

K-12 Online and Blended Learning Guide



Includes the latest
tools to learn during
COVID-19

2020 Edition

**Everything You Need to Know.
Everyone You Need to Reach.**

- Creating engaging online courses
- Lessons learned from a move to blended learning
- How online learning increases equity
- Top resources for learning at home
- The latest on tools to learn during COVID-19
- Myths about blended learning

About eSchool News Guides

We are excited to bring you the latest in the eSchool News Guides series. eSchool News Guides are full of resources, tips, trends, and insights from industry experts on a variety of topics that are essential to the classroom, school, and district.

The April Guide, the **Online and Blended Learning Guide**, delves into the complications schools face as many have been pushed online in the wake of the COVID-19 outbreak. It takes a look at how quickly districts, schools, and educators moved to get lessons online and send learning resources home with students to keep their brains active during what is still an unknown amount of time.

Part of the beauty of online and blended learning is that much of the learning and many of the resources are available outside of the classroom. Engaging videos and interactive resources are just a sampling of these learning materials, and our stories connect you to them.

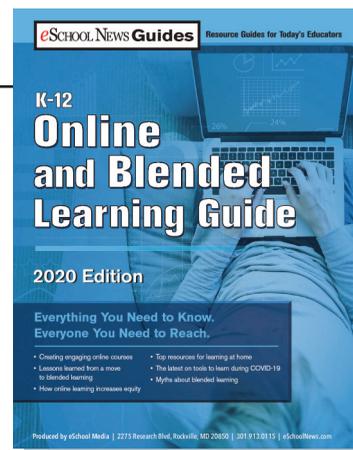
Many educators have experience with online learning, but for some, it's a new way to deliver instruction. The **eSchool News Online and Blended Learning Guide** offers tips and strategies to help educators create engaging online courses, and it also reveals how online and blended learning offer the flexibility necessary to help students pursue their passions.

You also can find a complete list of online and blended learning partners and companies in the guide.

We'll release a new guide at the beginning of each month, and we'll feature content focused around each guide's topic throughout the month. Stay tuned for eSchool News Guides on library media technology, esports, and more. Each guide also offers a comprehensive index of all the companies involved in that month's specific focus area.

We hope you'll share this **Online and Blended Learning Guide** with your colleagues and use it to learn a bit more about how school leaders and educators can create engaging learning experiences for students.

P.S. – If you missed any of our other Guides, such as the **eSchool News STEM, STEAM & Makerspaces Guide** or the **eSchool News Digital & Mobile Learning Guide**, you can find them [here](#).



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COVID-19 pushes learning online

As a global pandemic necessitates school closures and social distancing, online learning takes center stage

BY LAURA ASCIONE
Managing Editor, Content Services

The inevitable spread of the novel coronavirus, or COVID-19, to the United States has prompted state leaders to close schools, leaving at least half of all U.S. students in K-12 schools on a forced break for two weeks—or longer, as many states and cities have extended closures.

The Centers for Disease Control has [issued guidance](#) and recommendations for school leaders as confirmed cases of coronavirus spread across the nation, and has noted that schools should plan for the possibility of extended closures and should put plans in place to disrupt learning as little as possible.

Suddenly, social media and networking platforms offered a flurry of resource-sharing, with educators posting ideas for everything from at-home math activities to fun STEM and art projects designed to keep children engaged while practicing social distancing. Districts scurried to assess students' ability to learn at home, lending devices or mobile hotspots—or both—to students in need.

“Schools everywhere are pivoting in real time to create distance learning opportunities and to provide students, families and caregivers the emotional and learning resources they need to keep kids engaged. Teachers across the country are working tirelessly to ensure that students continue to learn and feel connected and safe in the midst of turbulence and uncertainty,” says Talia Milgrom-Elcott, founder and executive director of 100Kin10, an organization that promotes the recruitment and retention of highly-qualified STEM teachers. “As parents around the world do their best to foster learning and wellbeing for their children, we all have a newfound appreciation for the pivotal role teachers play. They are master educators, peace-makers, structure-providers, and inspiration-givers. Let’s carry that insight



forward into our post-COVID-19 world, remembering that students only thrive when [teachers thrive](#) and giving teachers the salaries, support, and structures they need and deserve.”

The majority of states and districts have already taken action. Among the earliest, Dr. Michelle Reid, superintendent of the Northshore School District in Washington, announced the decision to [close all school sites](#) beginning March 5 as district leaders monitor the situation and health department recommendations.

The district’s instructional staff worked with students and teachers to make sure they are able to use the district’s online learning platform, and the district has set up a site with classroom-to-cloud information to help students and parents/guardians. The district is loaning devices and internet hotspots to students without home access.

In Kansas, Gov. Laura Kelly [closed K-12 school buildings](#) for the rest of the year and convened a task force dedicated to creating plans for continuous learning.

The Florida Department of Education [closed schools](#) until at least April 15 and announced that all state testing, Florida Standards Assessments, end-of-course exams, and other state-mandated examinations are canceled.

The move to close schools for an undetermined period of time is unprecedented in recent decades, has major implications for education policy, and also sheds light

on the persistent digital divide.

The Schools, Health & Libraries Broadband (SHLB) Coalition [urged the FCC](#) to take a number of steps to increase home internet access for students, including authorizing emergency funding for hotspot lending programs.

“As the COVID-19 pandemic spreads, and schools and libraries close across the country, the need to ensure everyone has affordable broadband at home becomes an urgent national priority. Unfortunately, approximately one-quarter of people, including 7 million students, do not have access to broadband service at home,” said John Windhausen Jr., executive director of the SHLB Coalition. “The FCC can and should take immediate action to leverage the broadband capabilities of our nation’s community anchor institutions to make affordable broadband available to everyone.”

In [a letter](#), edtech advocacy groups called on the FCC to allow federal E-rate funds to fund home internet for students as well.

“According to data from the National Center for Education Statistics, 14 percent of children had no internet access at home in 2017, the most recent year available. Moreover, major equity gaps exist—12 percent of white students had no internet access at home, compared to nearly 20 percent of black and Latino students and 37 percent of Native students.”

A teacher's 7 tips for remote learning during the coronavirus

Straight from a teacher directly impacted by the coronavirus, these suggestions can help educators prepare themselves and their students for home-based learning

BY DENNIS GRICE

Imagine yourself sitting on a beautiful beach in the Philippines, enjoying a relaxing week off from school when your phone buzzes with messages. Your flight back to China has been cancelled. Your school is closed. You need to be ready to support teachers thousands of miles away who must start “home-based learning” on Monday.

