Planning for Quality Guide

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

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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.
**1. ORGANIZED STRATEGIC PLANNING PROCESS**

**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?

**DECISIONS TO MAKE**
- How do Open Educational Resources fit into the plan?
- 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 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?

**2. FOUR FOCUS AREAS**

**CONTENT**
- 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?

**TEACHING**
- 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**
- Include key stakeholders
- Agree on defined educational goals for a targeted group of students
What grade levels will be served?

How will you manage the change process in your organization?

Have you identified a high quality program leader?

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?

The goal is student learning

Remember: build, buy, or a mix?

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?

Comprehensive provider (full curriculum)

Individual courses

Individual learning objects

Content Acquisition

Content Purchase Options

Have you confirmed alignment with district instructional strategies?

CONTENT TEACHING

TECHNOLOGY

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?

OPERATIONS

What facilities upgrades are required to support the program?

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?

Counseling

Enrollment and orientation

Technical support

Academic support

Learning centers

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

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

Do we need a synchronous tool?

PD for technology staff?

PD for technology staff?

Have you engaged in a strategic planning process?
How do Open Educational Resources fit into the plan?

How do you evaluate the quality of online content?

Will your content support individualized instruction?

Have you confirmed alignment with district instructional strategies?

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

Content Acquisition
- build,
- buy,
- or a mix?

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.

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.

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.

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

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.

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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.

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.

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?

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.

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.

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.

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.
How do Open Educational Resources fit into the plan?

How do you evaluate the quality of online content?

Will your content support individualized instruction?

**Content Purchase Options**

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

Build, buy, or a mix?

**Content Acquisition**

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.

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TEACHING

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 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?

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

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.

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.

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.

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.

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.
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.

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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.
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. 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. 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.

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. 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.

How will you ensure interoperability between technologies?

Have you considered Total Cost of Ownership when making decisions?

Which platform or LMS approach serves us best?
- Commercial LMS
- Open source LMS
- Proprietary content platform(s)

How will students access their online tools?
- 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?

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

Do we need a synchronous tool?

PD for technology staff?
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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.
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.

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.

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.

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.

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.

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.

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.

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.

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.

Change the internal culture that assumes students are geographically bound.

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 offer student support services unique to online/blended learning?

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What facilities upgrades are required to support the program?

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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.
Developing a Blended Learning Program

*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**

*3-month Strategic Planning Process*

- Needs analysis: educational goals
- Strategic planning
  - key stakeholders
  - administrators
  - teachers
  - parents
  - students
  - superintendent
  - school board
  - community
- Program definition
- Grade levels
- Students
- Blended learning model
- Facilities
- Instructional strategies and assessment
- Budget
- Identify courses
- Identify teachers

**October**

- Project leader, instructional team, administrative leaders to iNACOL conference
- Identify project leader
- School board buy-in
- Initial stakeholder outreach

**November**

- 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

TIME Shift

**CONTENT**
- 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

**TEACHING**
- 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

**TECHNOLOGY**
- Access outside of the classroom impacts device choice
- Ensure Internet access for all students outside the classroom

**OPERATIONS**
- 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

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**JANUARY**
- Develop and issue blended learning content / platform provider RFP, including instructional strategies, standards linkage, platform functionality
- Plan for blended learning teaching role
- Begin device discussion
- Determine bandwidth needs and design wifi
- Identify upgrades to facilities
- Develop communications plan

**FEBRUARY**
- Review blended learning content provider/platform proposals
- Broaden teacher outreach
- Determine device specifications
- Draft budget
- Educate stakeholders about new blended learning program
- Training for counselors

**MARCH**
- Select blended learning content / platform provider
- Research PD for blended learning instruction
- Initiate planning for special education
- Refine budget
- School board update from project leader
- Student blended learning course enrollment (counseling and selection)
Finalize blended learning content provider / platform contract(s)

Choose blended learning PD provider

Plan for data dashboard through integration of platform and SIS

Device research

Facilities upgrades begin

Finalize blended learning budget for inclusion in total district budget

Tech support planning

Device acquisition

Configure local network and servers

Begin drafting student/parent and teacher handbook

Design blended learning student orientation course

Initiate special education PD

Blended learning teaching PD (platform and pedagogy)

Establish PLC among teachers

First year blended learning teacher support plan

Tech staff training

Finalize tech support plan and training

Planning for blended learning teacher supervision

School board update

APRIL  MAY  JUNE

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!
Configure courses for fall launch
Continue blended learning teaching PD
Finalize platform/SIS integration and data dashboard
Device configuration, finalize policies and procedures
Program evaluation plan
Finalize student/parent and teacher handbooks
Teacher supervisor training
Facilities upgrade completed

Blended learning student online orientation course
Blended learning teaching PD complete
Issue Devices
Final bandwidth and technology testing
Communications plan push – press releases/media relations
Student/parent face-to-face blended learning orientation

First day of blended learning classes

July August September
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

- Planning
- Needs analysis
- Readiness assessment
- Current status
- Strategic planning
  - key stakeholders
  - administrators
  - teachers
  - parents
  - students
  - superintendent
  - school board
  - community
- Program definition
- Instructional strategies
- Identify project leader
- School board buy-in
- Budget
- Assess existing facilities and technology
- Identify existing programs, courses, providers, teachers, student enrollments
- Identify course gaps
- Assess quality and outcomes
- Assess teacher preparation
- Existing policies and funding
- Initial stakeholder outreach
- Project leader, instructional team, administrative leaders to iNACOL conference
**Spring Semester**

- Identify courses, content, and platforms shared between FULL and SUPP
  - **BLEN:** Identify math content and platform unique to blended learning
  - **SUPP:** Goal: fill course gaps
  - **FULL:** Goal: full curriculum

- Identify teachers
  - **BLEN:** 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
  - **BLEN:** PD is math-specific as well as covering BL pedagogy

- Prepare for school and home access for students
  - **BLEN:** 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
  - **BLEN:** explain BL to families
  - **FULL:** outreach to non-district families

- Counselor training

- Create pilot year budget

- Update school board

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**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
  - **BLEN**: Identify ELA content and platform
  - **SUPP**: Fill gaps in electives
  - **FULL**: Add middle and elementary school courses
- Identify new local facilitators
- Create teacher PLC and mentoring
- Establish quality teaching standards in each instructional modality
- Plan for enterprise integration of platform and existing SIS
  - **BLEN**: 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
  - **BLEN**: 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
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.

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*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.

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