



edmentum™  
**Virtual Conference**

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Building School Around  
**EVERY STUDENT**

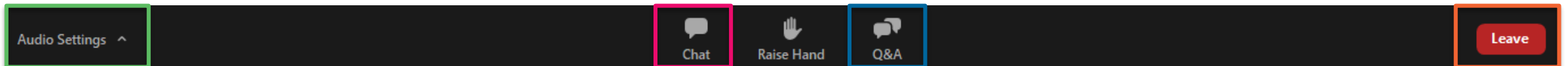
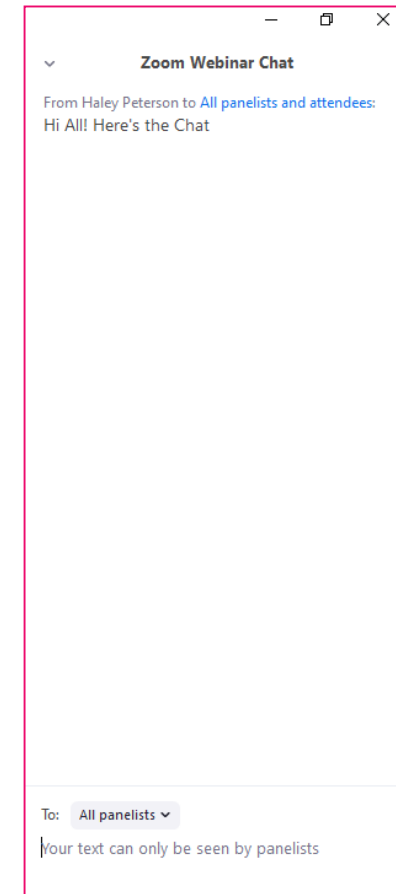
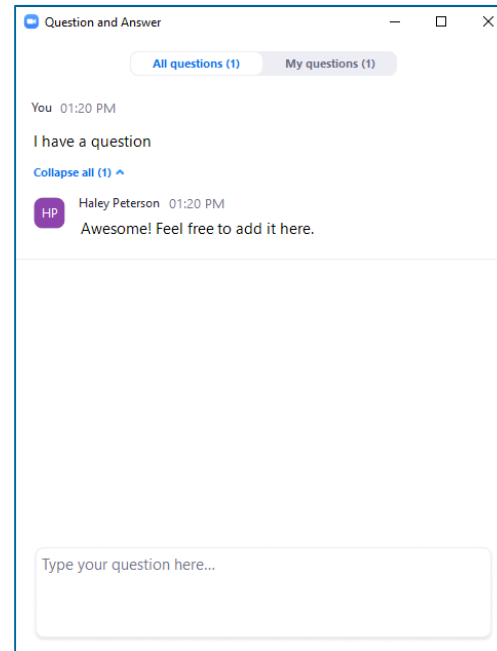
# Agile Continuity Learning

Daryl Vavrichek & Casey Stone

# How to Participate Today



- Open chat feature
- Open question pane
- Correct audio issues
- Exit the webinar



# AGENDA

- Agility and Innovation
- Blended Learning in New Era
- Hybrid Instruction
- Virtual Learning Academies
- Priority Standards Focus
- Q&A



# Presenters

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**Casey Stone**

Educational Programs Consultant

Follow Casey on Twitter [@EdCaseyS](#)



