

**Melissa Mullis**  
**Assignment #2**

## **Blended Program Assessment Tool for OLTD 511**

(\*\*based on California State University Rubric for Online Instruction)

**Program:** Acton Academy

**Video #:**13

**Blended Model:** Flex Model

### **Overall Impression:**

Wow! This does look like an elementary school environment that I would want to work or learn in. The open concept appears to be well set up and conducive to learning - it is bright and allows for lots of freedom of movement with some clear group spaces set up. The students seem very engaged in their learning and I think the philosophy of the program is positive, aiming for students to be self-directed learners and to foster intrinsic motivation for learning. It seems like the technology is being used to enhance the learning, not necessarily replace something else. There seems to be quite a few teachers here for 29 students - I wonder how the funding works and how students are selected.

**Rank:** 1

**Rationale:** There seems to be a well-balanced approach to learning with the students having access to teachers with a range of expertise, including physical education and the fine arts. It is clearly a student centred approach in which various instructional strategies are applied and students have various opportunities for building and demonstrating their knowledge and skills.

**Is this a school/program I would want to send my own children to? (Y/N)** Y

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>			-There looks to be several teachers/learning guides with the students at a time,

			making for a low student to teacher ratio
<b>Cat 2: Online Organization and Design</b>	-Not much information is given here about the online organization or design. Not sure about content providers.		
<b>Cat 3: Instructional Design and Delivery</b>			<p>-Lots of interaction between students and teachers is evident.</p> <p>-The students appear highly engaged in a variety of activities from independent computer work to group conversations.</p> <p>-Student goal setting - students then work towards the goals that they have set for themselves</p>
<b>Cat 4: Assessment and Evaluation of Student Learning</b>	<p>-Use the standardized testing to ensure that the students are gaining the core skills (the data seems to support the methods being used)</p> <p>-Otherwise unknown</p>		
<b>Cat 5: Innovative Teaching with Technology</b>		-The online programs for core skill instruction sounds like it is effective and allows for students to	

		engage in more project based learning during the other parts of the day	
<b>Cat 6: Faculty use of Student Feedback</b>	-Unknown based on video content.		

**Program:** Rocketship Education

**Video #:** 7

**Blended Model:** Lab Rotation

**Overall Impression:**

This looks like a well thought out program in which the teachers and support staff would be highly trained to support the implementation of this model. The 5 rotation components provide a range of learning opportunities with the online components appearing to be well connected to the face to face instructional pieces, supporting and enhancing the learning overall. All students rotate into enrichment programs where they participate in physical activity, the arts and more which shows a well rounded approach to learning.

**Rank:** 2

**Rationale:** As the video states, I think this is a dynamic space for students to learn. I like that the students have a variety of learning opportunities at the five different rotation stations and that the online programs are adaptive to student needs.

**Is this a school/program I would want to send my own children to? (Y/N) Y**

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>			-Response to Intervention program used with targeted intervention. Small

			group instruction with teachers and tutors using data based decision making.
<b>Cat 2: Online Organization and Design</b>	-Online interface looks well designed, but only a quick glimpse given in video.		
<b>Cat 3: Instructional Design and Delivery</b>			<p>-Many opportunities for interaction and communication with content, teachers, support staff and other students throughout the rotations</p> <p>-Many different types of activities, and various instructional strategies employed during whole group instruction</p>
<b>Cat 4: Assessment and Evaluation of Student Learning</b>			-Data collected from online programs informs planning and teaching. Progress also monitored in small group interventions.
<b>Cat 5: Innovative Teaching with Technology</b>		<p>-Use of the online programs allows for greater flexibility for staff and staffing, enhances personalization, and allows funding to be redirected to further enhance teacher capacity and student opportunities for enrichment</p> <p>-conducting online</p>	

		research, creating multi-media presentations, publishing among skills learned by students.	
<b>Cat 6: Faculty use of Student Feedback</b>	Unknown based on video content		

**Program:** KIPP Empower

**Video #:** 2

**Blended Model:** Station Rotation

**Overall Impression:**

I think this is a smart use of technology to solve the problem of drastically increased class sizes. The school appears to be well balanced/rounded with the focus on being strong in mind, body and spirit. I can see the sense of community that is fostered between the students and staff. Having the computers in the class allows for a more cohesive overall learning environment with those working on computers still being a part of the class. The teachers are making great use of the data gathered from the online programs and using this to inform their practice during the teacher led pieces of learning as well. This too makes for a more cohesive approach. I think the staff need to be highly effective collaborators and well trained in the technology and programs being used for this system work well.

