Section 3 – Educational Delivery Methodologies

Educational Delivery Methodologies

Students engaged in online coursework at Fifth Charter School will receive the support and guidance of the online learning instructional community to ensure the best chance for success. Students will be motivated to set and meet high expectations for themselves, seek guidance from their teachers, and access all available resources. Student guidance will focus on the belief that success is measured in acceptable performance standards as well as in adequate progress and in meeting minimum weekly participation requirements.

PIE-AZ will foster a collaborative effort to leverage of all virtual and campus-based resources to support the online students. Throughout the year, online students can access all campus resources including science labs, staff, and computer labs to achieve academic success. Additionally, PIE-AZ will seek partnerships with community organizations that provide free Internet access and provide Internet access locations to ensure that lack of access at the student's home does not become a barrier to academic success.

Methodologies

Edmentum's PLATO courses are developed to give teachers a variety of ways to engage different learning modalities and to give students an opportunity to experience a range of standards and objectives to ensure academic success. PLATO courses integrate the online curriculum, learning activities, and supporting interactive activities. An array of assessment tools allows the teacher to correctly place students at the appropriate learning level, to evaluate strengths and needs, to create individualized learning goals within an Individualized Learning Plan, and to determine proficiency. Reports assist students in understanding where they need to focus to be academically successful as measured against objectives. Guidelines and tools are provided to track student progress and to determine a final course grade. PLATO courses give teachers control over instructional choices for individual students as well as for the classroom. Teachers may use all of the components as sequenced or select specific activities to support and enhance instruction. Edmentum courses can be used in a variety of ways to increase student achievement.

The Edmentum LMS (PLATO Courseware) includes various instructional methodologies integrated into each course. These instructional methods include: computer assisted learning systems, virtual classrooms, virtual labs, electronic field trips, electronic mail and messaging, virtual tutoring, online help desk, a wide array of formative assessments and non-computer activities. The non-computer activities consist of and are not limited to: face to face direct instruction, small group instruction, tutoring, project-based learning, and guided independent study through the use of student activity workbooks and interactive notebooks.

The common design elements and activities combined with a thorough initial orientation video lecture support a student's quick understanding of the delivery system. This immediate understanding enables a student to focus on the content right from the beginning of the first lesson. Each course utilizes a variety of methods and has the flexibility to allow teachers to modify the program to suit individual student learning needs.

The Edmentum LMS (PLATO Courseware) enables the teacher to employ numerous educational delivery options for each online course. The ability to modify delivery methods empowers teachers to efficiently and effectively support differentiation of instruction, customized assessments, and supplementation of course material for different learning styles. Providing online students a choice in how they absorb content is considered a key to supporting different learning styles.

The primary delivery method for the proposed Fifth Arrow's online content is web-based online delivery. Based on needs identified by teacher monitoring, formative and summative assessments, or student requests, the delivery method can be modified in numerous ways.

Flexible Delivery of Content

All online materials are printable. The interface and font of the content can be adjusted to minimize the amount of ink used in printing.
eNotes: In lieu of paper notes, the students have the option to take eNotes while listening to & interacting with the tutorials or while studying the online readings and content. These notes can be made available at the end of lesson or course assessment at the discretion of the teacher and the individual student.
Secure internal messaging system: provides the option for synchronous or asynchronous support of student learning.
Teacher online office hours: Teachers provide four hours of online synchronous office hours. Additional synchronous time can be requested by students as needed.
Phone communication as required. Teachers will have access to phone numbers and refer students and parents to a phone conference as required.
Supplemental assignments: The content can be delivered by all lessons or one lesson at a time. Teachers may determine that an alternative assignment that covers the same objective may be appropriate. These alternative assignments will be approved by the teacher and delivered electronically to the student.
Supplemental resource links: Students may seek out additional information or guidance about a lesson objective by utilizing a personal search engine such as Google. Teachers will also collect and send out additional resource links as the need arises. All links will be submitted for approval by the Principal of Fifth Arrow.
Practice exercises: The teacher may assign practice exercises in addition to the online content. The teacher would have the opportunity to weight these additional assignments as part of the lesson performance score, as part of the participation grade, or as extra credit. Any editing or adjustment of the student's score requires a full justification in the notes section at the time the teacher makes the change.
Universal access: The content is available at all times and on all days. Students will be able to access their online content as long as they have access to the Internet. Those students that don't have access to the Internet may print the material and seek help while working on the paper version.
Learning Aids: Learning aids within the courseware that are designed to assist students include:

- eNotes
- Resource Folder
- Dictionary
- Text to Speech (content reader)
- Translator (16 languages)
- Scientific Calculator
- Math tools (graphing tool, histogram, scatter plot, stem &leaf)

Students will be guided to these tools at the time of enrollment, during the video orientation, and as the need is identified by the teacher.