**Daryl Vavrichek**

Educational Programs Consultant

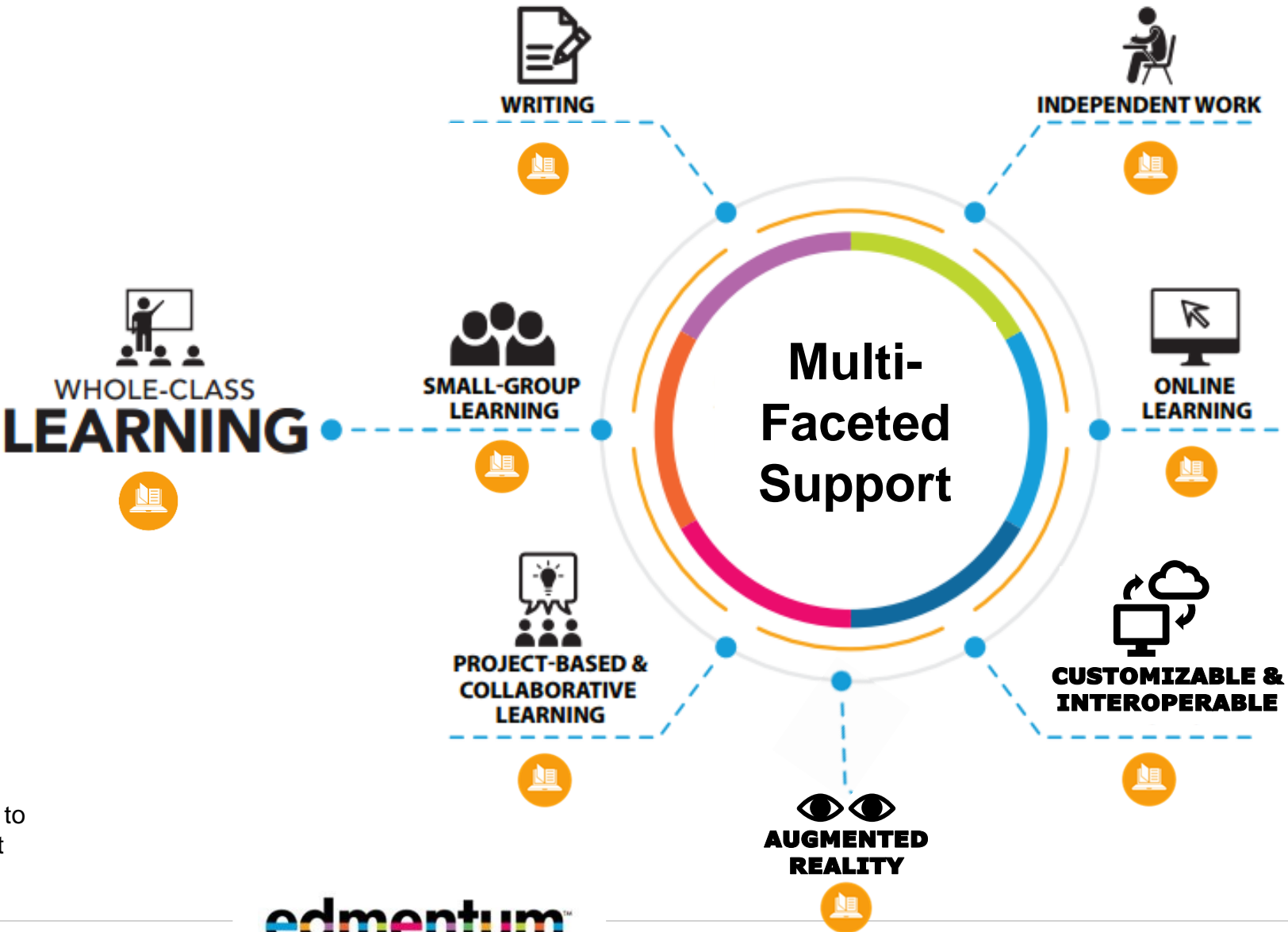
Follow Daryl on Twitter [@dvavrichek99](#)

