Guidebook *for* Digital Learning

ARKANSAS DIVISION *of*
ELEMENTARY & SECONDARY EDUCATION

Arkansas Department of Education
Division of Elementary and Secondary Education

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Guidebook for Digital Learning has been developed in collaboration with:
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DESE Division of Public School Accountability
DESE Division of Research & Technology
DESE Office of Legal Services
Team Digital Arkansas

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Part I: Defining Digital Learning

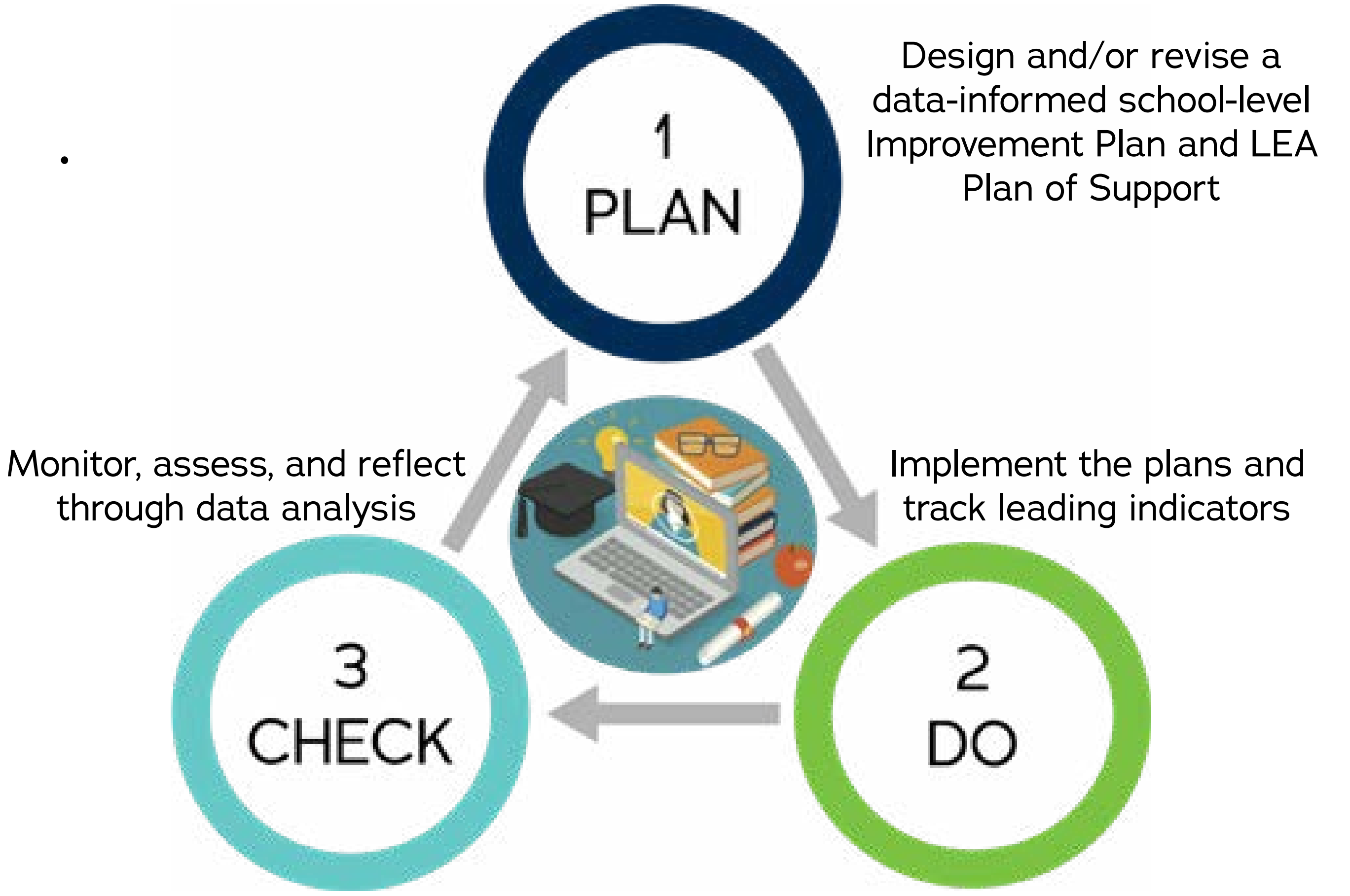
What does digital learning look like?
What should a school district consider when implementing a digital program?

INTRODUCTION

Digital Learning is teaching and learning that relies on digital methods and tools to provide students with some element of control over time, place, path, and/or pace. There are various digital learning programs that school districts can implement to support students across learning environments.

The Guidebook for Digital Learning is designed to help districts reflect, plan, implement (do), and evaluate (check) a digital learning program that best suits the needs of the district. These digital programs can be offered under the school's LEA. It is important to note that districts may determine that a digital program is not necessary at this time and that current educational practices that utilize onsite instruction and intentional use of instructional technology in the classroom are meeting the current needs of the school district.

For each section of the Guidebook, consider where the district is in the Continuous Inquiry and Improvement Cycle to efficiently "integrate new efforts with existing improvement cycles" (AR ESSA, 2017).



Design and/or revise a data-informed school-level Improvement Plan and LEA Plan of Support

Implement the plans and track leading indicators

Monitor, assess, and reflect through data analysis

GETTING STARTED

Thinking with the end in mind, Arkansas Ready for Learning Teams may work through each part of the Guidebook for Digital Learning to complete activities leading to considerations essential to building a digital program.

Watch the *What is Digital Learning?* video found on page 7 to understand the spectrum of digital learning that can be provided in Arkansas schools.

Examine the *Digital Program: The BIG Picture* tool on page 11 of this guidebook to provide a framework for implementing a digital program and to "identify potential options and relevant information, evaluate the fit and feasibility of options" (NIRN, 2020).

Think about the following **Guiding Questions** to begin planning for the Interaction, Delivery, and Platforms necessary for a digital program.

- **Interaction:** How will teachers and students interact with digital content and each other?
- **Delivery:** What digital approaches will teachers and students use to engage with the content and each other?
- **Platforms:** What software will be used to communicate and deliver content and instruction for digital learning?

GUIDE

Pause & Reflect

Interaction

Delivery

Platform

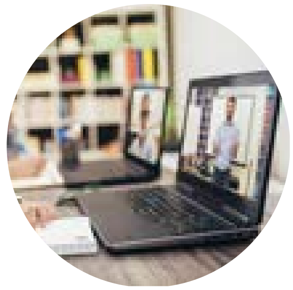
What *is* digital learning?

To learn about the digital program options, view the ***What is Digital Learning?*** video below.

DIGITAL LEARNING

PLAY

What are the key takeaways or observations?



Essentials for Digital Learning

There are **3** components that must be considered when implementing a digital program.

Teaching and learning that includes **digital methods and digital tools** providing some element of control over time, place, path, and/or pace.

Interaction

The ways teachers and students interact with digital content and each other:

asynchronous

Teachers and students are engaged in teaching and learning at ***different times*** and different locations (anytime, anywhere) through educational and instructional technology.

synchronous

Teachers and students are engaged in teaching and learning at the ***same time*** through educational and instructional technology.

Delivery

The digital approach teachers and students use to engage with the content and each other:

virtual (online)
remote (distance)

Teachers and students are not in the same place. Instruction and learning may take place asynchronously and/or synchronously.

blended (hybrid)

Students learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; ***and*** at least in part in a supervised, brick-and-mortar location away from home (school or learning center).

Platforms

The software used to communicate and deliver content and instruction for digital learning:

learning management system

A software application that helps the online teacher deliver content to students, administer and analyze assessments, track student progress, and manage records.

video communication software

Online software for facilitating live synchronous conferences between two or more participants at different sites to transmit audio, video, and text data.

content management system

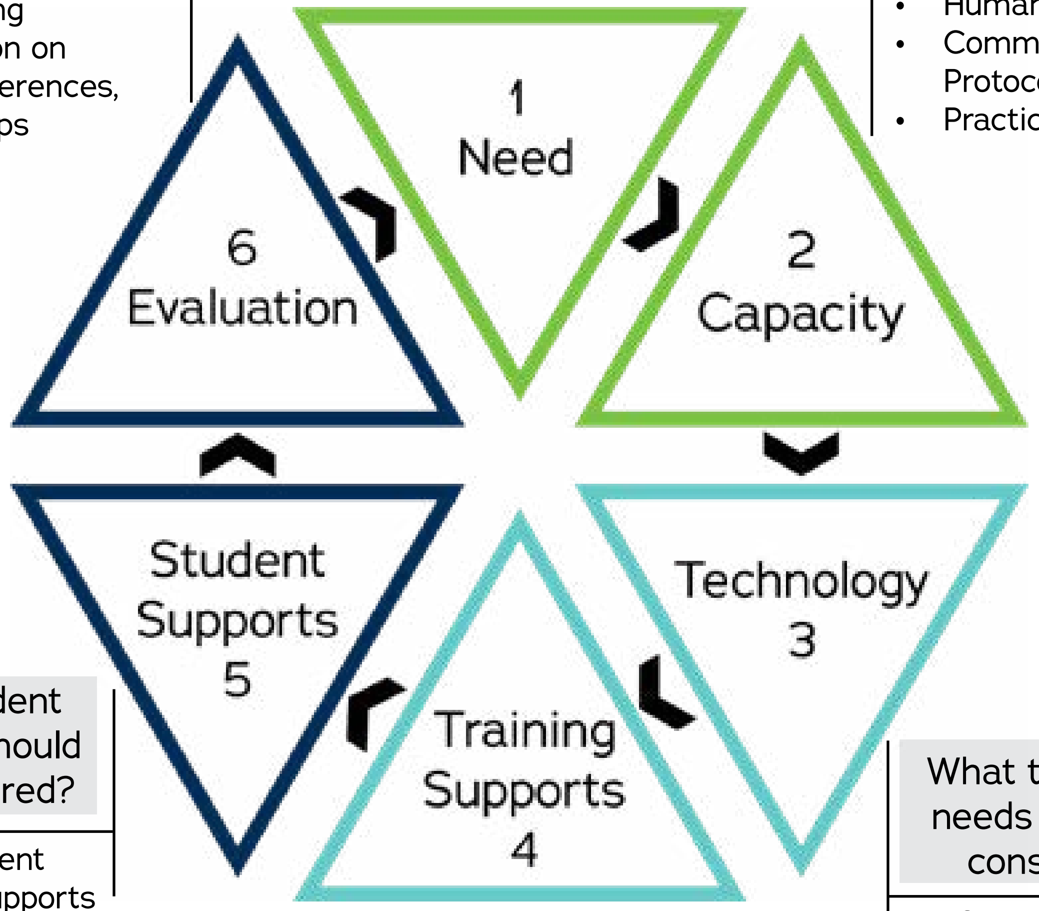
A simple computer framework application for managing content from a central location.