That’s what happened to me, and as much as I wanted to chuck my phone into the ocean and go back to my coconut drink and my Michael

does not have a set date as to when campus instruction will resume. But as our home-based learning program has gone through numerous changes, tweaks, and modifications, we’ve effectively “built a plane in the air” and have learned quite a bit.

As many American technology coaches now find themselves in the same position I was a month ago, I encourage you to consider the following as you create your own home-based learning program and build your own airplane mid-flight:

out to your team when you are overwhelmed and work together to share the load. If you are an administrator, make sure you ask your teachers about their situation and ask yourself if your expectations are reasonable.

If you are an educator impacted by the coronavirus outbreak and have tips, resources, or insight to share, eSchool News wants to hear from you. Please email Managing Editor Laura Ascione at lascione@eschoolnews.com.

2. “Anticipate delays and turbulence”– Initially we tried to make home-based learning match the daily school schedule and quickly learned that students were spending up to 12 hours a day working on assignments. Not all students were submitting work on time. Many assignments were missed. I encourage you to keep the larger learning goal in mind. Focus on the overall learning goals instead of daily work. Understand that this is a stressful time for students too. Be reasonable with your expectations, and flexible with your deadlines. Maslow before Bloom.

3. “Stow your portable electronic devices when appropriate” – About three weeks in, we started hearing concern from parents over the amount time their children were spending in front of a screen. We encourage our teachers to provide activities or projects students can work on offline. Think about things your students can make or write away from the computer, then allow them to submit photos or video of their work for review and assessment.

4. “You are not alone” – The home-based learning journey can be a lonely one. Students stuck at home need to connect with their teacher and with each other. Use a tool like Zoom to provide virtual office hours so you can check in



Connelly novel, I knew I needed to get to work. The coronavirus had caught us by surprise and as a technology coach I knew I needed to work with our administrators, teachers, and learning support team to figure out a way to use the digital tools we had at our disposal to piece together an experience that would enable us to keep students connecting and learning from home.

That was over a month ago. My school, based in Shanghai, China, still

1. “You must put on your own oxygen mask before assisting others” – You are no good to your students if you do not take care of yourself first. This is a stressful time. In our situation, we have teachers all over the world staying at hotels, bunking with friends or family, and responsible for providing home school for their own children as well as preparing lessons for home-based learning. You need to self-advocate for your own care and know your limits. Reach

and see how they are doing, answer questions. Let your students see your face. Let them know you miss them and remind them that you care.

Preparing for your journey

I know this is a trip that none of us want to take, but now we can look back and see things we WISH we had done. Hindsight is always 20/20. If I could go back six months and talk to my past self, this is the advice I would give teachers:

5. Learn how to make video! – Teachers who understand how to “flip” their classroom are much more prepared to work in a virtual school environment. A key part of that is making short, succinct videos that address your teaching concepts. Those could be as simple as you in front of your webcam and a whiteboard talking to your class or it could be a screencast of what you want to show. With a tool like ScreenCastOMatic, you can record your screen and have a little window with your face in it for kids to see. Videos should be short—no more than 4-7 minutes. If you have multiple teaching

points, make multiple videos.

6. Learn how to export and compress your video – One of our big issues early on was BIG videos. We had teachers record a 7 minute teaching video on their iPad and try to upload it for sharing. The problem was, that iPad video was set to 4K as default and the resulting video was almost a Gigabyte in size. For sharing videos online, export in the lowest resolution or compress your video using a free online tool like HandBrake.

7. Learn how to use the tools you already have – At our school we have several online platforms like SeeSaw and Canvas, but many teachers were not aware of, or didn’t use, many of the interactive features and tools. Training and practice using discussion boards, conferences, and multimedia tools will better prepare teachers for online learning.

Tools for creating online learning environments

We have also discovered that many teachers were unaware of the online content and media resources we have available to them and their students.

Resources like BrainPop and Discovery Education are valuable travel companions on this journey into online learning. Even if your school is not a subscriber, these and numerous other online services have been made available for schools closed due to COVID-19. See the short list of tools below, and check online for more.

[Voicethread](#)
[Discovery Education](#)
[Kahoot!](#)
[Screencastify](#)
[Google Hangouts Meet](#)
[Nearpod](#)
[Pear Deck](#)
[EdPuzzle](#)
[WeVideo](#)
[BrainPop](#)
[Hapara](#)
[Tynker](#)
[Explain Everything](#)
[Mystery Science](#)

Dennis Grice is a technology coach at Concordia International School in Shanghai and a member of the Discovery Educator Network.

How schools can cope during a pandemic

Schools are turning to digital and online learning for uninterrupted learning as the coronavirus closes schools

BY JOHN BAKER

By now, we are all familiar with the new coronavirus, or COVID-19, and have suddenly learned more about epidemiological terms like vectors, latency periods, and mortality rates than we ever thought we would. And if we adults are getting worried about a pandemic, it’s a safe bet that our kids are getting worried, too.

At times like these, I’m reminded of the wise words of one of my childhood heroes, Mister Rogers. He once said, “When I was a boy and I would see scary things in the news, my mother would say to me, ‘Look for the helpers.

You will always find people who are helping.’”

That’s good advice generally, but in the case of coronavirus, it means something particularly profound. Something a lot of us forget to do, even as adults is to “look for the experts.”

Tune out the talking heads, alarmist trolls, and social media chatter, and listen very carefully to what public health experts like Dr. Nancy Messonnier of the [Centers for Disease Control and Prevention](#) are saying—that there is indeed, cause for concern—but not to panic.

It’s no longer “a question of if... but

when” the virus will spread widely in the U.S., Dr. Messonnier said. The CDC has already reported a coronavirus case in the U.S. in which the patient had not traveled to a part of the world known to have the disease. This is called “community spread” and, according to infectious disease specialist Dr. Dean Blumberg, “that means pretty much everybody’s at risk.”

As of the time of writing this, the disease has appeared in at least 70 countries and some experts have gone on the record stating that a global pandemic may be inevitable, and that the disease may be a public health issue for months,

and possibly years, to come.

But the experts are also telling us that we're not helpless in the face of a pandemic. Washing our hands for 20 seconds, coughing into our sleeves, avoiding crowds, and taking other common-sense precautions can go a long way to helping slow or stop the spread of disease. The bottom line is that we

ask them what plans they have in place for continued learning in case of a closure. The reality is that we may be looking at significant loss of classroom time for our young people as we keep them healthy and safe at home.