# Building School Around EVERY STUDENT



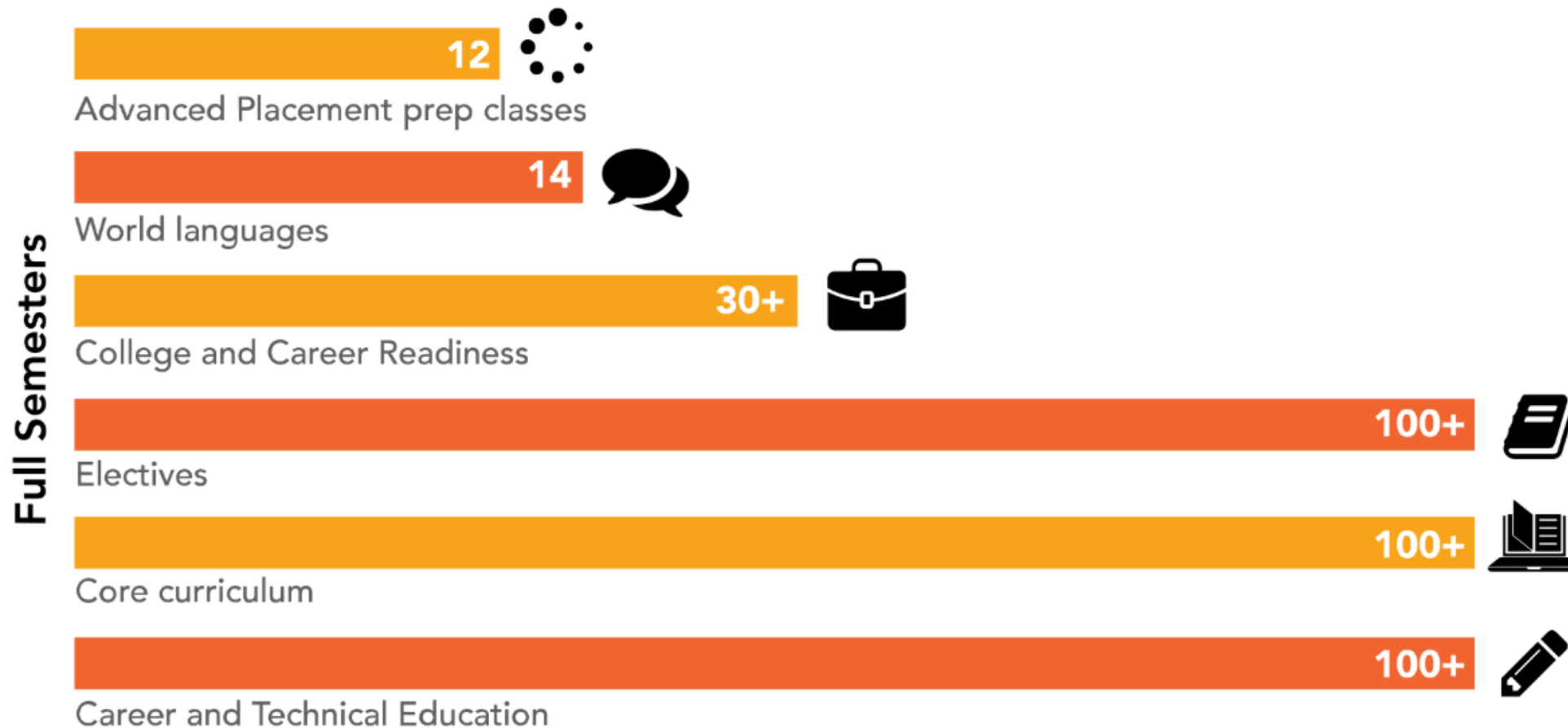
## Courseware and Academy

Online courses and curriculum to enhance and expand student options.





# Industry Leading Libraries





# Quality Curriculum



## QM K-12 Publisher Certification Scoreboard

135	Edmentum
128	Pearson Online & Blended Learning
35	Founders Education
30	Apex Learning, Inc.
26	Odysseyware
24	Edgenuity
19	Strongmind
18	Florida Virtual School Global
16	Global Personalized Academics
13	Shmoop University, Inc.
9	Pointful Education
1	eBrigage/Blue Foundation
1	Compass Learning
1	WHRO

*The organizations listed above have received certification under the QM K-12 Publisher Rubric Standards for the number of courses shown.*



## Simple Technology Empowers Innovation

Edmentum Courseware is highly customizable and focused on infusing your voice and unique needs into our products.