The content development staff is comprised of highly qualified professionals with years of experience in classroom and online education settings. This includes academic subject matter experts as well as skilled editors. . The content development staff will focus on fundamental academic content. Edmentum's Virtual Classroom Suite adheres to industry standards and rigorous review in its provision of essential instructional elements.

Online Discussion Rubric

PLATO Course Components

PLATO courses incorporate three types of learning activities from the building blocks of active learning for each course: lessons, unit activities, and online discussions. Each lesson within a course contains an interactive tutorial and an associated mastery test. Each tutorial includes one or more lesson activities that constitute mini-projects associated with the tutorial.

Tutorials provide direct instruction, video instruction, and interactive checks of understanding. Students check their understanding and practice their skills with a wide variety of technology-enhanced practice interactions, including drag-and-drop interactions, graphic interactions, matching questions, multiple response questions, and fill-in-the-blank questions.

Lesson activities are embedded within each tutorial. These focused mini-projects allow students to develop new learning in a constructivist way or to apply learning from the tutorial in a significant way. Lesson activities are designed to be an authentic learning and assessment tool.

Similar to lesson activities, unit activities at the end of each unit constitute one or more small projects, but their purpose is to deepen understanding of key unit concepts and tie them together. Each unit activity includes a simple rubric. Unit activities are teacher graded.

Asynchronous, online discussion with teachers and other students is a key activity, based on 21st-century skills, which allows for higher-order thinking about terminal objectives. An online threaded discussion is similar to the educational experience of a classroom discussion. Teachers can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; teachers may include additional discussion topics. A rubric for grading discussion responses is included below.

	D/F 0–69 Below Expectations	C 70–79 Basic	B 80–89 Proficient	A 90–100 Outstanding
Relevance of Response	The responses do not relate to the discussion topic or are inappropriate or irrelevant.	Some responses are not on topic or are too brief or low level. Responses may be of little value (e.g., yes or no answers).	The responses are typically related to the topic and initiate further discussion.	The responses are consistently on topic and bring insight into the discussion, which initiates additional responses.
Content of Response	Ideas are not presented in a coherent or logical manner. There are many grammar or spelling errors.	Presentation of ideas is unclear, with little evidence to back up ideas. There are grammar or spelling errors.	Ideas are presented coherently, although there is some lack of connection to the topic. There are few grammar or spelling errors.	Ideas are expressed clearly, with an obvious connection to the topic. There are rare instances of grammar or spelling errors.
Participation	The student does not make any effort to participate in the discussion.	The student participates in some discussions but not on a regular basis.	The student participates in most discussions on a regular basis but may require some prompting to post.	The student consistently participates in discussions on a regular basis.

PLATO Learning Tools

The screenshot below shows PLATO Learning Management System's (LMS) tools to assist students as they work through a course. Clicking an icon opens access to the tool. Clicking again closes the tool.

- **Notes (tutorials).** Students can record notes and retain them for later reference.
- **Resources (tutorials).** Students can access key tools and references designed to support their learning.
- **Dictionary (tutorials).** Students can see a definition in English or Spanish for any text that they enter or copy and paste into the provided text field.
- **Text to Speech (tutorials and mastery tests).** Students can play the audio narration for any text they enter or copy and paste into the provided text field.
- **Translate (tutorials).** Students can see a translation to another language for any text they enter or copy and paste into the provided text field.

Source: Edmentum's Plato Learning Environment LMS

Ongoing Formative Assessment

Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. These tools include both objective and authentic learning tools.

Objective Assessments

PLATO Courses associate a targeted learning objective with each lesson in each course. Each lesson objective is assessed through objective assessments at three different points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. In addition, pre-tests based on these objectives are available at the beginning of each unit if desired by the teacher and appropriate for a particular student.

