Blended Program Assessment - OLTD 511 - Sandra Dailey

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

Program: San Francisco Flex Academy

Video #: 11

Blended Model: Flex

Summary: Students receive their instruction and complete most of their work following individualized online curriculum. This is supported by 'academic coaches' who circulate to assist individuals, and teachers in 'breakout session rooms' to offer further assistance. Students go at their own pace and have a lot of flexibility in terms of how quickly they move through each course and their school hours.

Rank: 1

Rationale: I love the term 'academic coach'. I also love that the program is free and attracts high-achievers as well as students who have not success in school previously. There seems to be a lot of support for students, so they're not left on their own if they start struggling with the online instruction. There seems to be a good feeling of respect and community.

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

Note: Since the following is judged by a single video, the rubric is based on student and teacher comments and reactions to the program.

	Baseline	Effective	Exemplary
Cat 1: Support and Resources			x
Cat 2: Online Organization and Design			x
Cat 3: Instructional Design and Deliver			x
Cat 4: Assessment and Evaluation of Learning			x
Cat 5: Innovative Teaching with Technology			x
Cat 6: Faculty use of Student Feedback			x

Program: Rocketship Education

Video #: 7

Blended Model: Station Rotation

Summary: Focuses on personalized learning that uses rotation blended learning to create a flexible environment where teachers can use a variety of structures, strategies and tools to engage students. Has 5 components including whole group instruction, online learning, targeted intervention, team learning and small group instruction.

Rank: 2

Rationale: I liked how there were 5 components to this blended model, including whole group instruction so you can have a 'community' feel through discussion, etc. I liked that the arts and physical education were also addressed in "enrichment" programs.

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Cat 1: Support and Resources			**x**
Cat 2: Online Organization and Design			**x**
Cat 3: Instructional Design and Deliver			**x**
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Cat 5: Innovative Teaching with Technology			**x**
Cat 6: Faculty use of Student Feedback			**x**

Program: Mission Dolores

Video #: 5

Blended Model: Rotation

Summary: A Catholic school where students move from teacher-led instruction to small groups, to independent work online, within the classroom setting. Students spend about ½ of their instructional time on the computer learning from software programs. Teachers can identify student strengths and weaknesses and address challenges in small-group settings using different methods.

Rank: 3

Rationale: I like that this is a private school that seems committed to serving students coming from a range of socio-economic backgrounds. I like the launch-pad for the elementary students. I like how students can move at their own pace and how teachers can focus on individuals.

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Cat 1: Support and Resources			x
Cat 2: Online Organization and Design			x
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Cat 4: Assessment and Evaluation of Learning			x
Cat 5: Innovative Teaching with Technology			x
Cat 6: Faculty use of Student Feedback			x

Program: Aspire ERES Academy

Video #: 4

Blended Model: Station Rotation

Summary: Teacher-led instruction, in small groups, is combined with other approaches to learning including independent study and learning on the computer using an adapted software program. Students rotate around the classroom, visiting each of the three stations that the teacher has set up.

Rank: 4

Rationale: I liked their mission statement about getting low-income students prepared for college. I liked how the teachers' standards could be programmed into the computer and how the teacher had up-to-date data to adapt lessons to individuals. I liked that everything was contained in the classroom.

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Cat 2: Online Organization and Design			**x**
Cat 3: Instructional Design and Deliver			**x**
Cat 4: Assessment and Evaluation of Learning			**x**
Cat 5: Innovative Teaching with Technology			**x**
Cat 6: Faculty use of Student Feedback			**x**

Program: Carpe Diem

Video #: 10

Blended Model: Flex / Flipped

Summary: Focus is on a learning commons where students receive most of their instruction and complete most of their work following an individualized online curriculum. This is coupled with hands-on workshops with teachers to make the work more relevant and to focus more on interactions, enrichment, and discussion to build on context and critical thinking skills.