Course  
Customization



Student Toolbar



Course & Unit  
Activities



Data &  
Reporting



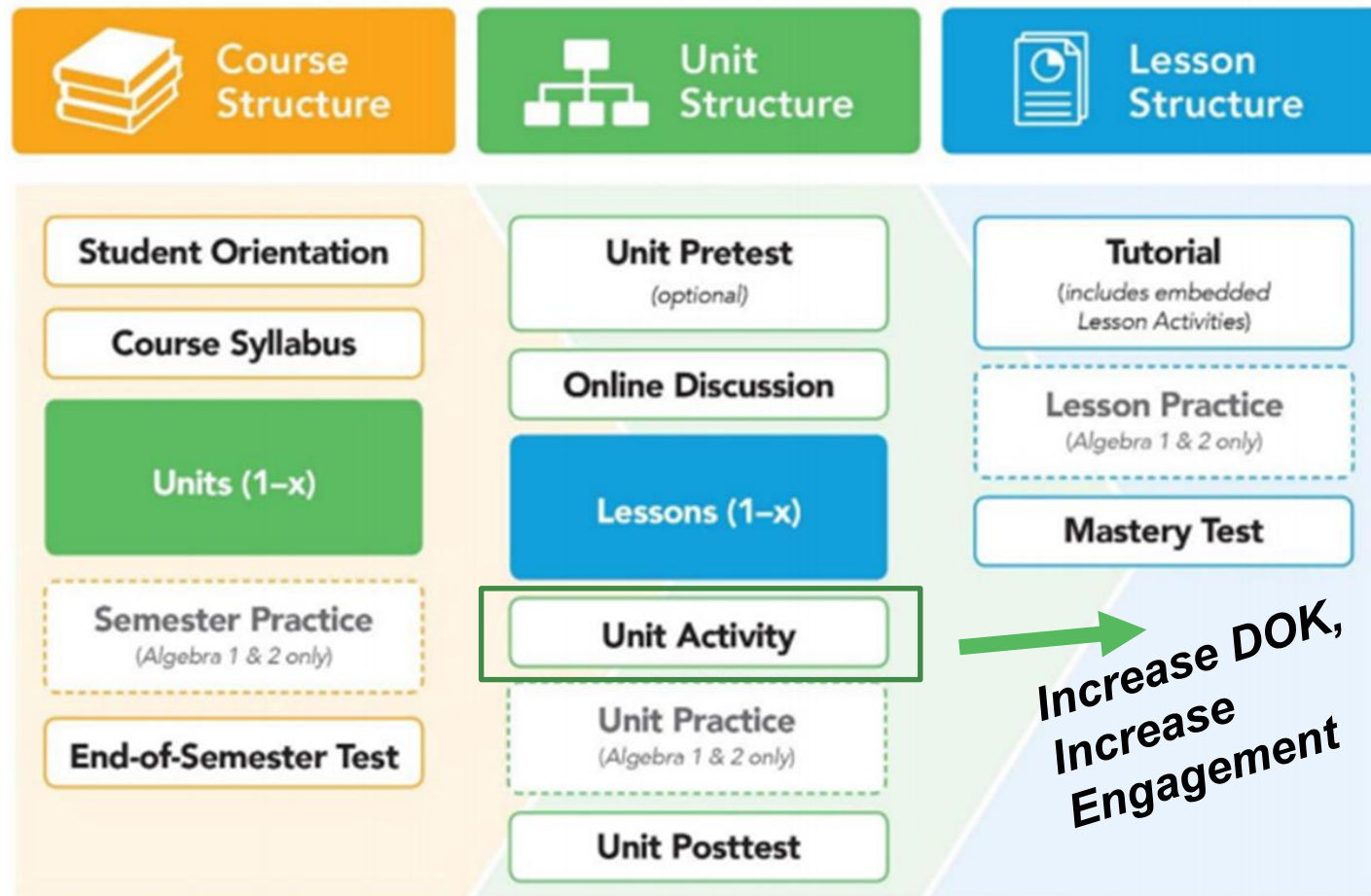
Flex  
Assignments





# Course Structure

To what extent are the assessment tools useful and functional for the user?




## Course Assessments


- Mastery Tests
- Pre-Test
- Post Test
- EOS Test
- Practice Assignments
- Unit Activities








# Canvas Integration


  
CANVAS  
FREE FOR TEACHER


  
Account


  
Dashboard

  
Courses

  
Calendar


  
Inbox



 Demo Course > Assignments > sample

sample

Home


Announcements 

Assignments

Discussions


Grades

People

Pages 


Files


Syllabus


Outcomes 

Expressions Select


Linear Equations Select

Linear Equations: Tutorial [VIEW](#) 

Linear Equations: Practice [VIEW](#) 

Linear Equations: Mastery Test [VIEW](#) 

Radical Expressions Select

Post Test: The Real Number System [VIEW](#) 

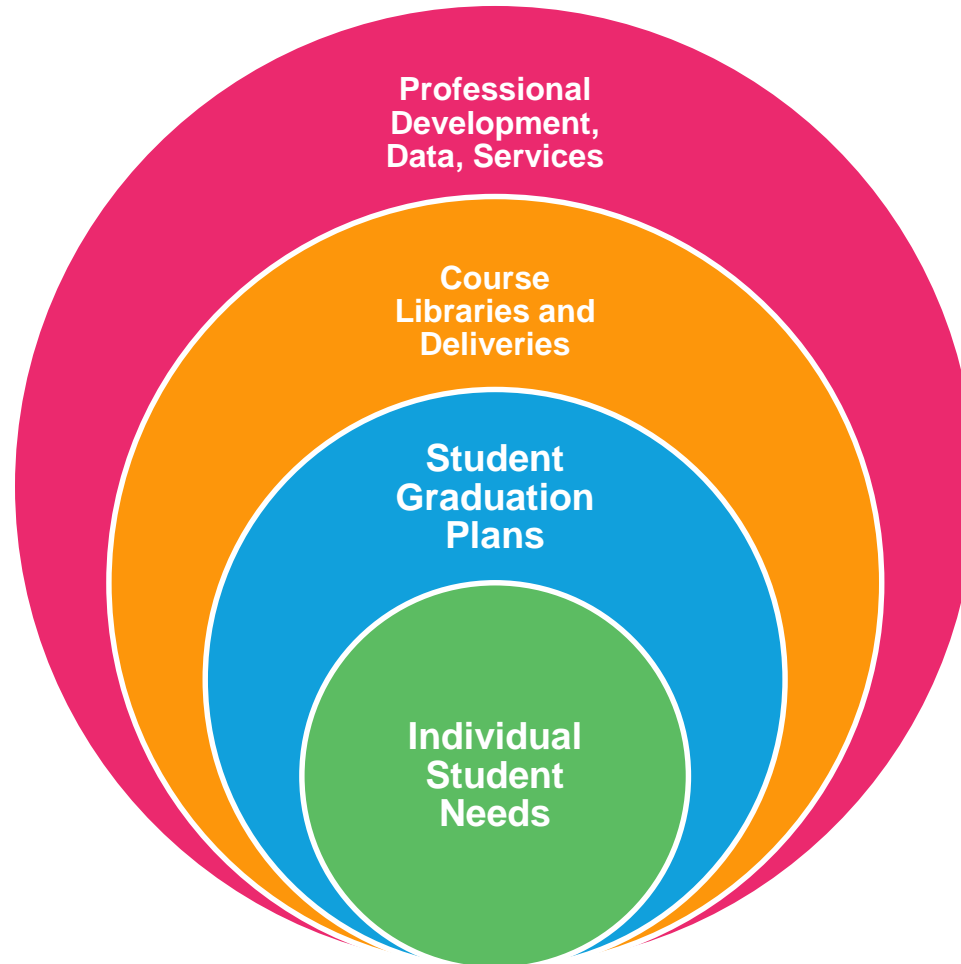
Unit Practice: The Real Number System Select