But that doesn't have to mean learning stops. If students have access to a learning management system at home—

ment systems. What schools must now do is use them differently—to deploy their existing e-learning resources to help students continue learning at home. But we need to put plans in place now so if large-scale school closures become a reality, the impact on our students will be as minimal as possible.

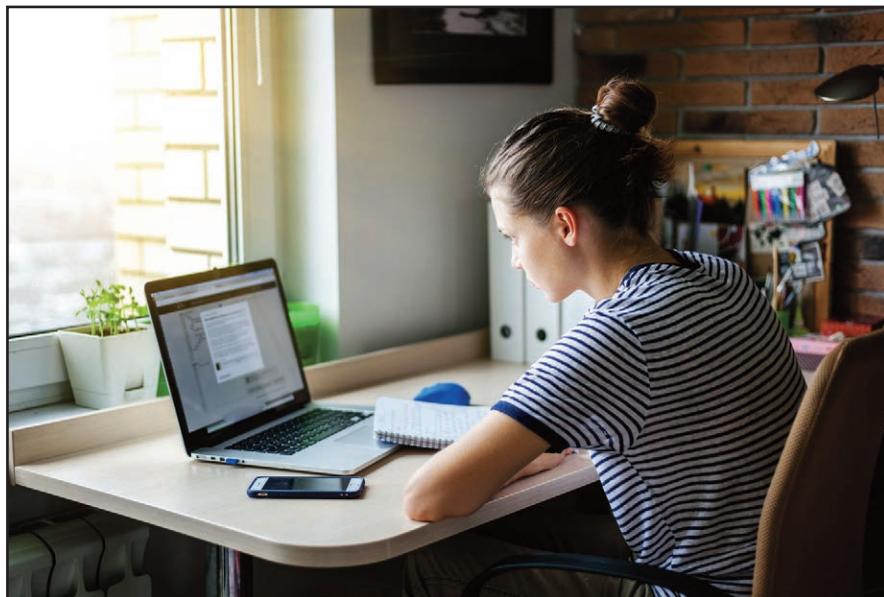
One school system ahead of the curve on this for some time is Georgia's Gwinnett County Public Schools. The school system, the largest in the state, has had e-learning contingency plans in place for their students for several years now. GCPS "digital learning days" could allow students to continue learning even if schools are shut down for days or weeks at a time.

Digital learning days were rolled out during a snow day in the Gwinnett district. That day, there were 710,000 logins to the GCPS online learning platform and the school system handled 146,000 unique users and over 129 million interactions. Students continued to learn even though school was technically closed. One key lesson they learned was to practice with digital learning days – it is key to all stakeholders making the most of the experience and to work out the challenges for students, teachers, and parents.

Keeping our children learning like this does them all manner of good. First, it minimizes disruption to their routines, which can cause them so much stress. Second, it keeps them busy. And third, it builds resiliency by showing them that threats can be managed through rational, well-thought-out preparation and action.

What we need to be doing now, as adults and educators, is looking for the experts. We need to immediately begin learning from those schools that have put e-learning contingency plans in place.

John Baker is the President and CEO of educational technology company D2L.



The good news is that many of our schools already use learning management systems. What schools must now do is use them differently—to deploy their existing e-learning resources to help students continue learning at home. But we need to put plans in place now so if large-scale school closures become a reality, the impact on our students will be as minimal as possible.

don't need to panic—we just need prepare to go about our lives a little differently for a while.

Dr. Messioneer has also said that parents should get ready for the possibility of school closures. We've already seen this in Washington state and in Japan. She also advised parents to contact their children's school—as she has done—and

and if schools have a policy and plans in place to continue educational activities online—there is no reason why teachers could not post instructional videos, assignments and tests with an expectation that students will do the work at home.

The good news is that many of our schools already use learning manage-

10 resources to keep learning going during the coronavirus

The coronavirus has sparked concerns about student health, school closures, and how to continue learning

BY LAURA ASCIONE
Managing Editor, Content Services

As confirmed cases of the new coronavirus, or COVID-19, grow daily, administrators and teachers are faced with the daunting challenge of maintaining learning while also taking extraordinary precautions to limit the spread of germs.

The Centers for Disease Control has [issued guidance](#) and recommendations for school leaders as confirmed cases of coronavirus spread across the nation, and has noted that schools should plan for the possibility of extended closures and should put plans in place to disrupt learning as little as possible.

The majority of states and districts have already taken action. Dr. Michelle Reid, superintendent of the Northshore School District in Washington, announced the [decision to close](#) all school sites beginning March 5 as district leaders monitor the situation and health department recommendations.

The district's instructional staff worked with students and teachers to make sure they are able to use the district's online learning platform, and the district has [set up a site](#) with classroom-to-cloud information to help students and parents/guardians. The district is loaning devices and internet hot spots to students without home access.

Here are 10 developments intended to make learning a bit easier in the event your school or district closes for an extended period of time.

1. Discovery Education announced that U.S. schools or school systems that are not currently using Discovery Education resources, but are experiencing closures due to the coronavirus, will have free access to Discovery Education Experience through the remainder of

the school year. To request access to Discovery Education Experience, principals and superintendents of affected school or school districts are encouraged

to email Discovery Education at EducationPartnerships@discovered.com.

2. Quizlet put together [a resource](#) highlighting how digital tools and services, such as video conferencing, online document editing, and digital learning tools can help if schools are closed for extended or undertermined periods of time due to illness or in an effort to prevent the spread of the coronavirus.

3. Common Sense has curated top pick lists and resources to help teachers prepare for and make the most of teaching and learning during school closures. Common Sense also has compiled a list of resources to help parents and caregivers facilitate their child's learning at home. Resources include subject-specific apps, studying resources, tools to help students focus, and more.

4. Nucamp released some tips to help educators move from in-person instruction to online instruction in the event that schools or districts close. Some of those tips include flipping the classroom, taking instructional breaks, and encouraging students to turn on their webcams and participate in discussions.

5. The U.S. Department of Education has compiled informational resources about coronavirus prevention and awareness.

6. Some students may have anxiety learning about the coronavirus or worrying they or their families may become ill. This NPR resource offers a kid-friendly way to explain it.

7. The Florida Virtual School put



together a page to let families know how FLVS can support students who may want to enroll with FLVS to continue their learning online in the event of a school closure.

8. PowerSchool is compiling a best practices guide based on districts that have implemented their learning management systems for distance learning during events like repeat snow days. While snow days are not the same as a viral outbreak, many of the practices are applicable. The company is also planning to work with all of its current learning management solution customers to provide access to the integrated remote learning video technology where instructors can engage online with students.