Starting Point

Utilize the ***Digital Program: The BIG Picture*** tool to reflect on needs when implementing a digital program into current school improvement processes.

DIGITAL PROGRAM

the **BIG** picture



Which digital program best addresses district needs?

- *Guidebook for Digital Learning*
- Application Review

What is the capacity to implement the digital program?

- Budget
- Human Resources
- Communication Protocols
- Practices

What technology needs should be considered?

- Connectivity
- Devices
- Platform (LMS & CMS)

What training supports are available to build capacity?

- Professional Development
- Administrative Support
- Parent Engagement
- Student Engagement

What student supports should be considered?

- Engagement
- Tiered Supports
- Assessing Learning
- Considerations for Students: SWDs, GT, & ELs

How will the digital program be monitored and evaluated?

- Monitoring
- Assessing
- Reflection on Data: inferences, next steps

ACT 1280

Act 1280 of 2013, A.C.A. § 6-16-1406, stipulates that each high school student shall be required to take at least one (1) digital learning course for credit in order to graduate. **This single course should not be confused with a digital program offered by districts.**

The digital course to meet the requirement may be provided by the district or a Digital Learning Provider and may be in a blended, online, or other technology-based format.

To assist districts in meeting the requirement, DESE publishes a list of approved Digital Learning Providers annually. Each provider on the list submits assurance that the program provider:

- is nonsectarian and nondiscriminatory in its programs, employment practices, and operations;
- has successful experience (or partners with an organization that has successful experience) in furnishing digital learning courses to public school students as demonstrated by student growth in each subject area and grade level for which digital learning courses will be provided;
- meets or exceeds the minimum curriculum standards and requirements established by the State Board of Education and ensures instructional and curricular quality through a curriculum and accountability plan that addresses every subject area and grade level for which digital learning courses will be provided; and
- utilizes highly-qualified teachers to deliver digital learning courses to public school students.

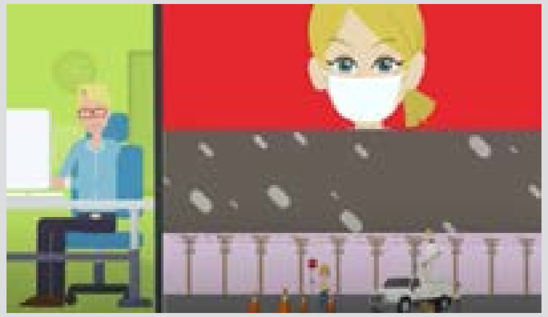
Digital Learning Providers on the DESE-approved list are for grades 9-12 courses for credit.

AMI Days

Per Arkansas Code Annotated § 6-10-127, a district may apply for up to 10 days of AMI for the use of alternative methods of instruction, including [remote] learning, on days when the district is closed due to exceptional or emergency circumstances such as:

- contagious disease outbreak
- inclement weather
- utility outage
- other acts of God

AMI



Considerations for using an AMI Day

Indicators to determine a makeup day	Indicators to determine the use of AMI Days	If a district decides to apply for AMI and a Digital Program
The school will be closed and the day will be made up at a later date: • For funerals • For sporting events • If the power outage involves most of the district boundaries • If the school is conducting a professional development day • If teachers are unable or unavailable to provide instruction and support to student learning • If the district determines that it is in the best interest of students and teachers to make the day up at a later date (snow day, evacuation/ displacement or illness of many students and teachers)	The school will document an AMI day for contagious disease outbreak, inclement weather, utility outage or other acts of God that prevent students from physically attending school on campus: • When learning is planned and instruction can continue remotely for all students • Students have access to paper packets or digital learning prior to the AMI day • When teachers are available to provide instruction and support for student learning • Parents have received clear communication regarding the student learning expectations for the AMI day	• They should consider how the digital program will support AMI Plans. • Use the same application, though separate requests, to denote plans for AMI and digital options • If only applying for AMI, proceed to the application.

DIGITAL OPTIONS

building a digital program

Starting Point

Interaction

☐ **Asynchronous**

Teachers and students are engaged in teaching and learning at ***different times*** and ***different locations*** (anytime, anywhere) through educational and instructional technology.

☐ **Synchronous**

Teachers and students are engaged in teaching and learning at the ***same time*** through educational and instructional technology.

☐ **Asynchronous & Synchronous**

Teachers and students are engaging in teaching and learning at the ***same time*** and at ***different times*** through educational and instructional technology.

Delivery

☐ **Virtual (Online), Remote (Distance)**

Teachers and students are not in the same place. Instruction and learning may take place asynchronously and/or synchronously.

☐ **Blended (Hybrid)**

Students learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; ***and*** at least in part in a supervised, brick-and-mortar location away from home (e.g., school, learning center).

Platforms

☐ **Learning Management System**

A software application that helps the online teacher deliver content to students, administer and analyze assessments, track student progress, and manage records.

District LMS

☐ **Content Management System**

A simple computer framework application for managing content from a central location.

District CMS

☐ **Video Communication Software**

Online software for facilitating synchronous conferences between two or more participants at different sites to transmit audio, video, and text data.

District VCS

Considerations

- How are instructor(s) supported?
- Will more than one model be designed to accommodate the needs of different grades?
- Which of the examples best aligns with the desired digital program?

Examples of Digital Programs

virtual (online)
remote (distance)
synchronous

Example 1

Teacher of Record provides **virtual instruction** to ***only*** **students who are remote (distance)**

Welcome to
Future Bright
Virtual Academy

PLAY

virtual (online)
remote (distance)
asynchronous

Example 2

Teacher of Record provides **virtual instruction** to ***only*** **students who are remote**

Future Bright
Middle School

PLAY

blended (hybrid)
simultaneous instruction
synchronous

Example 3

Teacher of Record provides instruction to ***both*** **onsite** and **remote (distance) students during the same class period**

Hybrid Model

PLAY

blended (hybrid)
student learning option specific
synchronous & asynchronous

Example 4

Teacher of Record **alternates** providing instruction to **onsite students and remote (distance)** **students** during **different class periods**

PLAY

blended (hybrid)
true blended model
synchronous & asynchronous

Example 5

Teacher of Record dedicates a **portion of the course to synchronous instruction** *and* a **portion to asynchronous activities**

Blended Learning at
Future Bright High

PLAY

Part II:
Planning for Implementation
PLAN

When implementing a digital program, districts should develop a comprehensive plan.

What considerations outlined in Planning for Implementation do the district need to reflect on and plan for?

Internet **Connectivity** & infrastructure considerations

Special considerations should be made for the technical infrastructure needed to successfully deliver digital instruction.

Interaction

Considerations
Gather data on successes and challenges to assist with future development and planning for digital learning.

Capacity
- Consider that synchronous and asynchronous methods of instruction that allow for learning outside of the normal school day schedule.

Delivery

Considerations
Ensure the district has adequate Internet capabilities and hardware for using the tools being recommended to administrators, teachers, and students.

Districts should explore all possible Internet options available within the community. Some examples may include: campus connectivity, drive-up WiFi, hotspots, bus WiFi, local business partners, churches, and restaurants. Partnerships with local Internet Service Providers (ISP) may offer pricing and packages that are more affordable for student use.

Special considerations should be made to provide age-appropriate content filtering whenever possible. If Internet connectivity is being provided by the district to the home (e.g., mobile hotspot), the device should meet the provisions outlined in the Children's Information Protection Act. When Internet connectivity is not provided by the district (e.g., self-provided Internet, coffee shop WiFi), the district should consider other content filtering options specific to the district assigned chromebook, laptop, tablet, or other WiFi-enabled device.

Check (and double-check) to ensure devices, services, and support are equitable and accessible for all.

Training Supports
- Ensure staff has been adequately trained to deliver virtual instruction while also maintaining student privacy and online safety. District tools and resources for privacy and security can be found here.

Student Supports
- Ensure students and parents receive training and support for virtual instruction, tools, and resources when on and off campus. District resources for students and parents can be found on DESE's Social Media Awareness Campaign (SMACtalk.info).