All objective assessments are taken online. Assessment items are presented in over a dozen technology-enhanced item formats, parallel to those found in many state-standard assessments. Typical item formats include multiple choice, multiple select (more than one answer), drag-and-drop matching, graphic placement, and text fill-in. Assessment variety includes:

- Mastery tests at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness.
- Unit pre-tests are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (80% proficiency), the student may be automatically exempted from that lesson in the upcoming unit. Typically, teachers do not choose to employ exemption pre-tests for first-time credit courses.
- Unit post-tests help instructors track how well students have mastered the unit's content.
- End-of-semester tests assess the major objectives covered in the course. By comparing the unit pre-test results against unit posttest and end-of-semester test results, the instructor can gain a simple picture of student progress in mastering the lesson objectives for the course.

Authentic Learning Assessment

Of the basic learning activity types described above, three are designed to help exercise and assess higher-level thinking skills: lesson activities, unit activities, and online discussions. These learning activities allow students to develop deep understanding and at the same time provide data for the teacher to assess knowledge development.

Lesson activities immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. They also provide a tool for assessing identified Arizona College and Career Ready standards. The lesson activities in each course are self-checked by the student; however, it is also possible for teachers to review and grade student work.

Unit activities are similar to lesson activities in style and purpose, but they are typically more in-depth and time intensive. Unit activities enable students to demonstrate a depth of knowledge and a more integrative understanding of the unit's objectives. Unit activities are teacher graded and are submitted through a drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to the student and the teacher for this purpose.

Online discussions encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. In this way, they help teachers assess students' critical-thinking skills, communication skills, and overall facility with critical concepts. Each unit within a course has one predefined discussion topic. However, instructors can customize the course to add more discussion topics. Online discussions may use any rubric the instructor sets. A suggested rubric is provided below for reference.

Report Features

The Edmentum LMS provides teachers and administrators numerous reports to support monitoring of student activity and performance. The reports are divided into two areas: Curriculum Reports and Assessment Reports. A breakdown of the available report features is outlined below.

Curriculum Reports

Assignment Module Mastery

This report compares learners' progress with that of their class peers for a single assignment.

Class Usage Summary

This report gives instructors and administrators information about how learners are spending their time in PLE at a class level.

Curriculum Strengths and Needs by Class

Curriculum Test Progress

This report provides a snapshot of how learners in a class are performing on the tests in an assignment.

Data Extract

This report allows instructors and administrators to see all usage and progress data for a group of students or for all students in a class, location, or district.

Detailed Score

This report provides instructors and administrators scores for pretests, posttests, and mastery tests for multiple learners in an Assignment.

Graphic Learner Progress Report

This report provides a graphical representation of Learner's progress for an assignment.

Learner Daily Usage by Class and Assignment

This report serves to monitor students' activity in a class as they log in and out of PLE, tracking how much time each student has spent in the system and running content for selected assignments for a specified date range.

Learner Daily Usage by Learner

This report serves to monitor students' activity in a class as they log in and out of PLE, tracking how much time each student has spent in the system and running content in all their assignments in all classes over a specific date range.

Learner Progress by Class and Assignment

This report serves to monitor multiple learners' progress, status, and scores on activities within multiple assignments.

Learner Progress by Learner

This report serves to monitor a single student's progress, status, and scores on activities within multiple assignments across all classes.

Curriculum Items Response Report

This report provides instructors and administrators a view of learner responses to all items on a single test in courseware assessments for given locations.

Assessment Reports

Assessment Progress by Assignment

Assessment Progress by Test Series

Assessment Strengths and Needs by Class or Learner

Class List of Assessment Scores

Demographics Summary

Accucess Results

Assessment Items Response Report

This report provides instructors and administrators a viewof learner responses to all items on a single test in benchmark assessments for given locations.

Source: Edmentum's Plato Learning Environment LMS

Implementation Models

The delivery flexibility of PLATO Courses gives educational programs and instructors the elasticity to define implementation approaches that address a variety of learning needs. Instructors can configure the courses for individual students to work at their own pace or for students working together concurrently in a group. Furthermore, the courses can be delivered completely online (using a virtual approach) or can include both face-to-face and online components, which is Fifth Arrow's blended approach.

