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CONTEXT:

To demonstrate my understanding of the online learning environments, A-G requirements, and the International Association for K-12 Online Learning (iNACOL) standards for online teaching and the role of the CTO in establishing online learning programs I have created an artifact that evaluates three different Algebra II classes offered through online programs as presented in a hypothetical scenario by the instructors for the Educational Technology class.

LEARNING OUTCOME:

This artifact addresses the following Learning Outcome from the *Educational Technology* class.

- **EdT-09. Demonstrate a working knowledge of online learning environments, A-G requirements, and the International Association for K-12 Online Learning (iNACOL) standards for online teaching and how the CTO is involved in the process for establishing online learning programs.**

REFLECTION:

The A-G Memo demonstrates my mastery of the learning outcome through my ability to assess my knowledge of A-G requirements, online learning, and the importance of the role that the CTO plays in establishing these programs within the district. The A-G Memo provides a real-world scenario in which the superintendent determines a program is required to meet a particular need and relies upon staff to research and find out how to implement the program. The memo demonstrates my understanding of which district programs typically utilize online programs, for what purposes they might use the online curriculum, and a familiarity with the technical needs of such programs.

I created the A-G Memo using a standard memo template and addressed all the points of consideration as noted in the scenario. In developing this memo, I used the UC Doorways site to determine which of the three vendors were A-G approved and would be a viable option. Next, I looked at the websites for Apex Learning and BYU Independent Study and further researched the course syllabus regarding content and structure. It was through these steps that I discovered that one of the vendors, I CAN Learn, is only approved for Algebra I and not Algebra II. Through reviewing the Case Studies on the Apex Learning site, I learned that summer school is a possible option and would be an appropriate program for this scenario. Unfortunately, I did not find a price for courses in Apex Learning and was unable to compare the cost of the two programs, which I would have also included for the superintendent and to provide to the summer school coordinator for budgeting. In describing how this program might be

implemented, I demonstrated my understanding of how summer school is planned and funded, as it is in my district.

This artifact demonstrates how critical it is to have the CTO involved in the decision making regarding online programs. Although most would think it is primarily the role of the curriculum and instruction leaders to select and purchase online curriculum, but as a CTO, I need to make sure that the content being used can be accessed through the network and can be supported by the computers on the network. As schools move toward offering online curriculum for blended programs, it is essential that I am involved in the determination of the final selection as well as the technology that students and teachers will use because I know what works best for our environment and what will meet the technology needs of the program. The scenario presented in this artifact captured the many aspects of making and implementing such a purchase, and in all areas, I had experience, resources, and advice on how best to proceed.

This artifact not only allowed me to demonstrate my mastery of A-G requirements, online learning programs, and how the CTO must be included in the decision to bring this type of program into the district, but it also helped develop my understanding of what type of coursework is required as part of the A-G pathway and the importance of offering these opportunities for students. Prior to this class, I was familiar with what A-G requirements and their significance for college-bound students through my work on the district Curriculum Council and previous experience in teaching future online and blended teachers. I was unaware of the UC Doorways website and will share this resource as I work with departments who are planning on implementing online programs. Edgenuity is currently being used with my district's Independent Study program and Edmentum is under consideration for the Career & Technical program. Fortunately, both departments have looked to me for leadership around online programs in the district by including me in the vetting process so that we can ensure it will work on our district network and computers. As I work with these and other departments on determining technical needs, I will also guide them to this resource to make sure that they are providing curriculum A-G compliant.

Following working through this scenario, I realize I will also need to help others understand the total cost of ownership in bringing in an online program which includes the cost of devices, media servers, teacher salaries for facilitating online or blended instruction, facilities, concurrent and seat licenses, scheduling, training expenses, whitelisting websites, and changing user policies on the network (i.e. allowing pop-ups). All these items are components to an online program and have either a direct or indirect cost. Although I have worked with online programs in the past, this artifact made me realize others have not and that my knowledge and guidance can be valuable in asking questions and providing direction when making such a selection in my district.

As a CTO, it is important to have a general understanding of curriculum and instruction and how the decisions made by one department need technology support in order to be successful. Because so many aspects of the daily K-12 world rely upon having a solid network that connects to the outside world, it is critical that the CTO be present when the decisions to acquire new programs or curriculum are made.