Capacity
- Ensure the district's Acceptable Use Policy (AUP) is consistent with remote learning.
- Develop a backup plan for when Internet connection is unavailable.
- Develop a plan for safely checking devices in and out. This may require hours outside of the normal school day.
- Develop procedures that allow individuals to pivot quickly to digital instruction when needed.

Technology
- Develop a plan for replacing broken or lost devices.
- Collaborate with all stakeholders to understand their technology needs.

Platforms

Considerations
Districts should research the technical requirements of their selected learning management system, content management system, or video communication software.

When possible, districts should test equipment, connectivity, and web applications in advance. This can be accomplished by dedicating certain days on the school's calendar to test the readiness for providing a digital learning environment.

Training Supports
- Ensure teachers know which web applications are district approved and protected by the district's data sharing agreement.

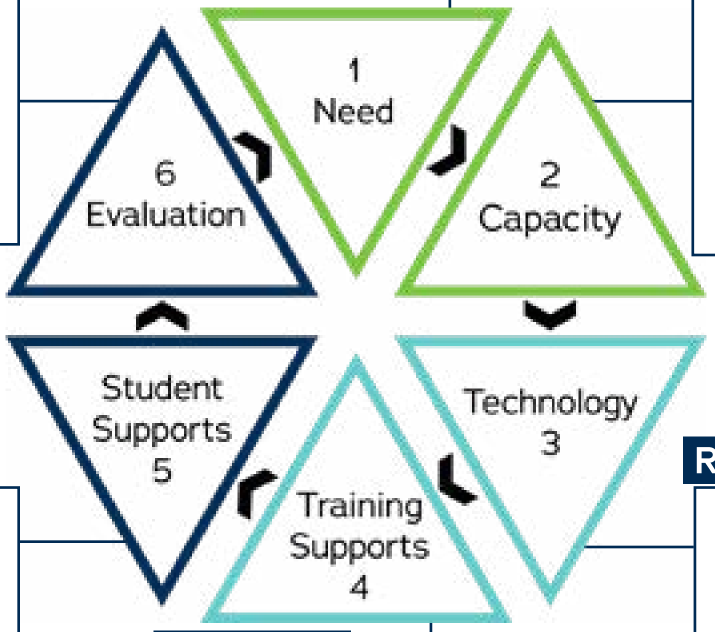
Capacity
- Have a plan and clear method of communication for when teachers, students, and parents have technical issues.
- Consider staggering the times students are required to be online in the same household.

Are there specific Internet connectivity and/or infrastructure components that need to be addressed?

Reflection

Reflection

Reflection



Reflection

Reflection

Reflection

What are some opportunities for growth when reflecting on Internet connectivity and/or infrastructure?

Learning Management & content management

What is the Difference?

The most significant difference between the two is the users' experience.

PLAY

Learning Management System
Content Management System
Which do we choose?

Choosing a pathway depends on the desired outcome. An LMS is an e-learning platform that provides creation, publication, and student progress tracking capabilities. A CMS is a learning platform used to create and manage digital content without analytics.

Learning Management System

A software application that helps the online teacher deliver content to students, administer and analyze assessments, track student progress, and manage records.

Examples: Canvas, Buzz, Moodle, Schoology

While there is some overlap between the two platforms, an LMS focuses more on managing the learning process and storing and tracking the individual/aggregate progress.

Capabilities

- Manage multiple learning objects (and types), courses, and content sets with hierarchiacal and branching access and learning plans
- Customize login based on user permissions (e.g., course page)
- Provide learner dashboards and landing pages
- Create and manage question banks, assessments (and assessment tools) and surveys
- Enable auto-enrollment and mass enrollment options
- Provide course and object catalog viewable by login and searchable
- Link to other training and sites
- Integrate with Student Information System (SIS) and other systems
- Maintain gradebooks and system transcripts
- Provide detailed reporting dashboards with options across students, classes, or courses to assess learners, learning objects, and teachers

Content Management System

A simple computer framework application for managing content from a central location.

Examples: Google Classroom, Edmodo

Rather than working from scattered documents and/or programs, a CMS provides the ability to upload details about the course into one system. This means it is easy for one to keep track of content and to make edits when needed. Keep in mind that although a CMS allows content management from a central location, it lacks some of the LMS features such as course enrollments and student progress tracking.

Capabilities

- Create and manage digital content
- Provide online and offline learning
- Manage simpler platform

Limitations

- Limited design capabilities
- Limited reporting details
- Cannot integrate with state-based applications that manage, track, and report student data
- Cannot accommodate course enrollments
- Cannot integrate with gradebook
- Cannot track student participation

Practices & protocols

District practices and protocols should be regularly evaluated for effectiveness.

Interaction

Clarity for effective interaction between the teacher and students is the foundation for success with instruction delivered asynchronously, synchronously, or a combination of both. It is essential that districts develop practices and protocols that govern interaction that is virtual (online)/remote (distance) or blended (hybrid). In order to provide consistency and clarity to students and parents/guardians enrolled in more than one online course, the district works to ensure that all courses follow a similar set-up, policies, etc. Pedagogical needs unique to certain content areas may necessitate deviations from these norms, but such deviations should be carefully considered and thoughtfully justified.

Student Practices and Protocols should include but are not limited to:

Student Attendance Policies:
- How will attendance be determined, recorded, and reported?

Grading Practices:
- What are district practices and protocols for ensuring student privacy when using VCS (e.g., discussion of grades, accommodations)?

Communication Practices:
- Are there written communication protocols for how students, parents/guardians, and teachers interact in a model with asynchronous, synchronous, or a combination of both learning models?

Discipline Policies:
- What are the protocols to support students who are not engaging in learning?
- How will the district respond to failing grades?
- How does the district define inappropriate behavior in a virtual (online)/remote (distance) and/or blended (hybrid) program? What are the consequences for exhibiting inappropriate behavior?

Educator Practices and Protocols for Virtual Instructors:

Teacher Contracts:
- How will teacher contracts vary based on the program option?
- Will teachers be able to structure their days to include daytime and nighttime hours?

Teacher of Record:
- A Teacher of Record must be licensed or have an approved licensure exception.
- If the district does not provide a Teacher of Record, alternate options may include choosing a Digital Provider from the DESE-approved list.

Delivery

Support and Delivery Policies
- What are the district policies for the use of devices by virtual (online)/remote (distance) and blended (hybrid) students (Internet and acceptable use policies)?
- What are district practices for teachers to support virtual (online)/remote (distance) and blended (hybrid) students?
- Will the district digital program option be offered through a consortium (e.g., Lead School or Co-op)?

Student Policies
- What flexibilities will students have around time, place, path, or pace?
- Can students transition between program options? When? What is the process?

Platforms

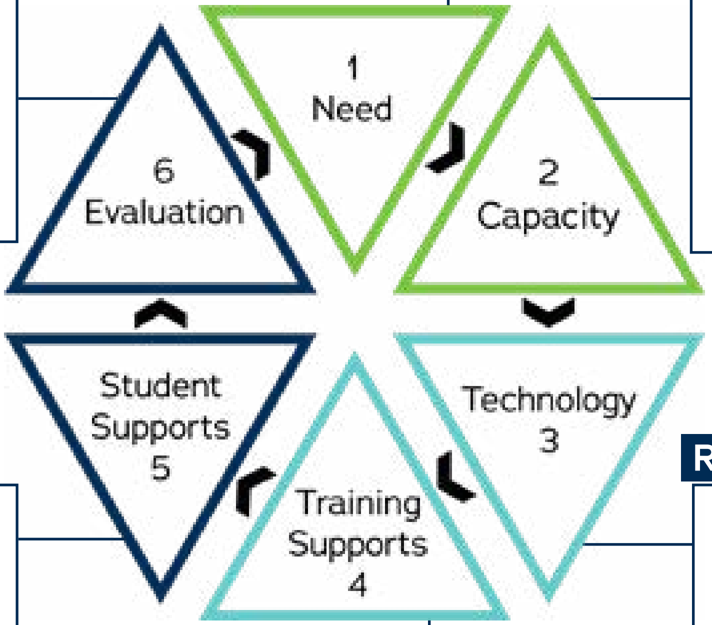
Grading Practices
- How will grades be collected and reported?
- How will policies for grading within the Learning Management System be structured? Will the gradebook in the LMS be used? Will grades be entered in the LMS and eSchool?

Are there any specific practices and protocols that need to be considered when thinking about *Digital Program: The BIG Picture?*

Reflection

Reflection

Reflection



Reflection

Reflection

Reflection

What district practices and protocols will need to be reevaluated or written to support a digital program?

Testimonials

Observations from Arkansas Educators

"We know what **every kid is doing**, or whatever a kid is capable of doing, where they are at on their data, where we can get them to. If that intervention is not working, we switch up and go to another intervention."

Josh Wingo, Principal

Why blended learning works for students.

Tyler McBride, Teacher

TEAM DIGITAL features Pangburn High School

"For the first time since I've been here, we actually saw **growth** in math. We saw reading (growth) across the board."

Dusty Meek, Principal

Sample Blended Learning Policies & Procedures,
Created by Cathi Swan and Team Digital

Check Out:

Office of Innovation

Virtual Arkansas

Moving Forward

Utilize the ***Strategic Planning Checklist*** to review what steps need to be taken in order to fully implement a digital learning program.

Strategic Planning checklist

Utilize the Strategic Planning Checklist to determine implementation steps.

NEED

District will determine (by grade or grade band) whether they will utilize a virtual model or a hybrid model.

To what degree would students benefit from a digital model?

Little Benefit				Great Benefit
☐	☐	☐	☐	☐
1	2	3	4	5

To what degree does community interest support the provision of a digital model?