9. The Child Mind Institute urges parents to talk with their children about coronavirus instead of keeping them in the dark. Schools could refer parents to this list of tips, which encourages a reassuring approach focusing on highlighting what parents are doing to stay safe and healthy.

10. Kahoot! is offering free access to all features to support distance learning in schools affected by the coronavirus outbreak. With Premium, teachers can use advanced reports to facilitate formative assessment and adjust instruction based on student performance – even when they cannot attend school. Premium also lets teachers put together a bank of school-wide educational games and collaborate with other teachers in their school.

7 cool—and slightly funky—TED-Ed Lessons to watch at home

TED-Ed Lessons offer a video library and the chance to build and customize lessons for students

BY LAURA ASCIONE
Managing Editor, Content Services

Many schools across country are closed for two weeks—or longer—due to the COVID-19 outbreak, and a great number of districts have moved online to help students stay current with their learning. If you're a teacher communicating with your students while school is closed, or if you're a parent looking for an engaging educational resource, TED-Ed Lessons might be just the thing for you.

Claws and nails, vultures, third eyelids, Rasputin—these topics are sure to grab students' attention.

The TED-Ed platform is especially cool because educators can build lessons around any TED-Ed Original, TED Talk, or YouTube video. Once you find the video you want to use, you can use the TED-Ed Lessons editor to add questions, discussion prompts, and additional resources.

[1. Why do people fear the wrong things?](#)

A new drug reduces the risk of heart attacks by 40 percent. Shark attacks are up by a factor of two. Drinking a liter of soda per day doubles your chance of developing cancer. These are all examples of a common way risk is presented in news articles, and can often be misleading. So how can we better evaluate risk? Gerd Gigerenzer explores the difference between relative and absolute risk.

[2. Vultures: The acid-puking, plague-busting heroes of the ecosystem](#)

In the African grasslands, a gazelle suffering from tuberculosis takes its last breath. The animal's corpse threatens to infect the water, but for the vulture, this isn't a problem: it's a feast. With a stom-



ach of steel that can digest diseased meat and waste, vultures are essential to removing dangerous pathogens from ecosystems. Kenny Coogan explores the importance of the desert's cleanup crew.

[3. How rap saves lives](#)

Raegan Sealy presents a daring account of trauma and healing as she waxes poetic on the power of rap. Through lyrical music, she confronts privilege, violence, race and the discomfort of borrowing from a culture that is not her own, while discovering a community that is.

[4. The mysterious life and death of Rasputin](#)

On a night in 1916, Russian aristocrats set a plot of assassination into motion. If all went as planned, a man would be dead by morning, though others had already tried and failed. The monarchy was on the brink of collapse, and they believed this man was the single cause of it all. Who was he, and why was he to blame for the fate of an empire? Eden Girma explores the life of the notorious Rasputin.

[5. Why do humans have a third eyelid?](#)

You know that little pink thing nestled in the corner of your eye? It's actu-

ally the remnant of a third eyelid. In humans, it's vestigial, meaning it no longer serves its original purpose. There are several other vestigial structures in the human body, quietly riding along from one of our ancestor species to the next. But why have they stuck around for so long? Dorsa Amir investigates.

[6. Claws vs. nails](#)

Consider the claw. Frequently found on animals around the world, it's one of nature's most versatile tools. Bears use claws for digging as well as defense. An eagle's needle-like talons can pierce the skulls of their prey. Even the ancestors of primates used to wield these impressive appendages, until their claws evolved into nails. So what caused this adaptation? Matthew Borths investigates.

[7. Are we living in a simulation?](#)

All life on Earth— living and inanimate, microscopic and cosmic— is governed by mathematical laws with apparently arbitrary constants. And this opens up a question: If the universe is completely governed by these laws, couldn't a powerful enough computer simulate it exactly? Could our reality actually be a detailed simulation set in place by a more advanced civilization? Zohreh Davoudi investigates.

5 tools to create an engaging online course

An educator shares her go-to tools for engaging college students in an online course

BY JEANNE CAREY INGLE, PH.D.

So many faculty have approached me lately and said that they have been asked to teach a hybrid or online course. I love teaching—online, hybrid, in person—and I find that actually I use many of the same tools for each. Here is my list of go-to edtech tools, which are especially useful in the online/hybrid environment.

Remember: It's all about engagement. If you just dump a ton of information into your course management site and don't have a way for your students to interact with you, you're wasting your hard work and their time. Our students will engage online if they feel that there is a real live person responding to them—whether that's you or another student in the class. No matter who, it's the connection that counts.

The best edtech tools for an online course

1. Screencast-O-Matic

It's free, it's easy, and you should use it all the time. There are other easy video sites but to me this is the one that gets the job done. I use it from day one. I do a short video (and I mean seriously short because I hate being on video) introducing myself as a professor and a person. They love it and their first assignment is to do the same.

I also use Screencast-O-Matic to describe my syllabus. This is essential, especially in an online course. I don't care how clear your writing is; they need to hear you explain your expectations.

2. Flipgrid

I love this tool. It's an app and a site. You'll never wonder again if they have done the homework—just ask them and have them demonstrate their newfound knowledge. Flipgrid allows you to post questions—either written or via video—and students have to respond. You set the amount of time for their video response. I think this is key

because giving your students two minutes to answer a question means they can't ramble and they have to read the material and prepare an answer.

After you view their video, you can give written or video feedback using a rubric. Flipgrid has a simple one but you can use your own. But the coolest thing of all is that you can make students' responses available for other students to see and comment on and learn from.

3. Kahoot Challenge

Many of you already know about Kahoot as a great in-class tool for quick quizzes or group work, but I like to use Kahoot's added feature of Kahoot Challenge. After you create a Kahoot you can make it available as a the usual Kahoot or as a Challenge. When you choose Challenge, you are given a class code and you can share that with students. Your students then take the challenge—maybe they have to answer five questions from chapter 3 or solve 10 algebra problems or explain the developmental theories that contribute to constructivism in a classroom (my course). You'll receive a notification when your students take the Challenge and then you can download their responses and their scores in an Excel spreadsheet or in a Google Sheet. Pretty awesome!

4. Google Drive

Most of our higher-ed students used Google Classroom in high school, but even those who didn't find it's a great tool and super easy to use. My trick for using Google Drive is to have students co-create slide shows and documents together. We can then comment on each other's work and I can give feedback on their additions—sometimes in real time. I try to watch for when students are working in a doc and give brief feedback as they are working. It's a great way to let them know that I'm available and to also answer relevant and specific questions.