Unit 2: Linear Equations

edmentum™

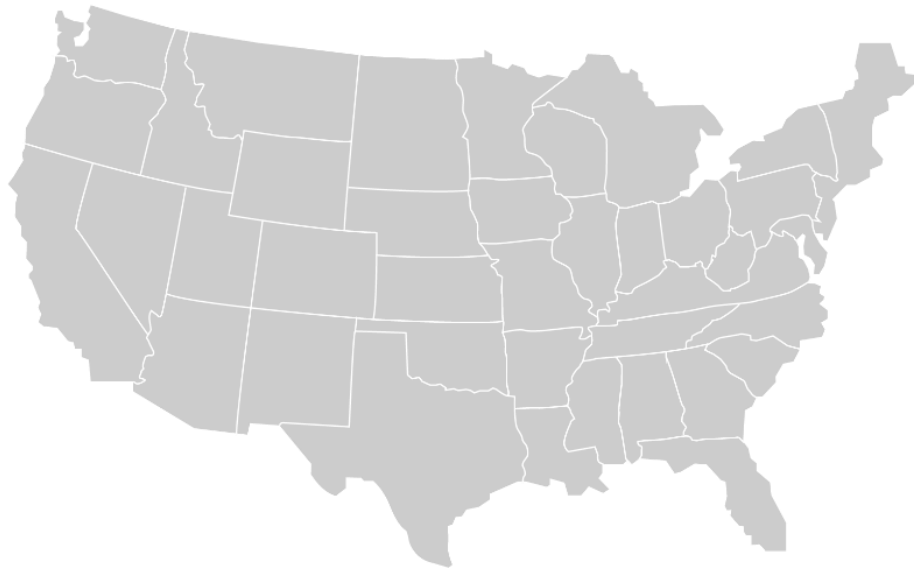


# Individualizing Implementations





# Quality Content: State & Third-Party Approvals



**99.14%** rate of approval on submitted courses





## Innovative Program Consideration

- Middle School, Blended/Project Based/Work Based
- High School, Blended/Project Based/Work Based
- College and Career Ready
  - (CTE, ACT, WorkKeys, SAT, ASVAB, etc.)
  - College Board Advanced Placement
- HS Alternative School
- GEAR UP
- eAcademy, Distance or Virtual Courses
- Semester/Unit Recovery
- Dual Enrollment/Credit
- Early College
- P-TECH
  
- English Learners
- Special Needs
- Interventions
- Adult Ed
- GED





# Innovative Continuity of Learning Methods

**Blended Instruction**

**Hybrid Instructional Weeks**

**Virtual School**

**Priority/Power Standards Support**





# Planning In Triplicate

## Plan A

*“Blended normalcy with ability to go fully virtual”*

- In today's educational climate, schools need to consider the cost and benefits of being in the building.
- Thinking about how to be in a building but being ready to pivot at any time
- Proactively setting up content and delivery with the mindset that a school will close on a Friday
- Special populations and unique approaches to decreased building capacity
- What would be consistent things we can offer all groups?

## Plan B

*“Blended Learning supporting days at school and home”*

- Every learner is both In and Off site
- Pros: smaller groups/safer
- Personalization and quicker cleaner response times for teachers
- Cons: need to blend both teaching strategies into a learner cadence
- Thinking around a rotation model but to scale...
- Data MUST not only drive decisions but offer resources or content.
- Options to support special populations in ways done in the past as well.
- Whole curriculum approach- for in and out of building with opportunity to build out virtual program to recruit (homeschoolers)

## Plan C

*“Long-Term Virtual Learning”*

- Longest view towards success.
- Option to coincide with A and B together...
- SEL and SPED is being newly defined on approach.
- Assessment and Authentic demonstration of knowledge- PBL and learner driven.
- Adjusting and adapting to assessment and reporting reflects those changes.
- Shifting pedagogy requires some shift in reporting and protocol within.
- Data- Reliable ways to level set where our learners bring to a Unit-Topic
- Building DOK levels- Making learning “sticky” for students.