Little Benefit				Great Benefit
☐	☐	☐	☐	☐
1	2	3	4	5

Which models best meet the needs of students and teachers?

☐ **Virtual (online)/Remote (distance):** Teachers and students are ***not*** in the same place. Instruction and learning may take place asynchronously and/or synchronously.

☐ PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

☐ **Blended (hybrid):** Students learn at least in part through virtual (online) learning, with some element of student control over time, place, path, and/or pace; ***and*** at least in part in a supervised brick-and-mortar location away from home (school or learning center).

☐ PK ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Reflect on the **Need** for a digital program.

CAPACITY

Districts will consider budget.

Districts will determine whether the district will purchase content or develop it locally.

☐ The district will create or adapt content locally.

☐ The district will purchase content from a digital learning provider.

☐ The district will purchase content and the use of a Teacher of Record from a digital learning provider. NOTE: If the district is not providing a Teacher of Record to provide primary instruction, the district must use a provider from the DESE-approved list.

Districts will determine LMS, CMS, and/or VCS needs.

☐ A new LMS is needed.

☐ A new CMS is needed.

☐ New LMS and/or VCS is not needed.

☐ New VCS is needed.

Districts will determine staffing needs.

☐ Additional staff members are needed.

☐ Other:

Districts will determine training needs.

☐ Staff/administrator training is needed with LMS and/or CMS.

☐ Parent/guardian and student training is needed with LMS and/or CMS.

☐ Staff/administrator training is needed with VCS(s).

☐ Parent/guardian and student training is needed with VCS(s).

☐ Staff/administrator training is needed with remote assessments.

☐ Parent/guardian and student training is needed with remote assessments.

☐ Staff training is needed in quality pedagogy via digital means.

☐ Administrator training is needed in quality evaluation via digital means.

☐ Other:

Districts will determine device needs.

- ☐ Laptops are needed for students.
- ☐ Laptops are needed for staff.
- ☐ Chromebooks are needed for students.
- ☐ Chromebooks are needed for staff.
- ☐ Tablets are needed for students.
- ☐ Tablets are needed for staff.
- ☐ Other devices are needed for students.
- ☐ Other devices are needed for staff.
- ☐ **No devices** are needed for students or staff.

Districts will determine connectivity needs.

- ☐ Wireless hot spots are needed for students.
- ☐ Wireless hot spots are needed for staff.
- ☐ WiFi access locations are needed for students and/or staff.
- ☐ Other connectivity needs are identified for students.
- ☐ Other connectivity needs are identified for staff.
- ☐ There are **no connectivity** needs identified for students and/or staff.

CAPACITY

District will develop practices and protocols.

Districts will develop testing protocol: Determine testing facilitation and location for state-required and local assessments.

K-2 Assessments (Required)

- ☐ Onsite (Required for spring window)
- ☐ Remote (Only available for the fall and winter windows)

- ☐ **3-8 Ready for Learning Assessments (State-funded for 2021-2022 only)**
  - ☐ Onsite
  - ☐ Remote
- ☐ **ACT Aspire Periodic Assessments (Interim and Classroom)**
  - ☐ Onsite
  - ☐ Remote

Civics Exam (Graduation Requirement)

- ☐ Onsite
- ☐ Remote

- ☐ **The Grade 10 PSAT is available onsite only.**
- ☐ **Local Assessments**
  - ☐ Common Formative Assessments (onsite and/or remote)
  - ☐ End of Unit Assessments (onsite and/or remote)
  - ☐ Other:
- ☐ **The DLM Alternate Assessment (Required) is available onsite only.**
- ☐ **The ACT Aspire Summative Assessment (Required) is available onsite only.**
- ☐ **The ELPA21 Assessment (Required) is available onsite only.**
- ☐ **The Grade 11 ACT (Required to offer) is available onsite only.**

Districts will define and plan for student engagement and determine practices and protocols for support and reporting.

- ☐ Attendance
- ☐ Extracurricular activities, guidelines for participation
- ☐ Grading and reporting student progress
- ☐ Discipline
- ☐ Other:

Reflect on the **Capacity** for a digital program.

TECHNOLOGY

Districts will consider developing technology agreements.

- ☐ School-supplied device: provide a Care & Maintenance Agreement to be signed by the student and the parent/guardian.
- ☐ Device opt-out: provide an agreement, to be signed, listing school hardware recommendations for parents/guardians to provide student with appropriate technology.
- ☐ Network/Internet access agreements: provide access agreements for students and/or teachers.
- ☐ Internet filters on school devices: state network filters to school-issued devices.

Districts will develop a plan for supporting the end users.

- ☐ Districts will develop a plan to support parents/guardians and students with the LMS and/or CMS.
- ☐ Districts will develop a plan to support staff/administrators with the LMS and/or CMS.
- ☐ Districts will develop a plan to support parents/guardians and students with the VCS.
- ☐ Districts will develop a plan to support staff/administrators with the VCS.
- ☐ Other:

Reflect on the **Technology** for a digital program.

TRAINING SUPPORTS

Districts will identify specific professional development sessions for faculty (initial and on-going).

- ☐ Foundational skills with digital tools.
- ☐ Pedagogy with digital tools.
- ☐ Training for leaders to evaluate remotely (if applicable).
- ☐ Other:

Districts will utilize lead educators for distributed leadership and support.

- ☐ Districts will identify lead teachers.
- ☐ Districts will provide lead teachers with training for mentoring and distributed leadership.
- ☐ Districts will establish and implement regularly-scheduled times for mentoring and support by lead teachers.
- ☐ Other:

Districts will develop a plan for parent engagement.

- ☐ Districts will develop and communicate protocols for instructional assistance.
- ☐ Districts will develop and communicate protocols for technical assistance.
- ☐ Districts will develop and communicate protocols in monitoring grades and student progress.
- ☐ Districts will develop and communicate protocols for arranging teacher conferences.

Reflect on the **Teaching Supports** for a digital program.

STUDENT SUPPORTS

Districts will develop a communication plan for students.

☐ Districts will develop and communicate protocols for instructional assistance.

☐ Districts will develop and communicate protocols for technical assistance.

☐ Districts will develop and communicate protocols for students to access grades and communicate with teachers.

☐ Districts will develop and communicate protocols for teacher feedback for student learning.

Districts will develop a plan for student success.

☐ Districts will develop plans for student buy-in, student success, and student preparation: plans to engage and prepare students for success in digital learning environments.

☐ Districts will establish progress monitoring procedures with tiered supports as needed.

☐ Districts will develop and communicate plans for student/family support programs (e.g., academic, social and emotional, mental health).

☐ Districts will develop plans to ensure health and safety of students and teachers.

☐ Districts will develop implementation plans for providing accommodations and supports to students with special needs.

☐ Districts will develop plans to ensure the learning opportunities are equitable for ALL learners.

☐ Districts will develop plans for student assessment (formative and summative).

☐ Other:

Reflect on the **Student Supports** for a digital program.

EVALUATION

Districts will develop a plan for a continuous cycle of improvement.

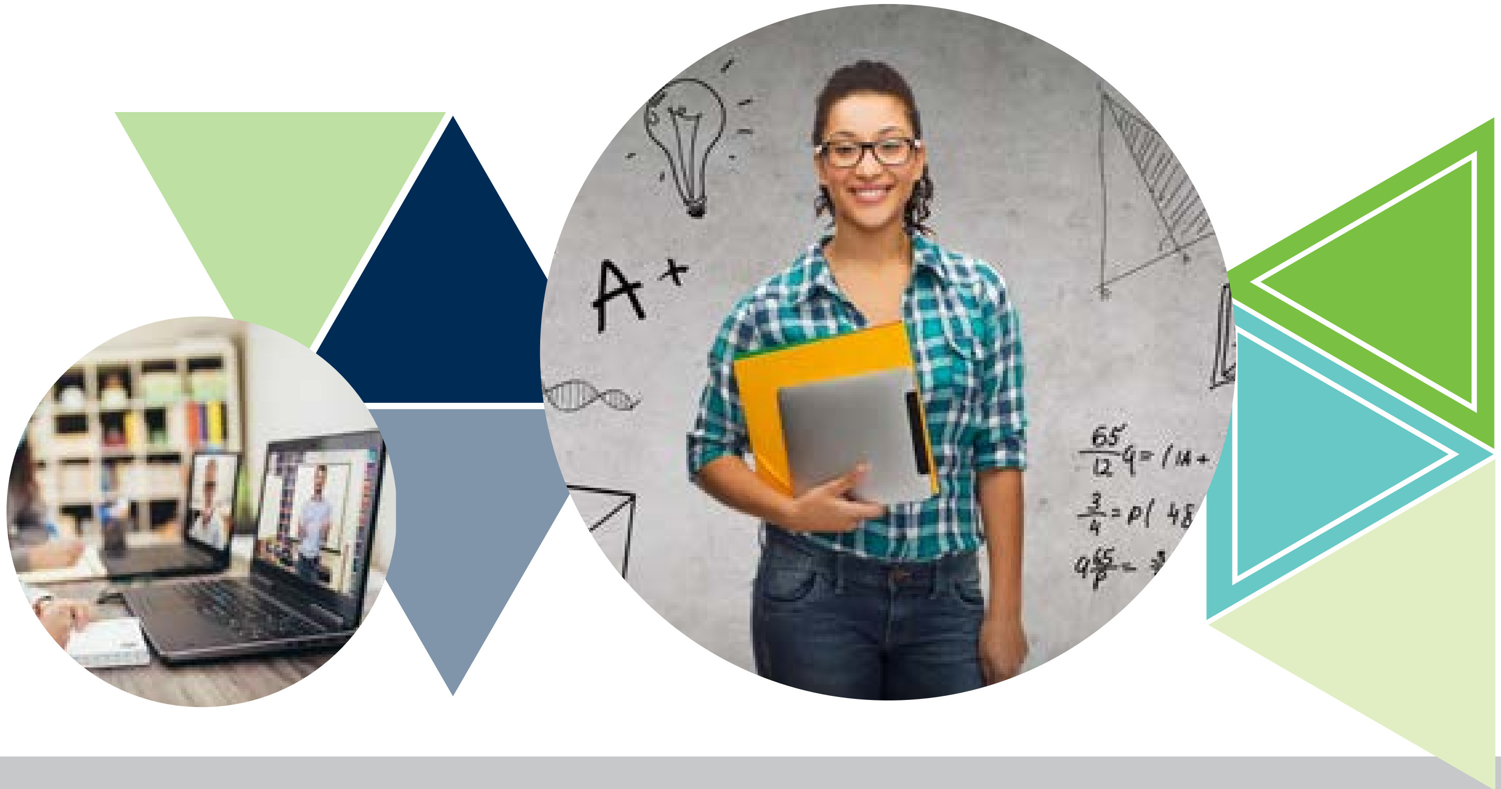
☐ Districts will establish a continual review and revision process (Plan - Do - Check).