Depending on the learner grouping and learning approach, teachers can choose to take advantage of peer-to-peer interaction through online discussions. Similarly, if students have prior knowledge of the concepts taught in certain lessons, teachers can decide to employ unit pretests to assess students' prior knowledge and exempt them from taking the lessons.

The following are two common implementation models for using PLATO Courses, along with typical (but not definitive) implementation decisions.

- **Independent Learning**
  The student is taking the course online as a personal choice or as part of an alternative learning program.

Learner grouping	independent learning
Learning approach	blended or virtual
Discussions	remove from learning path
Unit pretests	students do not take pretests

- **Group or Class Learning**
  The online course is offered for a group of students. These students may not be able to schedule the specific course at their local school site, or they may simply want the experience of taking an online course.

Learner grouping	group interaction
Learning approach	blended or virtual
Discussions	use; additional discussion questions may be added
Unit pretests	students do not take pretests

Source: Edmentum Course Teacher Guides

Using virtual delivery tools embedded in the PLATO LMS and additional collaborative software such as Blackboard Connect or Go-to-Training, teachers will be empowered to take advantage of the above delivery modalities in a virtual environment.

The Edmentum course content can be used to remediate, reinforce, and enrich the skill levels of students. This emphasis on learning essentials is a means to empower student learners. The lessons are highly focused including everything central to mastering the subject. The Edmentum philosophy encourages teachers to incorporate the online curriculum content with a virtual classroom experience and other instructional resources to provide students with a complete education. What the Edmentum content teaches is the foundational knowledge and skills needed for extended learning, application, and problem-solving in today's world.

The Edmentum content goes through a rigorous screening that encompasses feedback provided by veteran, highly-qualified classroom instructors. Formative and summative activities in the Edmentum program remove the need to create and grade assessments from teacher created templates and rubrics. The Edmentum content includes these components and provides ongoing analysis of a student's academic progress. Utilizing the Edmentum content, Fifth Arrow staff can customize assessment options, allowing teachers to serve students' needs, measure ability, and enhance participation, progress and performance.
The knowledge and skills that form the PLATO online curriculum content are those accepted as the basis of education standards across the United States. PLATO Learning courses are developed using rigorous state and national standards, including those from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the Thomas B. Fordham Foundation index of A-rated states. Teachers and program administrators also have access to state and national standards within the PLATO system, which allows them to customize courses to

address local standards and pacing guides. Teachers can add, remove, or re sequence course content to meet local course requirements.

The content delivery system includes:

- Computer Assisted Learning Systems: LMS, research links, system notices, and course glossary and reference pages
- Virtual Collaborative Learning Space: LMS design is based on a classroom model option to allow teachers set up a virtual space and facilitate a discussion through whiteboard collaboration
- Virtual Lab: Include informal labs, interactive simulations, analysis of experimental data, and simulated labs which correspond to lesson objectives
- Electronic Field Trips: Designed by the teacher to cover multiple objectives and can be the basis for a research project
- Electronic Mail and Internal Messaging: The LMS has a built-in secure messaging service for communications between students, teachers, and administrators
- Virtual Tutoring: allow instructors to assign content and gives them the ability to create classes, modify and deactivate assignments, run reports and monitor progress
    - Online Help Desk: Student orientation toolkit which guides students to resources and information they need to begin Plato Courseware. Students can email their teacher anytime 24/7 for support, as well as during teacher "office" hours for synchronous discussion. Edmentum also provides live tech support by phone or email 55 hours per week.
- Group Chat: Securely based email that allows teacher moderated discussion boards that ask open ended questions and encourage students to reflect on concepts and reflect on the views of others
- Non-computer Activities: All courses managed by a highly qualified, certified teacher can include approved additional or alternative activities based on individual need. These include: guided independent study, small group instruction with learning labs, experiential learning activities, tutoring, and mentorship.