I really like the launchpad concept that allows for single sign on between various programs/ courses from different content providers. This simplifies the process and solves a common problem with usernames and passwords.

**Rank:** 3

**Rationale:** I think the technology use here is smart and integrated well into the overall approach to teaching and learning. I think the data supports the instructional approach being used and like what opportunities the students have with the longer school day.

Is this a school/program I would want to send my own children to? (Y/N) Y

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>			The teachers are available within the classrooms and work with the students for much of the time.
<b>Cat 2: Online Organization and Design</b>		<ul style="list-style-type: none"> <li>-The launchpad system makes program access easy.</li> <li>-Students appeared quite self-sufficient with the technology in the video.</li> <li>-Not much known about the specific programs used for each subject area.</li> </ul>	
<b>Cat 3: Instructional Design and Delivery</b>			-Students have lots of opportunities for interaction with their teachers, in smaller groupings, and with one another. When working online they have 1:1 access to the content. Data from online achievement informs teaching suggesting a strong relationship between the f2f and online pieces.
<b>Cat 4: Assessment and Evaluation of Student Learning</b>		-Data from the various programs collected and shared with the teachers on the teacher dashboard. Data connects to the	

		targeted outcomes and informs teaching planning. -Student self-assessment and peer feedback opportunities unknown.	
<b>Cat 5: Innovative Teaching with Technology</b>		-Innovative use of technology to address challenge of increased class sizes and enhance student learning with online programs personalized to student needs. -Various programs used -Unsure if students using technology flexibly and innovatively to learn and communicate/ demonstrate learning	
<b>Cat 6: Faculty use of Student Feedback</b>	Not enough information: Unknown if student feedback is sought or used by instructors.		

**Program:** Mission Delores Academy

**Video #:** 5

**Blended Model:** Station Rotation

**Overall Impression:**

The rotation system seen here looks to be well supported by having both the teacher and as teaching assistant available to students. The students seem to be engaged and aware of their own learning needs and processes. In watching this video I get the

feeling that the teachers very much care about their students and blended learning is being used primarily as a means to help them best support the students. The financial aspect may be an added bonus as opposed to the primary driver. The use of the online components to support differentiated instruction and more personalized learning is clear, and there is a clear connection between the online and face to face aspects, with the data collected from the online programs being used to inform teacher planning.

**Rank: 4**

**Rationale:** The students very much seem to be at the center of this instructional design and I appreciate that student metacognition seems to be a goal that is worked towards. There seems to be quite a bit of support available to students with differentiation and a focus on critical thinking highlighted.

**Is this a school/program I would want to send my own children to? (Y/N) Y**

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>			-Both teacher and teaching assistant available in the classrooms. Based on the student Manny's description, it seems like opportunities for both support and more challenge are available as needed
<b>Cat 2: Online Organization and Design</b>		-Interface of online programs looks simple and easy to navigate, but not a lot seen in the video. -looks age appropriate- quick views shown of the primary level versus high school level.	



		-Gamified - badges and awards for achievements	
<b>Cat 3: Instructional Design and Delivery</b>			<p>-Lots of opportunities to interact with content in each of the 3 stations, lots of opportunities to interact with teacher and other students in the teacher-led and small group stations.</p> <p>-Variety of activity types between the 3 stations.</p> <p>-Teachers specifically discussed ability to focus on critical thinking skills in teacher-led stations.</p>
<b>Cat 4: Assessment and Evaluation of Student Learning</b>			<p>-Data collected by the online programs and used by the teachers to inform instruction. This may be support with small group instruction.</p> <p>-Teachers seems very aware of student strengths, needs and progress in the 2 sample students discussed.</p>
<b>Cat 5: Innovative Teaching with Technology</b>		-Students seem to be engaged with the methods used and the technology used enhances the learning. Innovative	

		<p>way to increasingly personalize learning and keep lower student to teacher ratios and reduce costs in the long term.</p> <p>-Online courses appear to use variety of multimedia elements and encourage student active interaction with content.</p>	
<b>Cat 6: Faculty use of Student Feedback</b>	<p>-Unknown, however the student voices in the video give the impression that they have a good awareness of what they are working on, why they are working on it and the direction that they are heading. It seems like an environment in which the student voices are valued.</p>		