☐ Districts will establish measures to evaluate the success of the digital model (e.g., surveys, assessment scores, and feedback from all stakeholders).

☐ Districts will establish a timeline for periodic updates and reporting program evaluations to the administration and community.

☐ Districts will communicate and implement new procedures or strategies based on the results of the evaluation.

Reflect on the **Evaluation** for a digital program.



Part III: Training Opportunities

When implementing a digital program, districts should develop a comprehensive plan for training faculty and students.

What considerations outlined in Training Opportunities do the district need to reflect on and plan for?

Digital **Training** & **Content** resources

There are multiple digital learning resources that may assist districts and/or schools with continuity of learning for virtual and blended environments.

Digital & Blended Learning Training

Team Digital is a free resource provided through the educational cooperatives to provide guidance, support, and training for digital and blended learning. Assistance and training covers a wide variety of digital learning resources.

Contact: contactus@teamdigital.org
(501) 504-6656

Related Links

Digital Learning Coaching Request

Arkansas State Library System

The Traveler Database is a useful tool for research and content. As a reminder, the Traveler Database is free to use for any Arkansas resident and can be accessed from the State Library's web page with no additional logins required. The user will need to turn on the device's location services and be physically in the state of Arkansas.

Contact: Katie Walton, katie.walton@arkansas.gov
(501) 682-2266

Arkansas Digital Sandbox

Arkansas Digital Sandbox has prepared a list of ideas for how teachers might use the platform. The Digital Sandbox is a great tool for Live Broadcasting lessons to students and events to parents, sharing instructional videos with students, and even integrating quizzes into videos for student assessment. All teachers have a Sandbox account, and can log in by going here and entering their State Active Directory credentials. If districts want to use Digital Sandbox for students to log in (not public), student accounts can easily be created via Google, LDAP, CSV export, or via Classlink. Teachers have free access to use the Arkansas Digital Sandbox and can pre-record lessons (video record or screen capture) to complement Alternative Methods of Instruction (AMI) plans.

Related Links

Getting Started with Digital Sandbox

Facilitating Learning During School Closures Using Digital Sandbox

Sandbox Basics - Uploading and Sharing Videos

State Contact: Donnie Lee, donnie.lee@arkansas.gov
(870) 302-3073, ext. 108

Internal Support: support@myvrspot.com
(888) 237-6740

Arkansas Public School Resource Center

Arkansas Public School Resource Center (APSRC) eResources Digital Learning provides students with a wide range of teacher-led courses and teacher-facilitated courses delivered via the Internet. This multi-state program offers enhanced learning opportunities for middle school and high school students. APSRC can assist schools with content and online educational solutions provided by their partners.

Contact: Central AR - (501) 492-4305
Northwest AR - (479) 633-7056

Virtual Arkansas

Virtual Arkansas offers supplemental online programs to Arkansas school districts. School districts can choose from a variety of courses and options to meet the needs of students. During the event of school closures and disruptions, Virtual Arkansas can provide content and online educational solutions and training for schools.

Contact: Mindy Looney, mindy.looney@virtualarkansas.org
(501) 477-2781

ABC-CLIO

Twelve ABC-CLIO databases have been added to the Arkansas State Library's Traveler Statewide Resources. These award-winning databases are designed to help students build foundational knowledge, strengthen critical thinking skills, and power student inquiry. These databases include American Government, American History, Health and Wellness Issues, Pop Culture Universe, the African American Experience, the American Indian Experience, the Latino American Experience, United States Geography, World Geography, World History: Ancient and Medieval Eras, and World History: The Modern Era.

In addition, Arkansas educators have access to the ABC-CLIO Educator Support Site and School Library Connection which provide tools and professional development.

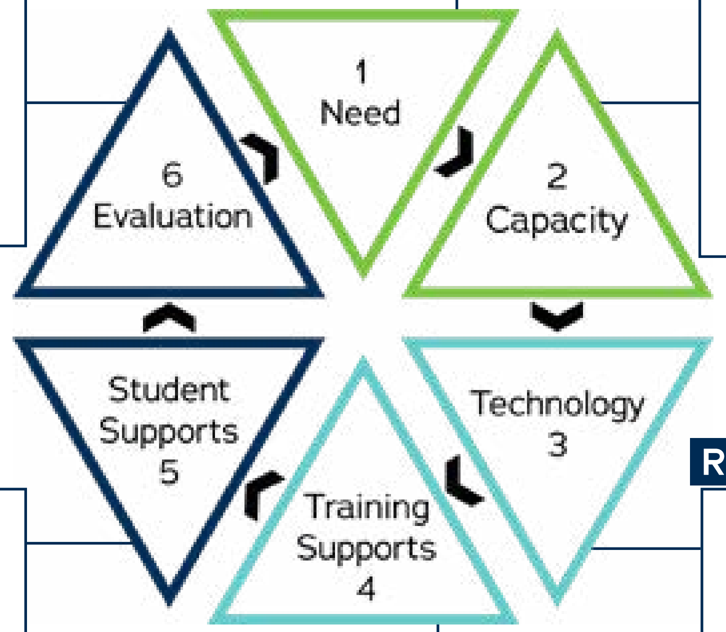
Contact: Cassandra Barnett, cassandra.barnett@arkansas.gov
(501) 682-6576

Related Links

ABC-CLIO Educator Support

School Library Connection

Are there any specific training and content that need to be considered when thinking about *Digital Program: The BIG Picture?*



Reflection

Reflection

Reflection

Reflection

Reflection

Reflection

What additional content and/or training is necessary?

Assessing Learning *from* a distance

For guidance on state-provided assessments, please see the DESE Student Assessment webpage.

When choosing a digital program, whether remote or virtual, it is essential to assess student learning effectively. As data informs instruction and leads to personalized learning, it is important to consider how the district will provide test security and promote the validity and reliability of assessment results by establishing a plan that which mitigates the risk of compromising test security.

Considerations for Quality Assessments

- **Do both the learner and the instructor understand the expectations for successfully completing the course, earning course credit, and calculating grades?**
- **Is there a strong alignment between the assessment and the standards/learning objectives?**
- **Are there varied methods of assessment for both asynchronous and synchronous students?**
- **Are assessment criteria specific and descriptive for the evaluation of learners' work, assisting the instructor in determining the level of achievement of learning objectives and competencies?**
- **Do students have a choice in the demonstration of mastery?**
- **Do students have a model for successful completion of the assessment?**

Did you know?

Developing specific and descriptive assessment questions helps measure student learning and reduces cheating. Consider the following third grade social studies standard and assessment question options:

H.12.3.2: Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, Exploration, Settlement, Statehood). D2.His.1.3-5

Question Option #1 (multiple choice): *What law was passed in 1830 that forced the tribes out of the Southern United States?*

Teachers only know whether students recall the information; they may not know whether students understand the underlying implications of the Indian Removal Act of 1830 or the Trail of Tears. Multiple choice questions focused on recall increase the ease and possibility of cheating.

Question Option #2 (short answer): *Why did the United States pass the Indian Removal Act of 1830?*

Teachers are able to understand students' levels of comprehension of the events leading up to this law. Short answer comprehension questions decrease the ease and possibility of cheating when compared to multiple choice recall questions.

Question Option #3 (constructed response): *Explain how the Indian Removal Act of 1830 affected Arkansas citizens.*

Teachers are able to understand students' abilities to show relationships between people and events. Constructed response analysis questions decrease the ease and possibility of cheating when compared to short answer comprehension and multiple choice recall questions.

Extension Option #1 (constructed response): *How does the removal of people from their land impact us today?*

Extension Option #2 (constructed response): *What is the most important lesson citizens can learn from the Indian Removal Act of 1830? Give reasons why you think this.*

Interaction

As the district thinks about **asynchronous** and **synchronous** assessment, there should be established protocols for what each of these look like within the digital learning program.

Considerations

- How are assessments scheduled and administered?
- Is there a testing window and/or specific assessment administration times?
- Do students and parents/guardians know who to contact for technical assistance?
- When educators are making instructional decisions, are multiple data points being considered (e.g., assessment results, class work, testing environment, observations, and early warning data such as attendance, discipline, and mobility)?
- Do assessment strategies provide students with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies?