5. Student-run discussions

My last tool is really an easy one: Stop teaching and start listening.

The most popular assignment in my online classes is when I assign my students to run a discussion board. Early in the semester, I give them a topic or have them propose a topic and then send them out to create a discussion board that has to include reading and videos. It's a great way for all of us to learn about topics that I can't cover during the course or maybe that need more depth of exploration. My students post their summary, a couple of readings and videos, and then pose questions to me and their classmates. Their classmates participate in the discussion and the student leader responds; I'm just another member of the class. I really love seeing how they rise to this challenge and they always mention this assignment in their reflections as being a great experience and a great learning tool.

That's it for now. My advice is to ease yourself in and adopt one of these tools or add them to your repertoire. As always, let me know your thoughts or ideas. You can reach me at jingle@bridgew.edu or on Twitter @careyingle or Instagram @teachin-gandlearningwdringle.

Jeanne Carey Ingle, Ph.D., is an assistant professor at Bridgewater State University in Mass. She is relatively new to higher education after working for many years as an elementary school teacher. She teaches courses in elementary education, inequality in education, and educational technology. In addition, she works with Title I schools on effective technology integration. Her research includes using technology to improve student outcomes, closing the achievement gap for all students, and using immersive technologies to prepare pre-service teachers.

How online learning helps students pursue their passions

Here are 5 reasons schools should add online learning to their curriculum offerings

BY LORNE BIRD

As a high school principal at an international school, I want students to be successful and well supported if they journey into online learning. Our students in grades 11 and 12 can take online classes for the IB Diploma Program (DP), and we partner with [The Virtual High School](#) (VHS, Inc.) to prepare them for the high-stakes online DP courses, as well as to better prepare them for the online learning that they will inevitably engage in at university and/or careers.

Taking online courses with VHS not only helps students get comfortable working online, but it also exposes them to opportunities we can't offer. As a smaller international school, we cannot provide as many options as a larger institution can. VHS greatly increases the diversity and choice for our students, allowing them to pursue their individual passions.

We also benefit from VHS at a pragmatic level. Enabling students to take online classes allows more flexibility in our scheduling and allows greater chances for students to get the options they want in terms of our internally taught classes. Here are five other reasons districts and schools should add online learning to their curriculum offerings.

5 reasons to add online learning to your school

1. Students respond well when they have choices.

At every level, the idea of student choice is important, as it enables students to take responsibility for their learning. Giving students access to a wide variety of new subjects online allows them to exercise choice and

gives them a stake in their own education; this choice means that students buy a little bit more into what they are doing. They are going to be more passionate about what they have chosen to do, and this will improve their learning.

2. Independent learning offers flexibility.

VHS offers accountability in terms of the credits we can offer. It's a rigorous program that we can trust, and that parents can trust. As an international school, for example, language options are important. We have students from 65 different countries and there's no way we can teach 10 different languages, let alone 65. We know that we have kids who will be in China next year and they can get a jump start on Mandarin, or they might be Chinese and want to study their mother tongue. This flexibility is possible through VHS and it is done in a rigorous way that allows us to give students legitimate credit.

3. Online learning is differentiated.

At my previous school in Bucharest, we used online learning through VHS to help students who wanted to go into computer programming. We didn't offer that course in school, but we could provide it online and let students work at their own pace. Students who were accelerating and really interested in the subject matter could move ahead quickly and not be held back just because they were in, say, grade 10. They can study at a much higher level and progress at an individualized pace through the online learning courses.

4. Online learning develops self-determined, motivated students.



To excel in online learning, students must become independent learners. They also need to be self-motivated and organized, both of which are key skills that universities and today's job market demands. VHS teachers are highly qualified, readily available, and responsive, but the students must take the initiative to reach out with any questions or concerns. Online learning helps students become more independent and proactive in their learning, which provides students with a solid foundation for success.

5. Students can build strong global connections.

With students in 65 countries, we can enable strong global connections that have the potential to last a lifetime. Through our online learning platform, students work with students from other countries and build those bridges. This helps to broaden their horizon and expand their knowledge.

When encouraged to pursue their passions, students find ways of directing themselves and learning and gaining independence—all enabled by online learning. From there, it's about preparing them for what's coming ahead, whether it's a diploma program, online classes, university, or the workforce.

Lorne Bird is secondary school principal at the International School of Dakar in Senegal.

4 ways online learning can lead to educational equity

BY JIM DACHOS

Until all students are treated equally and given access to similar educational resources, we have little chance of achieving equality in K-12 schools. Ultimately, students must have the tools and resources they need not only to graduate, but to be prepared for post-high school success.

Checking off all of these boxes isn't always easy in traditional educational settings, where many schools have yet to tap into the value of online, blended, and/or personalized learning. In most cases, the roadblocks include (but aren't limited to) teacher shortages, curriculum imbalances, language barriers, the difficulty level of STEM/AP/IB courses, and a lack of financial resources at the district level.

How online learning promotes equality and equity in schools

By providing all students access to high-quality college and career-ready curriculum, and up-to-date instructional materials, tools, computers, and related technology, schools can not only break down the equity barriers, but also prepare their students for a lifetime of success.

Here's how online learning can help eliminate these obstacles and get districts on the path to 100 percent equality and equity in their schools:

- **Helps overcome teacher shortages.**

There is a lack of trained, qualified, and certified teachers. There are also fewer instructors entering teacher preparation programs. The shortage is driven by several critical factors, including the teacher pay gap, stress and demoralization, and a lack of effective professional development, training, and mentoring. Combined with the aging teaching population, this will create an even bigger dearth in the future. The problem is particularly relevant in the math/science/computer

science realm, where finding instructors is already extremely challenging. Partnering with a nonprofit provider can help schools effectively expand their educational resources even in challenging subject areas like AP, math, and computer science.

- **Prepares students for college success.**

There are certain requirements that students must meet to be accepted into college, and students can fulfill these requirements through online learning in coordination with face-to-face options. Consider grades in college prep courses, for example. Most colleges will evaluate a student's performance in college preparatory courses as the strongest sign of his or her ability to do well in college. Even if that student struggled early in high school, colleges will look favorably upon strong improvement in subsequent years. Colleges also look for students who took the most challenging courses available, and review their SAT and/or ACT scores, and their grades in all courses taken.

- **Prepares them for digital learning in college.**

The Department of Education's National Center for Education Statistics shows that while overall postsecondary enrollment dropped by almost 90,000 students—nearly half a percentage point—from fall 2016 to fall 2017, the number of all students who took at least some of their courses online grew by more than 350,000—a healthy 5.7 percent. Right now, 73 percent of all colleges use digital learning, with the number and proportion of college and university students taking classes online growing steadily year over year. When students get comfortable using online learning in high school, they take that knowledge and experience with them into college.