**Program:** Alliance College Ready Public Schools

**Video #:**3

**Blended Model:** Station Rotation

**Overall Impression:**

Based on the description given in which the school is said to “honour the best of the past with the best of what we have today”, this program would fit into what Horne and Staker (2015) call a hybrid sustaining innovation. There is clearly a focus on increased personalization through the implementation of the 3 rotation system, but also on being cost effective. While there a 16:1 student to teacher ratio stated, it look like the students doing the individual computer station work are in the classroom, working along the back

perimeter, so under the supervision of the same teacher doing the teacher-led instruction. I wonder about behaviour management? I am curious about the content provider - do they create their own? It is stated that the computer does the assessment/grading, freeing up time for teachers to focus on other areas. This makes me wonder what the definition of achievement may be as I am not convinced that the data generated from the online programs I have ever come across would be sufficient to give the bigger picture of student achievement. I am curious as to whether the students play a role in their own assessment processes.

**Rank: 5**

**Rationale:** I think the technology and station rotation approach enhance the personalization of learning. I still have quite a few questions, so I would like more information, especially about the online components being used.

**Is this a school/program I would want to send my own children to? (Y/N) Y**

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>		<ul style="list-style-type: none"> <li>-looked like there are a range of resources within the course including text and video instruction.</li> <li>-Detailed information about course resources not available</li> <li>-Unsure of teacher or support staff resources available during student individual station work</li> <li>-3 stations providing same content in different ways highly supportive.</li> </ul>	
<b>Cat 2: Online Organization and Design</b>		<ul style="list-style-type: none"> <li>-In the quick look given, courses appear to be easy to navigate and cleanly</li> </ul>	

		designed. Not enough information provided.	
<b>Cat 3: Instructional Design and Delivery</b>			-Lots of opportunities to interact with content in each of the 3 stations, lots of opportunities to interact with teacher and other students in the teacher-led and collaborative stations. -Multiple activities to enhance learning and support problem solving with peers
<b>Cat 4: Assessment and Evaluation of Student Learning</b>		-Data from the various programs collected and easily accessed by teachers, parents and administrators. -Student self-assessment and peer feedback opportunities unknown.	
<b>Cat 5: Innovative Teaching with Technology</b>		-Students seem to be engaged with the methods used and the technology used enhances the learning. Innovative way to increasingly personalize learning and keep lower student to teacher ratios.	
<b>Cat 6: Faculty use of Student Feedback</b>	Not enough information: Unknown if student feedback is sought or used by instructors.		

**Program:** Woodland Park High School Teacher Aaron Sams' Classroom

**Video #:**8

**Blended Model:** Flipped Classroom

**Overall Impression:**

Aaron Sams described his rationale for flipping his high school science classroom as changing the focal point from being himself to being the learners. I appreciate his desire to help students to become more independent learners and develop the types of skills that will allow them to be lifelong learners. The direct instruction piece is now delivered through videos that are to be viewed by students at home, or outside of the regular classroom time. I find it interesting that he creates his own instructional videos and think this may help to maintain the sense of personal connection between him and his students during the home learning piece of the program. This would take an incredible amount of time to create and I wonder if the other science teachers in his school are fully on board and if this is a collaborative effort. I would like to have quite a bit more information and know what the students' thoughts are on this instructional method as well as what the effect on student achievement may or may not have been since he implemented this method. If the students don't view the videos are they able to effectively participate in the face to face activities?

**Rank:** 6

**Rationale:**

I wonder if there are other supports in place that also support students and differentiate the learning. This model requires a time commitment outside of the school day and assumes that all students have adequate access to the technology needed.

**Is this a school/program I would want to send my own children to? (Y/N) \_**Maybe.

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and</b>	A lot is unknown here. The learners would be able to		

<b>Resources</b>	review the videos material as needed.		
<b>Cat 2: Online Organization and Design</b>	The videos look well done. Having the teacher visible and the editing to show the concepts as he talks about them is helpful. Not enough is known about how they videos are shared and accessed to assess this category well enough.		
<b>Cat 3: Instructional Design and Delivery</b>	There are opportunities to interact with content via the videos and with the teacher and other students in class. Not enough is known about the instructional strategies overall.		
<b>Cat 4: Assessment and Evaluation of Student Learning</b>	Unknown based on video content.		
<b>Cat 5: Innovative Teaching with Technology</b>	Technology is used and the videos appear to make good use of the Camtasia program. Watching the videos is passive and may not engage the students are encourage them to participate in the learning process.		
<b>Cat 6: Faculty use of Student</b>	Unknown based on video content.		