Capacity
- Develop policies to ensure the health and safety of students and faculty.

Training Supports
- Train teachers in best practices for delivering asynchronous and synchronous assessments.

Student Supports
- Provide multiple methods for assessing student learning (formative and summative).

Delivery

Virtual (online)/Remote (distance)

When assessing remotely, it is critical that the district establish a communication plan for students and parents/guardians. It is equally important to have clear expectations regarding assessments that both students and parents/guardains understand.

Blended (hybrid)

When utilizing the available option for remote testing, districts should be mindful to balance the flexibilities provided inside and outside of the brick-and-mortar school and establish consistent routines and procedures for testing in both environments.

Considerations

- What format is used for assessments (e.g., formal tests, performance-based assessments, portfolios/collection of work)?
- What is the district's process for developing and providing feedback for both online and face-to-face assessments?

Technology
- Ensure there are ample devices for both students and teachers.
- Ensure that faculty and administration know who to call for technical assistance.

Training Supports
- Identify professional development sessions for faculty: foundational skills with digital tools, training with remote assessment platform, etc.

Platforms

A district should establish guidelines on how to assess within the Learning Management System (LMS) based on its attributes. Being knowledgeable of the capabilities and limitations of the district's LMS, CMS, and/or VCS will help users make informed decisions.

Technical Considerations

- How does the LMS help to administer and analyze assessments, track progress, and manage assessment records?
- Does the LMS include a lockdown browser for increased test security?
- Does the LMS utilize password protection or time limits for increased test security?
- Will the district monitor remote assessment synchronously using video communication software?

Districts will need to consider how selected platforms address the specific needs of all learners.

Do the platforms allow for accommodations for all students, including but not limited to special education, gifted & talented, and English Learners?

What are some opportunities for growth in establishing digital learning assessment practices and protocols for interaction, delivery, and platforms?

Interaction

Delivery

Platforms

Adapted from Specific Review Standards from the QM K-12 Rubric, Fifth Edition for K-12

Accommodations

gifted learners, students with disabilities, english learners

Gifted Learners

DESE Office of Gifted & Talented and Advanced Placement: 501-682-4224, krystal.nail@arkansas.gov

Gifted students benefit from the same considerations as all other students when planning digital learning (e.g., flexibility, choice, voice, and variety in learning). Some gifted students may also need special education services or services for English Learners.

As educators are planning virtual instruction for gifted learners, they should be aware that some gifted students may have a heightened sensitivity to the world around them. In light of this, educators should acknowledge the real world situations in ways that are appropriate for the students' maturity and knowledge levels. Educators should be mindful of tasks they assign students, ensuring tasks are meaningful, engaging, and serve a purpose. Curriculum for gifted students should be in place of rather than in addition to required classroom work. This is especially important for teachers to remember when students are being served through resource room/pullout programs, regardless of the delivery approach, platform, or learning environment. When providing services through various platforms and delivery approaches, it is important to verify teacher licensure and training requirements are met and documentation of services is maintained as required in the description of program options in GT Program Approval Standards and in Rules Governing Grading and Course Credit.

Interaction

Considerations

Asynchronous and synchronous interaction can provide meaningful opportunities for authentic engagement with content, peers, and teachers through a variety of platforms.

- When considering time spent on tasks, keep in mind that gifted students may be very absorbed in some tasks and topics and be reluctant to move on to the next task.
- Gifted students may have already mastered the skill or content and may be ready to move on quickly. Providing some amount of asynchronous interaction can allow students to move at a pace that is appropriate for them.
- Educators should consider providing opportunities for students to interact with each other and shared topics of interest. These opportunities could be through synchronous engagement utilizing VCS (e.g., Zoom, Google Meet) and through asynchronous engagement utilizing online tools (e.g., Jamboard, Padlet, Flipgrid).

Capacity

- Utilize gifted program personnel to support students and classroom teachers and consider engaging co-op gifted specialists to meet district needs.

Training Supports

- Train teachers in developing instructional units that provide opportunities for students to work at their own pace.

Student Supports

- Allow for student voice and choice.

Technology

- Provide a variety of educational software applications for synchronous and asynchronous engagement.

Delivery

Considerations

For students who are virtual learners, it is important for educators to respect their choice of learning environment..

- Educators should provide guidance and offer sample daily and weekly schedules to assist students in time and task management.
- To support students' social and emotional needs, schools may consider providing time for synchronous social interaction through virtual recess, virtual hallway, virtual clubs, or virtual cafeteria.

Capacity

- Train teachers in delivering high-quality instruction to gifted learners.

Training Supports

- Train teachers in developing differentiated instruction to meet the needs and support the growth of all learners.

Evaluation

- Collect feedback from students and families about how effectively their needs are being met.

Platforms

Considerations
Educators should not expect gifted students to automatically know what to do or how to best utilize various platforms for virtual (online) learning.

- Expectations should be clearly communicated to students while providing support for organization. A benefit of an LMS is that in most cases, educators can add other educators to their courses. This enables teachers to coordinate with grade-level teams, content-area teachers, and gifted program teachers to provide more rigorous learning opportunities.
- Gifted learners may be eager to start their assignments or finish them quickly. Through an LMS, teachers can provide optional enrichment activities. Links to extension activities can foster growth during distance learning after the virtual school day has ended.
- Student choice is important. Some platforms may allow for unlocked pacing so that students can progress at their own pace. Teachers are encouraged to utilize these features to provide these options for students.

Technology
- Allow for collaboration and for students to progress at their own pace within the LMS.

Student Supports
- Ensure that students understand how to properly communicate with each other via VCS and LMS.
- Provide guidance to students in how to appropriately utilize platforms.

Evaluation
- Evaluate platforms to determine how students and faculty can best utilize available features or if supplemental supports are necessary.

When considering interaction, delivery, and platforms, how will the digital learning opportunites provided meet the academic, social, and emotional needs of gifted learners and support their growth?

Interaction

Delivery

Platforms

Students with Disabilities

DESE Special Education Unit: 501-682-4221, matt.sewell@arkansas.gov

School districts must ensure quality, access, and accountability to comply with the Individuals with Disabilities Education Act (IDEA) when considering digital learning options. Students with disabilities have unique needs. An understanding of how the specific disability impacts each student requires special consideration when planning for remote learning. Educators must be familiar with the student's Individualized Education Program (IEP) in order to determine how IEP goals and/or services will be effectively delivered remotely. Using the principles of Universal Design for Learning (UDL) will assist educators in designing digital learning opportunities that provide multiple means of engagement, multiple means of representation, and multiple means of expression to meet individual student needs. It is important to know that accessible and inclusive design benefits all students, including students with disabilities.

Interaction

Considerations
Educators should consider the student's disability and unique needs when interacting during remote learning.

- Considerations for both synchronous and asynchronous interaction include the need to generate student interest, sustain student participation and effort, and provide options for student self-regulation (e.g., some students with disabilities require variation in the background noise, visual stimulation, or noise buffers in order to manage attention issues or challenges with sensory regulation).
- Students with disabilities may require a variety of reminders, models, checklists, or external aides to optimize performance in remote learning environments.

Student Supports
- Implement a variety of engagement strategies to assist with student motivation.

Delivery

Considerations
Educators should consider that delivery of content and transfer of learning occurs when multiple representations of information are used. There is no a single means of content delivery that is optimal for all learners.

- Providing a range of options for representation of content is essential for students with disabilities. For example, a student who is blind or has low vision may not perceive and comprehend information in the same way as other students, requiring educators to alter the size of text and images, increase the contrast between the background and text or image, and reduce the speed or timing of videos or animations during remote instruction.
- Virtual (online) and blended (hybrid) courses may help students with disabilities because asynchronous formats frequently allow students to have extra time to respond through multiple means of expression (e.g., text, speech, text-to-speech, speech-to-text).

Capacity
- Train teachers in the principles of Universal Design for Learning (UDL). Utilize high-leverage inclusive practices in the delivery of synchronous and asynchronous instruction.

Training Supports
- Train teachers in the development of instructional units that are aligned to core content and individualized to meet student needs with appropriate accommodations and/or modifications and assistive technology.

Platforms

Considerations
Accessibility of instruction and educational materials is a crucial consideration for educational teams regardless of the educational setting, and the accessibility needs of a particular student may differt from one learning mode to the next.

- Students who participate remotely may require different materials, strategies, and/or assistive technology to access their

Capacity
- Train teachers in the features of the LMS that will meet the unique needs of students with disabilities.

Technology
- Ensure that the chosen technology proactively addressess accessibility (504s, IEPs, and LPACs) within the LMS, CMS, and/or VCS.

Platforms

Continued

education than if they were learning in a face-to-face environment.
- When determining how an IEP goal or service can be effectively delivered as a remote (distance) service, accessibility to the materials, curriculum, and environment must be considered. This includes consideration of the student's communicative, physical, sensory, cognitive, and behavioral characteristics, as well as the student's familial support and resources in the virtual (online) learning environment.
- The platform for engaging in remote (distance) services can be as simple as a video and audio connection, or it can include many supplemental features to facilitate or enhance interactive lessons (e.g., screen sharing, digital whiteboard, interactive shared mouse, document reader).
- The learning platform should allow students to utilize tools that are an optimal match between their abilities and the demands of the academic tasks.
- Schools delivering educational services to children remotely (at a distance), either IEP services or supplemental learning opportunities, must continue to protect a student's privacy, health, and educational records in accordance with the law. Educational professionals providing services remotely are bound by the same federal and state regulations as they would be when providing in-person services.