- **Opens up their world to new course opportunities.**

According to recent data from the U.S. Department of Education, many students don't have access to all the courses that will prepare them for college and careers. For example, only 50 percent of U.S. high schools offer calculus and just 63 percent offer physics. And, between 10 percent and 25 percent of high schools do not offer more than one of the core courses in the typical sequence of high school math and science education (i.e., algebra I and II, geometry, biology, and chemistry). Minority students are disproportionately affected: one-quarter of high schools with the highest percentage of black and Latino students do not offer Algebra II, and a third of these schools do not offer chemistry. Partnering with a nonprofit online provider allows schools to offer a wider variety of core and elective course offerings without incurring costs of adding an on-site class to their catalog.

When schools augment their existing curriculum with online/virtual learning experiences that offer a wide range of course options, both teachers and students win.

Teachers' use of digital content, tools, and resources in the classroom, for example, helps students develop the types of workplace and college ready skills they need to be successful in the future—and all while creating more equitable learning experiences.

Jim Dachos is VP of Educational Partnerships at the nonprofit, [The Virtual High School](#).

10 great blended learning tools for schools

Here are the top 10 blended learning tools from The Christensen Institute

BY KATRINA BUSHKO

With many schools now practicing blended learning, it can be helpful for educators interested in blended-learning programs to know which edtech tools are being used. For over five years, we at the Christensen Institute have been collecting data on blended-learning schools from around the world. In 2016, we launched our redesigned [Blended Learning Universe](#) (BLU)—a hub for resources and research, including a directory of

[1. Khan Academy](#)

Khan Academy is one of the most well-known content providers on the web today. With hundreds of instructional videos and thousands of practice exercises integrated into a personalized-learning dashboard, Khan Academy helps teachers of almost any subject bring online learning into their classroom. Many of our BLU teachers often use Khan videos to supplement their instruction, as well as use the Khan

(SIS) we've come across in the BLU. Schools use PowerSchool for a range of daily school operations: from scheduling, attendance, state compliance reporting, health management, and more. Additionally, the SIS integrates with PowerTeacher Pro, an online gradebook that allows teachers to share student data with parents.

To see PowerSchool in action, check out the BLU profile for [Aiken Virtual Program](#) in Alexandria, Louisiana.

[3. NWEA MAP](#)

Blended learning has the power to unlock competency-based education at scale, and formative assessment is a crucial piece of this puzzle. NWEA MAP is an assessment system used to track student growth and skill mastery. Like PowerSchool, plenty of schools using the assessment are not blending instruction. But for schools in our directory, blended-learning teachers tend to use NWEA MAP to measure student performance at regular intervals, which helps to rapidly identify pain points and tailor their instruction to help individual or groups of students based on specific needs.

To see NWEA MAP in action, check out the BLU profiles for [Madison-Carver Academy](#) in Detroit, Michigan and [Alpha: Jose Hernandez School](#) in San Jose, California.

[4. ST Math](#)

ST Math is a visual instructional program that aims to build a deep understanding of math concepts without having to use language. Importantly, this makes it more accessible to students not fluent or proficient in English. Teachers can use ST Math to create different pathways for each student based on her skill level, making it easier to provide differentiated instruction. Moreover, math teachers for grades PreK-8 can rest assured that all content is aligned to state standards.



schools practicing blended learning.

To date, the directory features nearly 600 school and district profiles that capture both quantitative and qualitative data. In their profiles, schools can share the ins-and-outs of their approach to blended learning including their instructional model, the grades and subjects in which they are rolling out blended approaches, and the software powering those models.

What are some of the most popular tools across our directory? Let's take a look at 10 top edtech tools in blended schools.

dashboard to track individual student data to support differentiated instruction. Resources have been translated into more than 36 different languages, including Spanish, French, and Brazilian Portuguese.

To see Khan Academy in action, check out the BLU profile for [Khan Lab School](#) in Mountain View, California.

[2. PowerSchool](#)

Although not all schools using PowerSchool are blended, it's the most common student information system

To see ST Math in action, check out the BLU profile for [Gilroy Prep School](#) in Gilroy, California.

[5. ALEKS](#)

Yet another math program makes it into the top 10 most popular tools in our directory. ALEKS is an online math program that uses artificial intelligence to identify where exactly a student is in his understanding. BLU schools use ALEKS's adaptive environment based on open-ended questions to pinpoint student progress along a personalized-learning path, which in turn helps teachers target instruction.

To see ALEKS in action, check out the BLU profile for [Trailside Middle School](#) in Ashburn, Virginia.

[6. Illuminate Education](#)

Another popular SIS in the BLU directory is Illuminate Student Information. Illuminate can support data creation, viewing, and sharing in one location. Administrators can create schedules and transcripts, and teachers can input attendance records and grades to be shared with student and parents. According to the BLU, schools and districts use Illuminate to streamline processes so that they can focus on their blended-learning practices.

To see Illuminate Education in action, check out the BLU profile for [SPARK Lynedoch](#) in Stellenbosch, Western Cape, South Africa.

[7. i-Ready](#)

A K-12 reading and mathematics tool, i-Ready uses adaptive assessments to evaluate where a student is in her learning. Blended-learning teachers say they use i-Ready's diagnostic tests to not only track a student's growth over their entire primary and secondary education, but

also practice data-driven, differentiated instruction. i-Ready offers aligned content that can allow teachers to personalize learning paths across students at various mastery levels.

To see i-Ready in action, check out the BLU profile for [EPiC Elementary](#) in Liberty, Missouri.

[8. DreamBox Learning](#)

DreamBox Learning is an adaptive, online math tool for students in grades K-8. Students work through lessons that include continuous formative assessment, which lets the software know where they are excelling and struggling, then adjusts the pace and placement of activities. Teachers use DreamBox's Insight Dashboard that includes actionable data to identify gaps and create focused assignments for each student. All curriculum is standardized to the Common Core and state standards, and available in both English and Spanish.

To see DreamBox Learning in action, check out the BLU profiles for [Anne Darling Elementary School](#) in San Jose, California and [Achievement First Bridgeport Academy Elementary School](#) in Bridgeport, Connecticut.