Meeting Varied Learning Styles

PLATO LMS utilizes learning styles that support best practices for auditory, visual and kinesthetic learners. Students who are visual learners will benefit from diagrams, pictures and graphs, as well as online videos and demonstrations. Students who tend to be auditory learners can use a text-to-speech tool that is embedded in the LMS tool option. Students who are kinesthetic can benefit from virtual experiments and their learning can be enhanced through hands-on learning labs. Other learning support tools include:

- A folder to store course resources
- A translator for second language students
- A regular and graphing calculator for math courses
- The ability to take eNotes that are stored with the student's course

Students can work from the computer directly online or print lessons and assessments if they prefer a hard copy.

Synchronous Methods to Support Students

Edmentum offers various synchronous learning tools, including but not limited to web conferencing videoconferencing, chat, and instant messaging. Students who need targeted assistance in a specific course can participate in a real-time tutoring session with the help of Adobe Connect software.

Additionally, teachers will hold office hours during the week to support struggling students or to answer questions in person.

In addition to having asynchronous communication options, teachers will provide synchronous office hours to allow students a direct communication option at scheduled hours during the week.

Asynchronous Methods to Support Students

Edmentum offers many asynchronous learning options to support students, including narrated slide shows, streaming video, document libraries, discussion boards and blogs, all of which help facilitate communication between students and teachers without them having to be in the same location.

The Edmentum LMS dashboard has a comprehensive user friendly menu of interactive tools to meet the student's educational needs. The flexibility to begin and end an online course, at the students' own pace, supports individual learning needs of each student. Teachers can utilize full course mode, providing student access to all lessons or can administer sections of lessons and/or one activity at a time. To help teachers and key stakeholders facilitate student progress, the pacing guide provides a snapshot that automatically adjusts to the student assigned start and end dates. A parent/guardian, student or any other approved stakeholder can generate a detailed progress report at any time. As the student advances through the coursework, the teacher will have the ability to either assign alternative lessons or unassign and/or inactivate a course depending on student progress.

Highly-qualified teachers will teach and monitor student progress by facilitating the web-based courses, overseeing the pace, student achievement, and any needed targeted assistance. Upon completion of the course, the teacher will release assessments and exams will be proctored at the school site.

PLATO's dashboard provides an array of assessment tools that include formative and summative assessments which can be utilized for real time data driven decision making for all online students. Data can be disaggregated by course, grade or group. Teachers will incorporate Response to Intervention (RTI) strategies for targeted individual and class wide interventions.

PLATO Incorporates Best Practices in Online Learning

The International Association for K-12 Online Learning (INACOL) has a set of standards for high-quality K-12 online teaching and learning. The International Society of Technology in Education (ISTE) produced a set of guidelines in its report What Works in K-12 Online Learning. Organizations such as the Institute for Higher Education Policy, the North Central Regional Education Laboratory (NCREL), and others have presented their own sets of guidelines or standards for online learning. Many of these guidelines and sets of standards are valuable resources for planning and executing online learning programs. Some are more focused on higher education than on K-12 schools. The set most instructive to understanding the PLATO Learning approach to online learning is the INACOL National Standards for Online Teaching. This set of guidelines keeps a solid focus on the teacher and important instructional principles, rather than on the technology, infrastructure, or administrative challenges that online programs face.

The table below lists the INACOL National Standards for Online Learning and provides an illustration of how PLATO Learning's approach matches up with each standard.

	Standard	PLATO Instructional Approach
A	The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.	Use of PLATO content can not substitute for a district or school ensuring their employment of highly qualified teachers.
B	The teacher has the prerequisite technology skills to teach online.	PLATO provides on-site and virtual sessions for professional development of technology skills that goes well beyond click training on our products, digging into implementation strategies and follow-up coaching to support student success.
C	The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.	PLATO curriculum includes interactive multimedia and simulations for active learning, hands-on project tasks and lab experiences for participation, online discussion forums, and specific discussion topics tied to the curriculum for collaboration experiences/
D	The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.	PLATO Courses include immediate system-generated feedback throughout each lesson for students to understand their progress in the midst of the instruction. PLATO Courses have consistent expectations for mastery of each lesson, and provide clear descriptions of the objective of all work. Teachers also have tools within the system to provide feedback to students, including a digital drop box that allows annotated responses to student-submitted work.
E	The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.	PLATO Courses include targeted online resources that teachers can trust to focus student technology use. PLATO includes a course on Computer Applications which involves some targeted instruction in the area of online behavior.