Student Supports
- Train students on communicating with teachers and other students via the LMS, CMS, and/or VCS.

When considering interaction, delivery, and platforms, how will the digital learning opportunities provided meet the academic, social, and emotional needs of students with disabilities and support their growth?

Interaction

Delivery

Platforms

English Learners

DESE English for Speakers of Other Languages/ESOL Unit: 479-267-7450, *tricia.kerr@arkansas.gov*

English Learners (ELs) in Arkansas are expected to meet the same academic demands as their peers, with an emphasis on using sophisticated language to articulate thinking and reasoning in ways that are specific to each subject area. For ELs, interactive learning in a social context is central to language development and content learning. While remote (distance) learning for ELs presents very real challenges and in no way can replace the richness of teacher-facilitated and peer-supported instruction, the same research-based principle that should be included in any EL's academic program can be applied. Such principles include engaging ELs in meaningful tasks while using technology to provide language scaffolds and supports; ensuring ELs receive both meaningful access to content and designated English language development instruction; differentiating based on student need while engaging students in prompt feedback; leveraging the linguistic and cultural assets of students and families; and leveraging family and community supports to address the unmet, non-academic needs that hinder students' ability to fully engage in learning.

Regardless of the student's learning environment, districts should ensure that ELs are provided with both explicit instruction in English language development and meaningful access to core content. Both of these areas must be intentionally addressed and aligned with one of the approved Language Instruction Educational Program codes. Collaboration between content-area teachers and teachers explicitly supporting the linguistic needs of ELs is critical throughout the planning and delivery of digital learning.

Interaction

Considerations

Providing regular opportunities for student conversation, discussion, and written output is critical for ELs' language and content development.

- Meeting in small groups provides targeted support and ensure equity of voice.
- Include opportunities for simultaneous non-verbal feedback and focus on a select number of online tools to foster interaction (e.g., Padlet, VoiceThread, Google Drawings, and Flipgrid).
- When teaching a mini-lesson through video or slides, be sure to explicitly plan for and teach the language needed for the content (e.g., vocabulary, sentence frames).
- When eliciting student responses specify the language patterns students should use by providing differentiated sentence frames.
- Providing asynchronous videos and readings allows students to review instruction more than once as needed.
- Teachers should provide feedback to students regularly and allow students to provide feedback to each other.

Need
- Provide teachers with ELs' proficiency levels.

Capacity
- Utilize the Arkansas ELP Standards to support content-area instruction.

Training Supports
- Interpret ELs' proficiency levels correctly.
- Train teachers to identify language demands of a lesson and provide appropriate language supports for ELs.

Delivery

Considerations

Ensure that instructions and new content are concise, making use of visuals, and when possible, video, to explain tasks and share examples of completed work.

- Instructors should make time to teach ELs how to find and use technology-enabled language resources, such as Google Translate or Google Images, to understand new words or concepts.
- Provide scaffolded access to complex text, such as audio support, graphic organizers, and chunking reading with opportunities for students to process along the way.

Technology
- Provide software for teachers and parents/guardians to communicate in a language understood by the parents/guardians to ensure they understand the expectations of the school.

Student Supports
- Provide ELs with targeted English Language Development and supports for accessing the content regularly regardless of delivery model used.

Delivery

Continued

- Instruction should allow multiple ways for students to respond to text, orally and in writing, in English or their home language, on a digital platform, or by taking a picture of written work.
- There should be designated English Language Development (ELD) time built into ELs' schedules for language practice and reinforcement of language needed for literacy or content area work. When possible, explicit ELD instruction is best provided onsite in a blended environment.

Platforms

Considerations

Take time to make sure that students and families know how to use the district's chosen digital platforms as well as tools such as Google Translate.

- Teachers should communicate with parents/guardians about their roles and the expectations of their student in a language they understand.
- Digital platforms can be leveraged for language practice using tools such as Brain-POP ELL, Duolingo, Rosetta Stone, and Imagine Learning.
- With the extra time that families are spending together, leverage the home language by asking students to read with a family member and engage in games for all ages.

Technology
- Ensure students have appropriate devices and Internet access to equitably partcipate.

Training Supports
- Train educators on cultural considerations in regard to the digital divide.
- Train students and parents/guardians in utilizing the devices, software, and platforms to submit assignments properly in a language they can understand.

When considering interaction, delivery, and platforms, how will the digital learning opportunities provided meet the academic, linguistic, and cultural needs of English Learners and support their language development?

Interaction

Delivery

Platforms

Are there any specific accommodations that need to be considered when thinking about *Digital Program: The BIG Picture*?

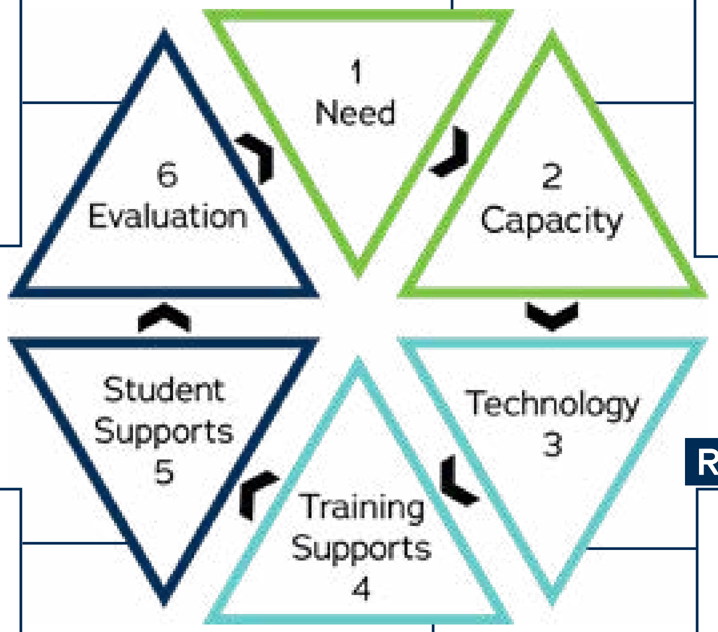
Reflection

Consider

Some students may require multiple services.

Reflection

Reflection



Reflection

Reflection

Reflection

What is needed to further support interventions, accommodations, and acceleration?

Part IV: Teacher Resources

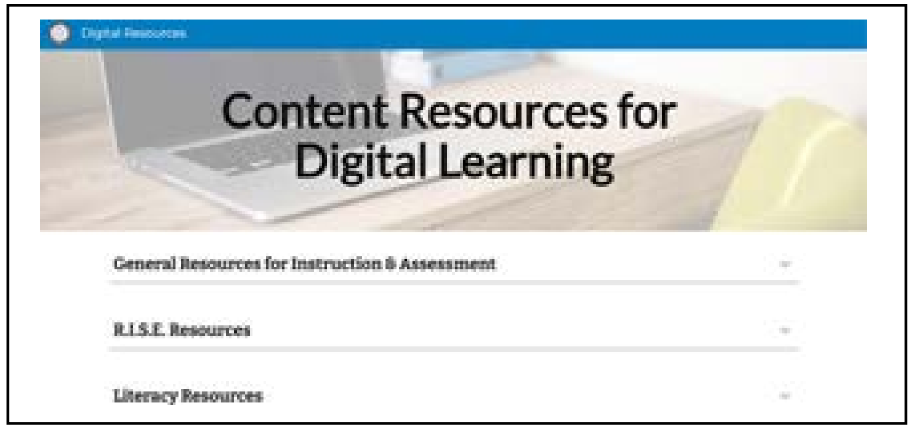
Meaningful Digital Learning teacher resources will assist in providing a purposeful learning experience.

What considerations outlined in Teacher Resources do the district need to reflect on and plan for?

Content Area resources

DESE content area experts have developed digital resources that will aid in the implementation of a digital learning program.

The Division of Elementary and Secondary Education has established a website to support teachers as Arkansas schools continue to meet the learning needs of all students through virtual (remote) and blended (hybrid) options. The Content Resources for Digital Learning website is designed to assist teachers by providing a compendium of content and pedagogical resources designed to efficiently and effectively deliver digital instruction. The Content Resources for Digital Learning website provides resources to supplement locally-established content-area curricula.



Digital Resources

Content Resources for Digital Learning

General Resources for Instruction & Assessment

R.I.S.E. Resources

Literacy Resources

In evaluating *Content Resources for Digital Learning*, how will these be incorporated into the instructional model?

Almost Daily Use	Sometimes Use	Never Use

Parent/Guardian supports

How will the district educate parents/guardians about the 3 components of digital learning?

Interaction

Independence: Students can progress through assignments at their own pace and track their own progress toward their goals.

Flexible: Your child can try different ways to learn. Online learning allows scheduling to accommodate health, athletic, employment, and family circumstances.

Assistance: Communicating outside the typical school day is supported by the online learning culture. Many students and teachers report that they spend more time interacting online than in the face-to-face classroom.

Delivery

Individualized: Personalized to your child's needs and learning goals.

Rewarding: Online learning reinforces lifelong learning skills and promotes information literacy and communication skills as well as thinking and problem solving skills.

Platforms

Current/On Trend: Students gain more experience using the 21st century technology tools used in college and in the workplace.

Accountability: Tracking the student's progress in real time keeps your child constantly informed about how he/she is doing. The platforms provide an organized space for students to keep up with grades, assignments, and homework.

Networking: Online platforms prepare students to collaborate safely with peers and other professionals in a digital setting. Using online communication tools, students will learn skills for success in college, career, military, and community.

