

# Blended and Online Learning

## 1. What is Blended Learning?

Blended learning is a formal education model in which at least a percentage of the course takes place online; the student has some element of control over time, place, path, and/or pace; and learning occurs at least in part at a brick-and-mortar location away from the home.

- At least a percentage of the course (student learning, course content, and/or instruction) takes place online at levels commensurate with “Adoption” through “Transformation” (excluding Entry) as defined by the Florida Technology Integration Matrix (<http://fcit.usf.edu/matrix/matrix.php>).
  - This implies that there is use of a learning management system (i.e.; Canvas) with the following criteria: course of study aligned to state standards, archived lessons, evidence of teacher intervention, feedback, and security features.
- If an Integrated Learning System (ILS) is being used in a station rotation model, the school must consult the Office of Academics regarding the viability of the proposed software program.
- All teachers who are coded as blended have participated in professional learning (blended, personalized learning, and the Canvas learning management system) through either of the following avenues:
  - 2 – day (12 – hours) Canvas Training for Educators
  - 4 afternoon (12 – hours) Canvas Training for Educators
  - 10 – module Teach 360 Online Canvas Course
  - Schoology Training with Digital Classrooms (D3, D4, D5)
  - Pathways Training
  - Redbird Levels 2 - 4 online training
- Teachers who have participating in alternative blended learning training opportunities can submit artifacts for district review to determine if they apply.
- New teachers who are assuming a blended learning class are to be given a grace period to attend one of the above trainings NOT to exceed a semester.
- Teachers coded as blended have access to computers regularly.
- The student has some element of control over time, place, path and/or pace.
  - This implies that there is time outside of the school day or class period for the student to interact with the content, complete assignments/activities, or engage in enrichment.
- Learning occurs at least in part at a brick-and-mortar location away from home.
- There is face-to-face interaction with a highly qualified teacher with certification in the appropriate subject area, who provides instruction, assessment, and significant academic formative feedback.
  - Not all of the learning takes place virtually away from school.
- The highly qualified teacher provides instruction, assessment, and significant academic formative feedback.
  - There is a structure to the online content that students work on while away from school.
  - There is a sound educational connection between what students are doing within the learning management system and the curriculum of study.
  - Feedback occurs both online and face-to-face.
- A standard curriculum of study, of equivalent rigor and student performance expectations to a traditional course, is utilized for both the in-school and digital learning experiences.
- After review of the Blended Learning Criteria Sheet, determining that all criteria are met, then go to <http://innovativelearning.browardschools.com/blended-learning-verification> to submit your request electronically.

## 2. What are the Florida Statutory Requirements for Blended Learning?

- Florida Statute 1003.01(14) removes digital learning courses, including blended learning,



offered under Florida Statute 1002.321(4)(e), from the definition of the term "core-curricula courses" for the purposes of class size requirements.

- The Florida Approved Courses and Tests (FACT) Initiative (s. 1003.499) specifies that instruction through the blended learning model may be provided using:
  - online instructional videos
  - online class forums
  - online homework assignments and projects
  - one-on-one direct instructional support to students
  - all of the above is grounded in a standard curriculum of study which is accessed via a learning management system (i.e.; Canvas)
- The blended learning program shall include components such as:
  - differentiated instruction
  - flexible scheduling
  - differentiated teaching
  - self-paced learning
- The District Innovation School of Technology Program (s. 1002.451) expands the blended learning program components to include data-driven placement and describes the three models schools may use for blended learning – rotation model, flipped classroom model, or flex model.

### **3. Documentation required for Blended Learning courses**

Documentation for courses coded as blended learning must:

- Archive records and artifacts for three years from the date of the course.
- Verify that at least part of the learning occurred in an online format in a learning management system.
- Include samples of student coursework (e.g. digital assignments, quizzes, tests, final examinations), both online and offline student work, teacher-student interaction (email or discussion forums), and one-to-one direction instruction.
- Demonstrate student assignment to a highly qualified and certified teacher in the appropriate subject area(s).
- Ensure that the student has met the minimum bona fide instructional time for earning a high school credit, as defined by statute:
  - 135 hours for 1.0 credit (67.5 hours for 0.5 credit)
  - 120 hours for 1.0 credit in a school utilizing block scheduling (60 hours for 0.5 credit)

### **4. High School Credit Recovery Courses**

Credit Recovery courses may be coded as blended learning if they meet the blended learning requirements of other courses, with the exception of the bona fide instructional time as outlined in Florida Statute, Section 1003.435(1)(a).

### **5. What is Online Learning?**

A course involving student-teacher interaction in which **100%** of the course content and instruction must occur through an online delivery model via a learning management system with the student having some element of control over time, place, or pace.

### **6. What are the requirements for Online Learning?**

- Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning.
- **100%** of the course content and instruction must occur through an online delivery model via a learning management system (though students may access the course while at a brick-and-mortar school location).
- A high school credit-bearing online course taken during 6th-8th grades fulfills this requirement.

- A school district may not require a student to take the online course outside the school day or in addition to a student's course for a given semester.
- This requirement shall be met through an online course offered by Florida Virtual School, an online course offered by the high school or an online dual enrollment course.
- A student who is enrolled in a full-time or part-time virtual instruction program under s. 1002.45, meets this requirement.
- This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate.
- This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has less than one academic year remaining in high school.
- NCAA-bound student-athletes should only choose online learning options that are approved by the NCAA to meet eligibility criteria. At this time, only FLVS/BVS are approved by the NCAA.



**8. How does a course identified as “Blended Learning” affect Class Size Reduction (CSR)?**

Courses coded with ‘Y’ in the BLC field on the C17 are removed from CSR compliance calculations as per Florida Statute 1003.01(14).



**For information regarding blended learning, contact Innovative Learning Department, at 754-321-2640.**