<b>Feedback</b>			
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**Program:** San Francisco Flex Academy

**Video #:** 11

**Blended Model:** Flex

**Overall Impression:**

This high school sounds like it can meet the needs of various students, whether they are ready to accelerate or need a greater amount of support, possibly including credit recovery. There appears to be multiple tiers of support available with students having access to tutors on site, then teachers in breakout rooms if more support is required. The students interviewed have positive things to say about the social nature of the school and indicate less social pressure than what they felt in other schools, likely due to the small size. It seems like a positive learning environment that better meets the needs of the students interviewed than their previous schools. It seems like it was not the first choice (or at least the first stop) for most students enrolled.

**Rank:** 7

**Rationale:** I can see the draw for this type of program for students at either end of the academic spectrum but am not sure if this is an approach that would meet more broad student needs. The students interviewed said they all know each other and talk together, but then “just go on about their business”. This sounds like the learning can be personalized, but it is also very individualized. I wonder about collaboration and opportunities for students to develop the skills for communication, collaboration and even social awareness.

**Is this a school/program I would want to send my own children to? (Y/N) \_\_N\_\_** (At least not as the first choice option. Perhaps if an alternative educational option is needed.)

	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Cat 1: Learner</b>	Their seem to be		

<b>Support and Resources</b>	several tiers of support. If the online resources are no sufficient students have access to tutors on site, then teachers in breakout rooms if needed.		
<b>Cat 2: Online Organization and Design</b>	Unknown based on the video content.		
<b>Cat 3: Instructional Design and Delivery</b>	Unknown based on video content.		
<b>Cat 4: Assessment and Evaluation of Student Learning</b>	Unknown based on video content.		
<b>Cat 5: Innovative Teaching with Technology</b>		The courses are all online and students appear to have choice in terms of the courses selected and their scheduling. The students talked about being more engaged and successful than in previous schools. -Unknown what specific tools are used to facilitate communication and learning or what types of multimedia may be used.	
<b>Cat 6: Faculty use of Student Feedback</b>	Unknown based on video content.		



**Program:** Impact Academy, Henry County Schools in Georgia

**Video #: 12**

**Blended Model:** Enriched Virtual

**Overall Impression:**

I definitely cringed when I heard the term “digital natives” and worried right off the bat about what kinds of supports would actually be in place for the students, or whether it would be assumed that they would know how to learn independently online. I was happy to see as the video continued on that there are indeed supports provided with the teachers available for small group and 1:1 support.

I think that the student who speaks to this program, Troy is a good example of the types of students that this would work well for - he is capable of setting his own schedule and appreciates the flexibility and ability to work ahead when ready. I also agree with the parents of Isabella in that this can set students up for success in the future as they develop skills for learning how to learn and time to focus on the “work”. This of course requires either an incredibly motivated and self sufficient student, very involved and supportive parents, or both. I wonder how effective this type of learning environment would be for students who do not have those types of home supports available as the face to face teacher supports are intended to be “enrichment”, not a full-time option.

**Rank: 8**

**Rationale:** My rank reflects my thinking about the practicality of this type of schooling for most families more than the way that this program and model are implemented. I think the program sounds like it is personalized and does have the potential to set students up to be independent lifelong learners. I do not think this type of program is a practical one for most families who have working parents and cannot devote the time

required to supervising and supporting the home learning. I know this would not be something I would choose as a first choice for my own children (if I had them).

Is this a school/program I would want to send my own children to? (Y/N)   N  

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>	<ul style="list-style-type: none"> <li>-Teachers available on site as a supporting resource.</li> <li>-Discussion about planning of personal schedule indicates this is a topic focused on, but unknown based on video content.</li> <li>-Access to alternate/additional supporting resources unknown.</li> </ul>		
<b>Cat 2: Online Organization and Design</b>	Unknown based on video content.		
<b>Cat 3: Instructional Design and Delivery</b>	<ul style="list-style-type: none"> <li>-Opportunities for interaction with teachers and other students during f2f portions.</li> <li>-Are there collaborative activities built in?</li> <li>-Communication of course objectives and types of activities unknown.</li> </ul>		
<b>Cat 4: Assessment and Evaluation of Student Learning</b>	-It was indicated that the course allows for student movement through content at their own pace, suggesting ongoing assessment is built		

	in.		
<b>Cat 5: Innovative Teaching with Technology</b>	The students in the video seem engaged with the program overall. -Course resources and tools to facilitate learning are not known beyond the ability to provide extra support or to move ahead if needed.		
<b>Cat 6: Faculty use of Student Feedback</b>	Unknown		