Social Growth: Students meet people outside their community in a safe environment, and multimedia used in online learning provides interactive and engaging ways of learning.

How do parents/guardians know when their child is ready for digital learning?

All students can be successful digital learners. Successful digital learners are self-motivated, independent, computer literate, effective time managers, effective writers, and have a strong personal commitment to learning. The key to success is for students to have a strong foundation in skills for personal success. Refer to the G.U.I.D.E. for Life which outlines personal compentencies.

How can parents/guardians help their children?

- Evaluate their **child's readiness level** and work with him or her on areas of weakness to improve.
- Discuss the **effort expectations** involved with being a digital learner.
- Review **course outlines and requirements**.
- Review the online provider's **student handbook**.
- Provide an **organized study space**.
- Create a **routine/schedule** and a **progress monitoring system**.
- Learn about **online learning best practices** - study skills, time management, self-motivation, basic technology skills, Learning Management System (LMS) navigation, and course layout.

What supports should the district provide to parents/guardians?

Who is the point person, and what is the timeframe for providing supports?

Part V:
Implementation
DO

How is the district checking to see what is working?

What considerations outlined in Implementation do the district need to reflect on and plan for?

Implementation
making it a reality

Periodic Monitoring of Implementation: Collect data to provide feedback to team.

	Need				Capacity				Technology				Training Supports				Student Supports				Evaluation			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Strong	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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Some	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
No	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

What next steps are necessary for improving?

Quarter 1

Quarter 2

Quarter 3

Quarter 4

DIGITAL MODEL
implementation rubrics

1 NEED

High Need
- A sizable portion of the student body would benefit from a robust digital option
- Strong community interest in providing a digital learning option

Some Need
- A portion of the student body would benefit from a robust digital option
- Community interest in providing a digital learning option

Limited Need
- A small portion of the student body would benefit from a robust digital option
- Little community interest in providing a digital learning option

No Need
- No portion of the student body would benefit from a robust digital option
- No community interest in providing a digital learning option

2 CAPACITY

Strong Capacity
- Healthy budget for implementation
- Highly trained and skilled faculty and administrators
- Available staffing meets anticipated demand
- Communication protocols for technical and general information clearly established and implemented
- District policies reflective of considerations for implementing model

Adequate Capacity
- Adequate budget for implementation
- Trained faculty and administrators
- Available staffing meets existing demand
- Communication protocols for technical and general information established and implemented
- District policies do not address most considerations for implementing model

Some Capacity
- Limited budget for implementation
- Insufficiently-trained faculty or administrators
- Available staffing somewhat meets existing demand
- Communication protocols for technical and general information established
- District policies are limited in addressing the considerations for implementing model

Minimal Capacity
- No budget for implementation
- Insufficiently-trained faculty or administrators
- Available staffing does not meet existing demand
- No communication protocols for dissemination of technical and general information
- No district policies are in place which address the considerations for implementing model

3 TECHNOLOGY

Strong Technology
- Ample number of devices for both students and teachers
- Connectivity capacity within school exceeds demand
- Connectivity capacity within community exceeds demand
- Robust LMS and VCS with capacity to adapt to district needs
- Robust CMS or district-created curriculum with capacity to adapt to district needs
- Proactively addresses accessibility (504s, IEPs)

Adequate Technology
- Sufficient number of devices for both students and teachers
- Connectivity capacity within school meets demand
- Connectivity capacity within community meets demand
- LMS and VCS with capacity to adapt to district needs
- CMS with capacity to adapt to district needs
- Addresses accessibility (504s, IEPs)

Some Technology
- Insufficient number of devices for both students and/or teachers
- Connectivity capacity within school somewhat meets demand
- Connectivity capacity within community somewhat meets demand
- LMS and VCS with limited capacity to adapt to district needs
- CMS with limited capacity to adapt to district needs
- Limited accessibility (504s, IEPS)

No Technology
- Inadequate number of viable devices
- Connectivity capacity within school fails to meet demand
- Connectivity capacity within community fails to meet demand
- LMS and VCS unable to adapt to district needs
- CMS is unable to adapt to district needs
- Does not address accessibility issues

4 TRAINING SUPPORTS

Strong Training Supports
- Parent/Guardian Engagement Plan established and fully implemented
- Capacity for all administrators to provide timely support to students and teachers
- Dedicated Instructional Technology Specialist
- Professional Development opportunities address all anticipated needs: Technology Integration, Design & Implementation of Digital Learning, and Digital Instructional Strategies

Adequate Training Supports
- Parent/Guardian Engagement Plan established
- Capacity for administrators to provide timely support to students and teachers
- Part-time dedicated Instructional Technology Specialist
- Professional Development opportunities address most anticipated needs: Technology Integration, Design & Implementation of Digital Learning, and Digital Instructional Strategies

Some Training Supports
- Incomplete Parent/Guardian Engagement Plan
- Limited capacity for administrators to provide timely support to students and teachers
- Professional Development opportunities address some anticipated needs: Technology Integration, Design & Implementation of Digital Learning, and Digital Instructional Strategies

No Training Supports
- Incomplete or no Parent/Guardian Engagement Plan
- Limited Professional Development opportunities

5 STUDENT SUPPORTS

Well Supported
- Multiple methods for assessing student learning available (formative and summative)
- Strong tiered supports for students clearly identified and provided on an as-needed basis
- Accommodations, interventions, and accelerations for all learners considered and actively monitored
- Strong student engagement practices for digital learning identified and fully implemented

Supported
- Methods for assessing student learning available (formative and summative)
- Tiered supports for students identified and provided on an as-needed basis
- Accommodations, interventions, and accelerations for all learners considered and monitored
- Student engagement practices for digital learning identified and implemented

Somewhat Supported
- Methods for assessing student learning somewhat available (formative and summative)
- Tiered supports for students identified and provided
- Accommodations, interventions, and accelerations for all learners are considered
- Student engagement practices for digital learning identified

Not Supported
- No methods for assessing student learning (formative and summative)
- Tiered supports for students not identified
- Accommodations, interventions, and accelerations for all learners not considered
- Student engagement practices for digital learning not identified

6 EVALUATION

Detailed Evaluation Procedures
- Detailed procedure established for evaluating program effectiveness: Timeline, Strategic Plan
- Lead and support personnel identified
- 3 or more datasets chosen for review: Surveys, User Statistics [Number of Students, Number of Faculty, Time on Task (engaged with digital learning)], Assessment(s)
- Specific procedures for reporting to district leadership

General Evaluation Procedures
- General procedure established for evaluating program effectiveness: Timeline, Strategic Plan
- Lead or support personnel identified
- 2 datasets chosen for review: Surveys, User Statistics [Number of Students, Number of Faculty, Time on Task (engaged with digital learning)], Assessment(s)
- General reporting procedures to district leadership

Limited Evaluation Procedures
- Vague procedure established for evaluating program effectiveness: Timeline, Strategic Plan
- Lead or support personnel identified
- Incomplete dataset(s): Surveys, User Statistics [Number of Students, Number of Faculty, Time on Task (engaged with digital learning)], Assessment(s)
- Vague reporting procedures to district leadership

No Evaluation Procedures
- No procedure established for evaluating program effectiveness
- No identified lead or support personnel
- No dataset(s) identified for review
- No reporting procedures to district leadership

Part VI:
Evaluation
CHECK

How will the district assess the efficacy of the digital learning program?

What worked? What should the district repeat? What will the district do differently to get better results?

What did the district learn?

Sources of Data Used

☐ Surveys
☐ User Statistics
☐ Assessments (formative/summative)
☐ Costs
☐ Implementation Monitoring

Were the established goals met?

What are the next steps for improvement?

Application

next steps

☐ The Ready for Learning Team reviewed the Guidebook for Digital Learning and determined the need and capacity of the district to offer a digital learning option(s).

Virtual/Remote

☐ **Example 1:** Synchronous
and/or
☐ **Example 2:** Asynchronous

Hybrid/Blended

☐ **Example 3:** Simultaneous Instruction
and/or
☐ **Example 4:** Student Learning Option Specific
and/or
☐ **Example 5:** True Blended Model

☐ The district will offer an integrated model.

☐ The district will *not* offer a digital learning program at this time.

The District or Open-Enrollment Charter will request AMI Days.
☐ **YES** ☐ **NO**

FAQ

Q: Can an Open-Enrollment Charter apply for the Act 1240 waiver for digital learning options?

A: No. An Open-Enrollment Charter may apply for a charter amendment to include a digital learning option.

closing . . .

Insights: DL + AMI Module - Act 1240 Waiver Links

The **public page** is at https://insight.ade.arkansas.gov/Surveys/DigitalLearning/Public

Note: Anyone can access this page, and once complete, a user will be able to use the LEA context chooser to narrow down which approved waivers are available to view and then open one for viewing.

The **district page** is at https://insight.ade.arkansas.gov/Surveys/DigitalLearning/

Note: If one is logged in as an ADE user, the user will get redirected off of this page to the Admin page.

If a district user is already logged in with his or her APSCN account, he or she will go straight to his or her district's waiver request page. Otherwise, he or she will be presented with a login form that allows him or her to choose whether to login with his or her APSCN account or to use the LEA and Superintendent Email and then be redirected to the district's waiver request page.

The Arkansas Division of Elementary and Secondary Education hopes the **Guidebook for Digital Learning** is a useful tool for Ready for Learning Teams to make decisions about digital programming.

If there are any questions, please reach out to us for assisstance.

Arkansas Department of Education
Division of Elementary and Secondary Education

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