# Priority/Power Standards

## AKA Essential or Critical Standards

1. Does this standard represent the major work of the grade or course?
2. Will the student learning in future grades and courses be hindered without understanding and proficiency of this standard?
3. Is this standard connected to important ideas in previous grades and courses?

-National Council of Teachers of Mathematics, June 2020

Grade Level	ELA	Math	Science	Social Studies
Grade 5	1, 2, 3, 4, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 26, 32, 33, 38, 39, 40, 41, 42	5, 6, 8, 9, 10, 11, 12, 14, 16, 17, 18, 22, 24	1, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16	1, 2, 4, 5, 7, 8, 9, 11
Grade 6	1&11, 5 & 15, 9/19, 21, 24, 25, 31, 32, 37, 38	6.1, 6.2, 6.3, 6.9, 6.10, 6.11, 6.13, 6.14, 6.18, 6.20	1, 2, 5, 7, 8, 9, 12 (not 12a), 13 (all), 14, 15	1, 2, 3, 4, 5, 6, 8, 9, 11
Grade 7	1&10, 4 &13, 7/18, 20, 23, 27, 30, 33, 36, 37	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10	3, 4, 5 (all), 6, 8, 10, 12, 13, 16, 18	<i>Geography:</i> 1, 2, 3, <i>Civics:</i> 1, 2, 3, 4, 5, 6 10
Grade 8	1&10, 4 &13, 8 &18, 20, 23, 27, 30, 33, 36, 37	8.3, 8.7, 8.9, 8.10, 8.12, 8.14, 8.15, 8.18, 8.20, 8.22	2, 3 (not 3a), 4, 5, 6, 8, 9, 10, 16, 17 (all), 18	1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 16, 17





# Student Engagement



George Caleb Bingham  
(American, 1811 - 1879),  
*The Jolly Flatboatmen*, 1846



Petrus Christus (Flemish,  
c. 1410/1420-1475/1476),  
*A Goldsmith in his Shop*, 1449



Utagawa Kuniyoshi (Japanese,  
1797-1861), *Yang Xiang (Yō Kō)*,  
from the series *A Child's Mirror of  
the Twenty-four Paragons of Filial  
Piety (Nijūshi kō dōji kagami)*,  
c. 1843

In this activity, students **place, examine and analyze three works of art** and relate them to categories representing five **literary devices**:

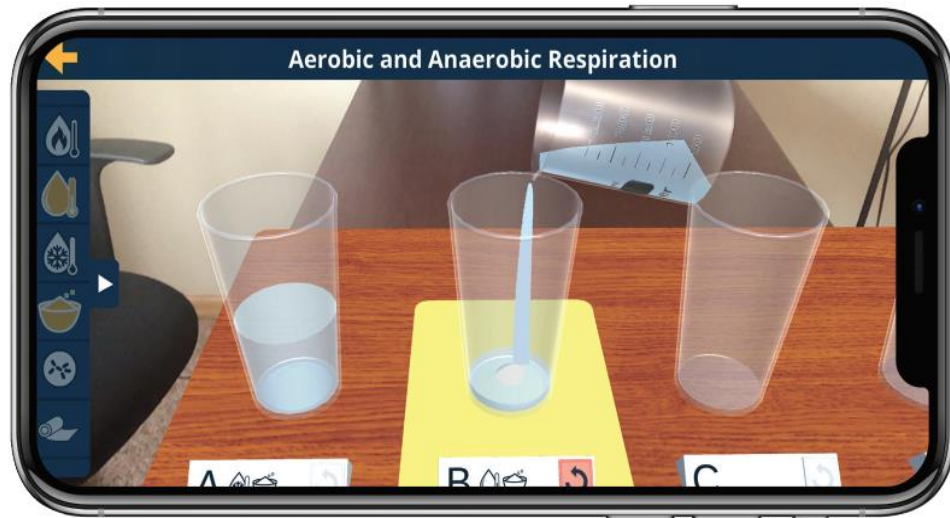
1. Plot
2. Setting
3. Symbolism
4. Point of View
5. Mood