[9. G Suite for Education](#)

G Suite for Education, formerly Google Apps for Education, is a bundle of productivity tools to help students and teachers manage their classwork. Like the SIS tools above, many classrooms may be using these tools without blending learning. That said, it's a popular tool across blended schools as well. The suite comes with all the standard tools Google has to offer (e.g., Docs, Sheets, Calendar, etc.), but also comes with Google Classroom—a learning management system that teachers use to integrate their curriculum, assessments,

and more. And although you can pay for an enterprise plan with more storage and a few more features, the G Suite for Education basic plan is free.

To see G Suite for Education in action, check out the BLU profile for [Colégio Soter](#) in São Paulo, Brazil.

[10. Edgenuity](#)

Although it offers a variety of products and services, Edgenuity is best known for its online curriculum. These courses, delivered by a virtual teacher-of-record, range from AP to electives to credit recovery in a wide range of subjects. Schools also use Edgenuity to offer credit recovery courses that are self-paced and customized for each student on a mastery-based plan.

To see Edgenuity in action, check out the BLU profile for [Kaneland High School](#) in Maple Park, Illinois.

Blended learning isn't merely using an edtech tool layered onto a traditional classroom—it's a fundamental shift in instruction powered by technology that gives students some element of control over their learning. Some tools—like SISs, productivity suites, and assessment systems—are used in blended and non-blended schools alike. That said, if you're using one of these products in your classroom, there's a good chance that you are already blending. See our [visual guide](#) to figure out what blended-learning model you might be implementing. To share which tools and models you are using, don't forget to showcase your blended school profile on the BLU!

[Editor's note: This post originally appeared on [The Christensen Institute's Blended Learning Universe blog](#).]

Katrina Bushko is a former author at The Christensen Institute.

Blended learning isn't merely using an edtech tool layered onto a traditional classroom—it's a fundamental shift in instruction powered by technology that gives students some element of control over their learning.

6 lessons our district learned from our move to blended learning

Follow this district's example and your students will be empowered to take ownership of their learning

BY LISA ADAMS

Temple Independent School District (ISD), which is located north of Austin and south of Waco, Texas, has a very diverse student population. More than 75 percent of our students are economically disadvantaged and our ethnicity is comprised of roughly equal distribution of African-American, Hispanic, and Caucasian. Like other similar districts, we meet our students' needs through enhancing instruction, building strong relationships between students and their teachers, and creating opportunities for students to take ownership of their learning. Despite our success, this wasn't something that happened overnight.

For years, we've been working toward blended learning because we felt it would be the answer to meeting the needs of our students. In 2015, Temple High School was chosen to be a Raising Blended Learners pilot site through [Raise Your Hand Texas](#). For the next two years, we had 13 teachers experiment with innovative instructional models and new ways to leverage technology to enhance instruction. After the pilot, we saw how blended learning could help meet our students' needs. Our teachers in the pilot learned to differentiate instruction, had more time to develop meaningful relationships with students, and helped students take ownership of their learning.

Blended learning for everyone

We're now in our first year of a district-wide blended-learning initiative. We are proud of the progress we're seeing already and we have learned a few things along the way.

Lesson 1: Find an expert to help.

If you're new to blended learning, find an expert who will lead you down



the right path. We knew this instructional shift would be challenging for teachers, administrators, students, and parents, and we've read plenty of horror stories about new instructional initiatives not working as intended.

We wanted to avoid the instructional "swinging pendulum"—swinging back to old instructional practices after something new doesn't work, then trying something else new. That's why we began working with [Education Elements](#) in 2016. Their team shared their [vast expertise and resources](#) with us, walked us through the blended-learning design process, helped us understand what blended learning would look like in action, and how to sustain it.

Lesson 2: Support your principals.

When we announced our districtwide blended-learning initiative last spring, some of our teachers were afraid to try something new because they thought they would be to blame if it didn't work. Many teachers were focused on end-of-year assessment scores and how they would be evaluated based on those

scores. Teachers and principals wanted to know what it would look like to teach using blended learning, and they asked for an exact calendar of when things would take place. This told us that people were afraid to take risks.

Our first step in addressing this issue was to support our principals in creating a culture of innovation among their teachers. Our principals needed to [understand the design-thinking process](#)—trying something new, reflecting on how it went, making tweaks, and trying it again—in order to make their teachers feel comfortable with the implementation process. This led to more risk taking and improvements throughout the year.

Lesson 3: Make time for collaboration.

When we picked teachers for our pilot, we took anyone willing to participate. This led to a diverse group of teachers including an art teacher, a French teacher, some English teachers, science teachers, and math teachers. While this sounds ideal, we quickly learned it wasn't.

Collaboration is a key element to the

design-thinking process, but our pilot teachers couldn't collaborate because their subject areas were too different. This year, we adopted a grade-level cohort model. Every school principal was responsible for creating their cohorts and ensuring those teachers had a common planning time during the day to collaborate. As a district, we also created opportunities for teachers and administrators to collaborate across campuses. Blended learning can require a large time commitment for teachers; the cohort model allows them to share ideas, test instructional models, and reflect on their findings.

Lesson 4: Teachers want feedback sooner than you think.

After training teachers this fall, we encouraged them to implement the models they learned and assured them

support staff and other campus team members.

We focused on blended learning with core teachers first and wanted to incorporate our directors of special programs—like the director of bilingual ELLs and director of special education—at a later date. However, we realized they needed to come along on this journey. To help them come on board, we created a “learning series.” This is a mixture of different PD methods, including onsite sessions led by experts who excel in a particular blended-learning practice and collaboration sessions to allow our administrators to learn from each other. The learning series was opened to all our leaders (specialists, central office administrators, principals, and assistant principals) because when people learn together, they come together

as children. To bridge the gap between their perceptions of education and how it's been changed and adjusted, we hosted showcases for parents and for our school board so the entire community could see blended learning in action.

To share our process with neighboring districts who could benefit from starting similar initiatives, we partnered with Education Elements and Google for Education Texas to host a one-day PD event in December called [The National Academy for Personalized Learning](#). About 60 education professionals representing 17 different entities, including school districts, charter schools, and education service centers attended the event. Google led a session on design thinking and Education Elements demonstrated a “station rotation” blended-learning model and dis-

If you're new to blended learning, find an expert who will lead you down the right path. We knew this instructional shift would be challenging for teachers, administrators, students, and parents, and we've read plenty of horror stories about new instructional initiatives not working as intended.

that the district office was there to support and help them if they needed it. We didn't want them to feel pressured like they were being evaluated, so while the campuses conducted their own observations, we did only one set of learning walks.

In December, we conducted a survey to gather teacher feedback on the implementation. We were surprised to read that educators wanted more face time with my team. They wanted to see us often and they wanted us in the classroom to help them problem-solve. While I thought we would be pressuring them by coming around too often, they wanted assurance that they were on the right path much earlier than we thought.