**Program:** DongPyeong Middle School

**Video #:**9

**Blended Model:** Flipped Classrooms

**Overall Impression:**

I find this interesting. This differs from many other flipped classroom approaches as the students view the video based “lecture” content at the school as a part of the regular school day. I think this would address some of the potential concerns around what happens if the students don’t do their “homework” and miss the video content. I did find it concerning though that the time used to watch the video content used to be the time the students would be taking a recess break as I think that unstructured time for play, conversation, or even just rest, is valuable. The students do look engaged and are working collaboratively with the support of the teacher. I wonder if this would be sustainable over a longer period of time with the same levels of engagement? Is this really blended though? Is there really the element of some student control over time, place, path and/or pace? Or, is it simply using technology to support learning?

**Rank:** 9

**Rationale:**

While I think that providing the lecture or content heavy pieces of the instruction online could benefit students by allowing them to revisit or slow down the information to better suit their individual needs, I think in this case the flipped model is being used to cram more into the school day and is not necessarily being done in the best interest of the students. I wonder about the students also having time to take a break or participate in less structured activities, or if students have a voice in their learning pathway. There is very likely a cultural difference in terms of how education, schooling and student free time are viewed at play in this ranking.

**Is this a school/program I would want to send my own children to? (Y/N) \_\_N\_\_**

	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Cat 1: Learner Support and Resources</b>	-The teacher is available for in-class support. -Additional resources or in-course support are unknown.		
<b>Cat 2: Online Organization and Design</b>	Unknown based on video content.		
<b>Cat 3: Instructional Design and Delivery</b>	-There is opportunity to interact with others students and the teachers as well as the content in the collaborative group work. -It appears that the online content is necessary for the in-class activities, so there is integration between the two. -Course objectives/goals being identified is unknown based on video content.		

<b>Cat 4: Assessment and Evaluation of Student Learning</b>	-Assessment strategies are unknown. -The technology used appears to be for the delivery of content as opposed to capturing any student data.		
<b>Cat 5: Innovative Teaching with Technology</b>	-New instructional methods are being applied, using technology to help solve the observed problem of students sleeping in class or not participating. -The nature of the videos or the use of multimedia is unknown.		
<b>Cat 6: Faculty use of Student Feedback</b>	-Unknown based on video content.		

**Program:** Carpe Diem in Yuma, Arizona

**Video #:** 10

**Blended Model:** Individual Rotation

**Overall Impression:**

300 cubicles! That is my first impression. This piece looks like an office environment that I would never want to work in and I feel like this could be the least inspiring learning environment imaginable. Watching more of the video did improve my impression though as it became clear that there are opportunities for student collaboration and project based learning, and that the students are able to develop relationships with their teachers, with these extended over multiple years.

**Rank:** 10

**Rationale:** I am really unsure about this one, but first impressions are hard to overcome. With so much of the time being spent on the online learning I would definitely want more detailed information about what the online programs actually look like. This holds true for almost all of the programs reviewed though. While the data seems to show that this is an effective learning program, I am a bit curious about what specifically is being measured. I found myself wondering “What about the arts? Physical education? Are there alternate learning spaces also available for these types of lessons and activities?” I am always a bit sceptical when cost effectiveness is discussed so much.

**Is this a school/program I would want to send my own children to? (Y/N) Not Likely**

	Baseline	Effective	Exemplary
<b>Cat 1: Learner Support and Resources</b>		In course resources unknown. The instructors are readily available to students and face to face time in workshops and lessons is incorporated.	
<b>Cat 2: Online Organization and Design</b>	Unknown		
<b>Cat 3: Instructional Design and Delivery</b>		The teacher led piece/ workshops include project based learning and other activities that encourage interaction, discussion and the development of critical thinking skills.	

		There are opportunities to interact with the teacher and other students throughout the day. The majority of student time seems to be on the computer based learning.	
<b>Cat 4: Assessment and Evaluation of Student Learning</b>		The online programs provide data collected and reviewed daily. The programs are adaptive to student achievement and needs. Self assessment and peer feedback are unknown.	
<b>Cat 5: Innovative Teaching with Technology</b>		-All subject areas in online courses. The courses are adaptive to student needs and the levels can be adjusted based on the achievement data collected.	
<b>Cat 6: Faculty use of Student Feedback</b>	Unknown		