenedgroup.com.

Keeping Pace is the annual report that tracks the latest developments in K-12 online and blended learning policy and practice.

It is sponsored by many of the leading blended and online learning organizations in the country. More information about the project and sponsors, including free downloadable reports and figures for use in presentations, is available at www.kpk12.com.



We invite you to learn more and contact us.

office 970.375.3277
info@evergreenedgroup.com
700 Main Ave. Suite E, Durango, CO 81301
www.evergreenedgroup.com