Source: The Research Base of PLATO Online Courses, Page 11. (http://www.edoptionsacademy.com/sites/edoptionsacademy.com/files/attachments/PLATO%20Courses%20White%20Paper.pdf)

In 2012, a Marzano study identified the Best Practices in PLATO Learning Online Solutions. Summarized below, the study identified the following best practices which the FAOI Program intends to incorporate into the instructional methodologies for teachers and students.[1]

Best Practice: Communicating Course/Assignment Rules and Procedures

- Provide clear course policies and procedures at the beginning of the course/assignment.
- Provide clear information about the timeline for the course, including all assignments, assessments, and course activities.
- Provide clear information about methods of instructor-to-student communication and all student course support resources.
- Ensure that all students have directions, resources, and a working understanding of how to navigate and successfully operate all student systems within the online learning environment prior to engagement with the course content.

Best Practice: Clearly Presenting the Goal/Objective for Each Assignment

[1] Marzano, (2012). A Study of Best Practices in PLATO Online Learning Solutions. Retrieved from: http://info.plato.com/rs/plato/images/186-RSCH02%20Marzano%20Analysis.pdf

- Provide or reinforce clearly stated course goals and learning objectives for each major concept within the course.

Best Practice: Providing Students with All Materials Needed to Complete an Assignment

- Provide multiple learning resources with engaging and meaningful learning activities.
- Provide clear and complete instructions (how to proceed, assignment requirements, and assessment expectations) with rubrics for all activities.
- Provide information about student course support resources.

Best Practice: Offering Encouragement and Positive Feedback to Students

- Begin interacting with students early in a course to affirm each student's successful participation.
- Provide timely, supportive, individualized, and frequent feedback on student progress that emphasizes the intended learning outcome.
- Analyze a student's mastery level of standards content and provide additional instruction to help the student meet mastery level.

Best Practice: Allowing Students to Keep Track of Their Learning Progress

- Provide resources that allow students to self-monitor their academic progress throughout the course.
- Provide timely and meaningful feedback on assignments, assessments, and related course learning activities, allowing students to be continuously aware of their progress in the course.

Best Practice: Accessibility to Students via Electronic Communication as Well as Face-to-Face

- Facilitate meaningful and timely communications (electronically and face to face).

Best Practice: Monitoring Student Work

- Closely monitor individual student data to guide instruction and provide intervention activities for unsuccessful learners.
- Identify and monitor course assessments that correlate to state high-stakes tests to assure mastery of those key concepts and provide additional learning experiences when needed.

Best Practice: Knowing Every Student by Name and Being Able to Recognize Them Outside of the Online Environment

- Communicate with each student prior to, or early in, a course to answer any questions and to build a supportive instructor-to-student relationship.
- Provide a supportive and engaging learning community environment for all students.

Best Practice: Allowing Students to Progress through Assignments at Their Own Pace

- Ensure that the curriculum is at the correct level for students and has appropriate rigor.
- Provide multiple learning pathways based on student ability to achieve content mastery.
- Provide ample assessment styles throughout the course to monitor student mastery of content and provide remedial instruction when needed.

Best Practice: Providing Help to Understand and Practice New Knowledge

- Provide synchronous learning activities in large and small learning groups to support key concepts within the course content.
- Provide multiple opportunities for students to be actively engaged in content that includes meaningful and authentic learning experiences, such as collaborative learning groups, student-led review sessions, instructional games, analysis, discussions, case studies, etc.
- Provide a wide range of activities, assignments, assessments, and resources to allow students to demonstrate mastery of content.
- Provide high-level thinking and critical reasoning activities in increasing complexity throughout a course.

Best Practice: Allowing Students to Ask Questions During Online Course/Assignment

- Foster teacher-student and student-to-student interaction.
- Ensure students have accessibility through various communication methods.

Best Practice: Treating all Students Equally

- Provide multiple learning resources with engaging and meaningful learning activities to all students.

Best Practice: Adding External Resources to Assignments Aligned to Local Objectives

- Adapt the course content to meet students' needs by providing additional assignments, resources, and activities for remediation or enrichment during the course experience.
- Assure that course content, assignments, and assessments are of appropriate rigor and align to state standards.
- Augment course content, learning activities, and assessments as needed to meet all required standards within a course.