Rank: 5

Rationale: I liked how the program takes the idea of 'flipped' classrooms where the information is learned independently, and moved this independent online learning to the learning commons; where it still happens before students move to a small group or classroom setting to practice and enrich the learning. I also like how student programs can be customized and students can move at their own pace.

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Cat 1: Support and Resources			**x**
Cat 2: Online Organization and Design			**x**
Cat 3: Instructional Design and Deliver			**x**
Cat 4: Assessment and Evaluation of Learning			**x**
Cat 5: Innovative Teaching with Technology			**x**
Cat 6: Faculty use of Student Feedback			**x**

Program: KIPP Empower

Video #: 2

Blended Model: Station Rotation

Summary: This school focuses on the goals of students being strong in mind, body and spirit. To support the diverse needs of individual students, teacher-led instruction is combined with other approaches to learning including learning collaboratively with each other, learning online with virtual instructors, and independently learning with software or print materials. This results in a 14 to one student teacher ratio.

Rank: 6

Rationale: The apparent dedication of the teachers in the video was impressive. I also really thought the principal was great and I liked the school's goals. I also liked that the school seemed to serve different demographics and all the students seemed to be treated with respect. The 14 to one student teacher ratio was also impressive.

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Cat 4: Assessment and Evaluation of Learning			**x**
Cat 5: Innovative Teaching with Technology			**x**
Cat 6: Faculty use of Student Feedback			**x**

Program: Teach To One

Video #: 1

Blended Model: Station Rotation

Summary: This school's math program combines teacher-led instruction with other approaches to learning including students working collaboratively with each other, students working online, and students working independently with print materials. Multiple math skills can be taught simultaneously, and students experience different instructional approaches to match their learning styles and knowledge level.

Rank: 7

Rationale: I loved the launch-pad set up, where kids could access multiple programs with one login, with picture identification symbols. I like how the program could predict the most effective way for a student to learn.

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Cat 5: Innovative Teaching with Technology			**x**
Cat 6: Faculty use of Student Feedback			**x**

Program: Quakertown Community School District

Video #: 14

Blended Model: A La Carte

Summary: Cyber program offers students flexibility in their program choices. Some courses are taught in a more traditional manner, while 'cyber' courses are offered to those who want them. Online courses and face-to-face courses are taught by the same teachers, and using technology to aid learning seems to be a focus in both the bricks and mortar setting and the online environment.

Rank: 8

Rationale: I like their goal, "anytime, anywhere, learning". I also like that the dropout rate has been reduced considerably and this seems to be due largely to the school's' dedication to finding an option that will work for each individual student.

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Cat 6: Faculty use of Student Feedback			**x**

Program: Woodland Park High School

Video #: 8

Blended Model: Flipped

Summary: Science content is delivered asynchronously, at the student's home, using videos the teacher has made with Camtasia Studio. Classroom time is not spent learning new things; it is spent applying the knowledge students learned at home and asking questions about what they learned at home. So, what used to be done for homework is done in class, and what used to be done in class, is done at home before class.

Rank: 9

Rationale: I liked how the teacher's role changed from being a lecturer, to being a tutor, a guide, and a "puter outer of fires". I like this in theory, but am still not convinced that students will do the 'at home' work, in the same way that a lot of students don't do their 'homework' in a traditional model.

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Cat 6: Faculty use of Student Feedback			x

Program: Acton Academy

Video #: 13

Blended Model: Rotation (Core Skill Time and PE Time etc.)

Summary: All students are on individualized programs and are not in a 'grade' level, and can therefore move as quickly or as slowly as they need to. Core skills are taught largely using computer programs. The school is 'student centered' and teachers are seen as 'guides' who set up the programs and allow students to be self-directed learners. The school wants to foster the belief that motivation should come from within rather than be teacher directed.

Rank: 10

Rationale: I like the openness of the classroom, and the apparent 'organized chaos'. I also like the emphasis on not only core skills, but also pe and the arts. I've ranked this school a bit lower because I don't think it would appeal to, or be particularly effective, for all personality types or income levels.

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

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Cat 6: Faculty use of Student Feedback		**x**	