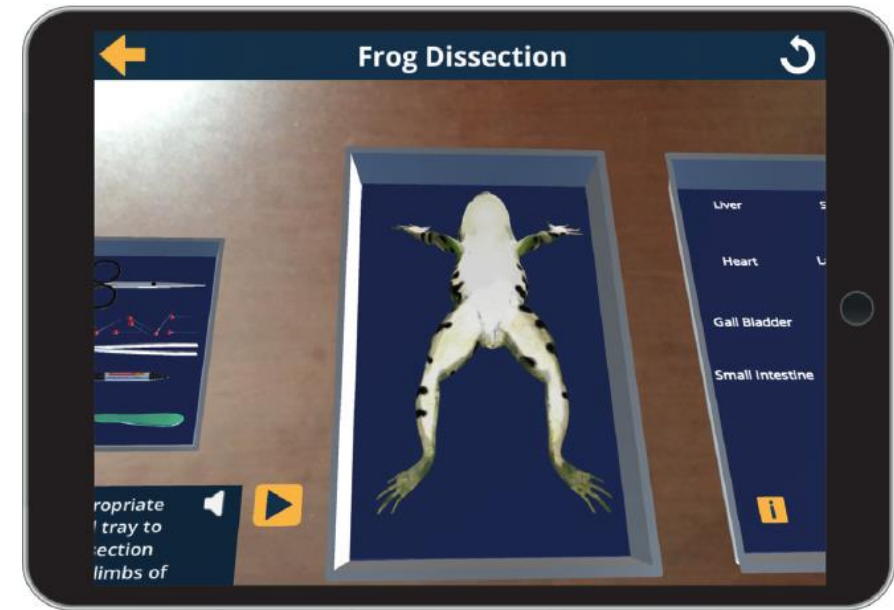


# Student Engagement

## Aerobic & Anaerobic Respiration *Biology B, Unit 3*



## Organ Systems *Biology A, Unit 2*



Look for the *Edmentum AR Biology* app in the Apple App Store® or Google Play for Android!



## The Why?

*“What do PBL activities look like?”*

*“How can I make researching solutions to problems engaging for my students?”*

Project-based learning (PBL) involves a wide variety of activities where students use their investigative and academic research skills to ultimately solve a real-world problem.

We designed our STEM PBL activities with the goal of cultivating 21st century workplace skills, helping students develop higher-order thinking (get students creating!), increasing student agency, and ultimately, providing opportunities for sustained inquiry.



**The end result of these activities will be a final project that the student (or student group) gets to present to explain a real-world problem and the solutions that the student has discovered along the way.**



# 14 PBL Activities

## STEM

### Project Based Learning Activities



STEM PBL activities are available as a resource through Custom Course Builder or Flex Assignments.

Activity	Essential Questions	Project Goals	Overview	Primary Course Alignment
Algal Blooms	How do we make predictions for location and timing of future algae blooms and ensure that our predictions have validity?	Use satellite data to determine the correlation between sea surface temperature, sunlight, and the amount of chlorophyll (phytoplankton) in the Gulf of Maine at various times of year.	Students will assume the role of an environmental scientist attempting to predict future red tide outbreaks. They will use real-world satellite data from NASA to analyze chlorophyll concentrations, create a proposal for the government explaining where blooms are most likely to occur in the coastal United States, and what can be done to	Biology



# Essential Question

## Become a Martian!

*“How would humans go about choosing another planet to inhabit, and how would they plan for colonization on the chosen planet?”*

**While these broad questions require an open mind (and a dose of creativity), they’re also tied to real-world problems.**

PBL Activity: Become a Martian!



2 of 44

Save & Exit



### Explorers Wanted!

What if it were time to colonize Mars? What would people need to live and work on the planet?

The job roles that need to be filled include the following:

- farmers
- surveyors
- teachers
- technicians
- builders

If you helped colonize Mars, what type of work would you do?





## PBL: The How?



### STEM PROJECT BASED LEARNING ACTIVITIES

Note: STEM PBL activities are available as a resource in PLATO Titles through Custom Course Builder or Flex Assignments.

Project	Essential Questions	Project Goals	Overview	Primary Course Alignment
<b>Algal Blooms</b>	How do we make predictions for location and timing of future algae blooms and ensure that our predictions have validity?	Use satellite data to determine the correlation between sea surface temperature, sunlight, and the amount of chlorophyll (phytoplankton) in the Gulf of Maine at various times of year.	Students will assume the role of an environmental scientist attempting to predict future red tide outbreaks. They will use real-world satellite data from NASA to analyze chlorophyll concentrations, create a proposal for the government explaining where blooms are most likely to occur in the coastal United States, and what can be done to reduce these blooms.	Biology
<b>Space Science: Become a Martian!</b>	How would humans go about choosing another planet to inhabit and how would they plan for colonization on the chosen planet?	Define the scientific challenges of colonizing a new planet (e.g., atmosphere, food, impact of gravity).  Conduct and organize research and produce a quality solution proposal for colonization of the new planet.	Students assume the role of space scientist to inform amateur space-science enthusiasts regarding the theoretical colonization of Mars. Based on research, students will choose one potential challenge of colonizing Mars and propose solutions to overcoming the challenge.	High School Earth and Space Science
<b>Business: Revenue vs. Cost</b>	How can businesses efficiently produce and sell quality products?	Solve systems of linear equations using algebraic and graphical	Assuming the role of a small business owner, students come up with an idea for a product they want to produce and sell. Students	Algebra 1A



## PBL: The Where

### Custom Course Builder/Flex Assignments

Create Custom Course

Cancel

Save

Select a content set to start building your custom course

☒ Resource, Subject, Grade ☐ Standards

Resource Type:

PLATO Titles

Subject:

All

Grade:

All

#### Selected Content

- Physical Science with Assessments
- Reading Explorations - Level E
- Reading Explorations - Level F
- Reading Explorations - Level G
- Reading Modules
- South and Southeast Asia Global Studies
- STEM Project-Based Learning Activities **NEW**
  - PBL Activity: Algal Blooms
  - PBL Activity: Asthma Awareness
  - PBL Activity: Become a Martian!

[view](#)

[view](#)

[view](#)

#### Custom Course

- Integrated PBL
  - PBL Activity: Become a Martian! [view](#)

Add a New Unit Folder

Add Document...

Add Dropbox Activity...

Add Graded Discussion...

Add Website Link...

Add End of Semester Test

Rename

Close

# 21<sup>st</sup> Century Soft Skills

## Professional Communications

Topics include:

- Professional and Social Communication
- Speaking and Listening Skills
- Preparing for Job Interviews
- Group Discussions and Leadership Skills
- Creating Desktop-Published Projects
- Creating Multimedia Presentations
- Legal and Ethical Issues
- Critical Thinking and Problem Solving

## Essential Career Skills

Topics include:

- Positive Work Ethics
- Integrity
- Self-Representation
- Creative Resourcefulness
- Diversity Awareness
- Teamwork
- Conflict Resolution\
- Customer Service
- Time, Task, and Resource Management
- Job Acquisition and Advancement
- Lifelong Learning

## Computing for College and Careers

Topics include:

- Fundamentals of Computers
- Working with Documents
- Working with Spreadsheets and Databases
- Working with Presentations
- Browsing and Communicating Using the Internet
- Networking Technology
- Advanced Productivity Applications
- Web Design and Development





## Assigned Access Setup

Increased testing security, for formal assessments

Allow us to help you tighten access within your chosen programs.

Prevent students from:

- Opening new windows and browsers
- Copying and pasting
- Creating tabs in existing browsers
- Navigating anywhere aside from the Edmentum product
- Require students to take assessments at school where they can be proctored.




















# Single Sign-On (SSO)

Single Sign-On Portal

Logged in as: *accotest* | [Log Out](#)

Size:

 <b>GoogleApps</b>	 <b>ISEE</b>	 <b>Study Island</b>
<a href="#">Click here to enroll for SSO to other web sites</a>		
 <b>AESOP</b> AESOP/Absence Management (Staff) <a href="#">Delete site?</a>	 <b>Discovery Education</b> <a href="#">Delete site?</a>	 <b>Edmentum</b> <a href="#">Delete site?</a>
 <b>Laserfiche</b> <a href="#">Delete site?</a>	 <b>Milepost</b> <a href="#">Delete site?</a>	 <b>MyHRW (Staff/Student)</b> <a href="#">Delete site?</a>
 <b>PowerSchool (Students)</b> <a href="#">Delete site?</a>	 <b>RenLearn (Staff)</b> <a href="#">Delete site?</a>	 <b>RenLearn (Teacher)</b> <a href="#">Delete site?</a>
 <b>Safe Schools</b> <a href="#">Delete site?</a>	 <b>School Messenger (Staff)</b> <a href="#">Delete site?</a>	 <b>Think Central</b> <a href="#">Delete site?</a>

# Q&A



# Q&A

## Presentation Links:

- <https://www.edmentum.com/whats-new#courseware>
- <https://www.edmentum.com/resources/brochures/courseware>
- <https://www.edmentum.com/success-stories/successfully-attaining-high-school-equivalency-and-beyond-merrillville-indiana>
- <https://www.edmentum.com/success-stories/keeping-all-students-track-graduation-caldwell-parish-louisiana>
- <https://www.edmentum.com/success-stories/striving-success-and-supporting-transient-population-halifax-north-carolina>