Lesson 5: Build capacity in your

er to support the overarching goal.

We also invited everyone to participate in what Education Elements calls “learning walks” where participants go on-site to observe the blended-learning methods and technology working together. We hosted reflection sessions to discuss how the implementation was going, what we were struggling with, and to outline our next steps. Next year, we plan on implementing a facilitator boot camp to further build capacity for our leaders.

Lesson 6: Open your doors and share your journey.

When we first launched this initiative, families were confused because their children were having a different learning experience than they had had

discussed how to foster innovation. I participated in a panel that included our superintendent, our technology director, one of our pilot teachers, and one of his students. Attendees had the opportunity to ask questions about the challenges of blended learning and the strategies we used to overcome them.

Our blended learning journey has been underway for several years and we're happy with the growth we've seen to-date, and look forward to learning more as we continue with our blended learning initiative.

Lisa Adams is the assistant superintendent of curriculum and instruction at Temple Independent School District in Temple, Texas.

Leave little to chance with a discovery-driven approach to blended learning

BY JENNY WHITE

Almost every educator I've asked about leading a blended-learning initiative has expressed that building a blended program is a process, not an event. That's a big reason why the Blended Learning Universe (BLU) includes as a resource a 9-step design guide to support educators at every step in their blended journey. The design guide is based on Heather Staker and Michael Horn's design advice in their 2013 book *Blended*. The journey launches with identifying a problem to solve or a goal to achieve and continues through refinement and iteration. Just as we portray it as a wheel, like most worthwhile endeavors, a strong blended program essentially involves perpetual effort and ongoing design decisions.

The final step, step 9, of the design process recommends an important discovery-driven planning process. Internally at the Christensen Institute, our team has recently engaged with this very process as we launch a new research project filled with unknowns. Starting with discovery-driven planning has helped us to pave a way forward that doesn't leave our next year of work to chance. Rather, it lets us identify our goals upfront and think through not only what we want to see happen, but ways of testing whether those aspirations will actually hold true. If we test our assumptions as the project moves along, we aren't taking the risk of waiting until the end to see if we are right or wrong.

There's never any guarantee of success, but if as a team you honestly, thoughtfully lay out all of the risks involved when starting an endeavor—especially one as layered and intertwined with multiple stakeholders like blended learning in a school or district—you increase your chances of discovering a clear path forward.

Discover the way to achieving your goals

Here are a few steps to leading a discovery-driven planning process in the context of a blended-learning initiative, whether it's in pilot mode or years into implementation.

1. Bring a diverse group together and consider what assumptions you are making when going blended.

At their outset, blended learning programs can carry many assumptions, some of which may not prove viable. Assumptions may be “the devices will work” or “teachers will be on board” or “students will enjoy self-directed time”, and so forth. Have people at the table in this brainstorming exercise who represent a variety of departments and perspectives, so that the assumptions will be exhaustive.

2. Rank your assumptions in order of how important they are to student success.

Dig deep and really consider what needs to be true for your blended learning design to work. In early-stage blended-learning design, the number of assumptions can be as high as 100 or more. Once you've built out an assumptions list, rank them in order of how confident you are that the assumptions are true, weighting assumptions that are especially critical to the success of the whole initiative. If you believe that “Blended PD once per month will sufficiently support pilot teachers” will prove true, move that assumption to the bottom of your list. If you're not confident in the statement's accuracy, however, keep that assumption at the top of your list. All of your stakeholders should contribute to the ranking process to understand which assumptions are priorities for the team to test.

3. Start by testing assumptions that are most important to student success and that you are least confident are true.

By testing critical assumptions that have the least amount of confidence, critical aspects of the blended-learning program's success can be improved upon immediately. This step helps you avoid realizing at the 11th hour that foundational components must be redesigned. Once these low-confidence, high-stakes assumptions have been tested, the next step is to work your way toward assumptions that are least critical to student success and which you are most confident are true. Keep tests simple and cheap, like talking to experts, visiting schools or doing a small after-school pilot.

4. Determine if the assumptions are holding true at predetermined checkpoints.

If they are, keep the innovation. For example, if teachers are on board with launching blended learning, proceed with the roll-out. If they aren't yet, consider making changes to your approach or discard your current process altogether. If you've tried one expert's tactic for cultivating teacher buy-in but it didn't hit home with your colleagues, consult another expert or school leader and borrow their recommended strategy. Ultimately, as your team makes adjustments and iterates the process, you may start heading down a path with assumptions that are proving true.

Are you leading a blended-learning initiative in your classroom, school, or district? Share your journey by creating a profile alongside hundreds of others in the [BLU Directory](#).

[Editor's note: This post originally appeared on [The Christensen Institute's blog](#).]

Jenny White is the assistant to the director of education for the Christensen Institute as well as content manager of the Blended Learning Universe, a comprehensive online hub filled with blended-learning resources and a dynamic directory of blended-learning programs worldwide.

Company Profiles

3P Learning / Mathletics

37 West 26th Street
New York, NY 10010
(866) 387-9139

Acellus Corporation

26900 E Pink Hill Road
Independence, MO 64057
(816) 220-0300

Achieve3000

1985 Cedar Bridge Avenue
Lakewood, NJ 08701
(732) 367-5505

Acrobatiq by VitalSource

2100 Wharton, Ste 625
Pittsburgh, PA 15203
(877) 998-2937

Adobe Systems, Inc.

601 Townsend Street
San Francisco, CA 94103
(415) 832-5232

AGi Repair

220 Huff Avenue, Ste 500
Greensburg, PA 15601
(888) 325-5713

AGParts Education

220 Huff Avenue, Ste 100
Greensburg, PA 15601
(724) 838-8250

All Things Media

10 Industrial Avenue, Ste 5
Mahwah, NJ 07430
(201) 818-1999

Amazon Web Services

1200 12th Avenue South, Ste 1200
Seattle, WA 98144
(206) 266-7180

**American College of Education
(ACE)**

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Better Lesson

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Cambridge, MA 02140
(617) 216-1475

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Boulder, CO 80301
(720) 476-4030

Blackboard, Inc.

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Washington, DC 20036
(202) 463-4860

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Weston, FL 33327
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BrainPOP

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San Francisco, CA 94103
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(631) 591-1390

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Dallas, TX 75287
(214) 932-9500

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Boca Raton, FL 33431
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Capstone

1710 Roe Crest Drive
North Mankato, MN 56003
(800) 747-4992

Cengage Learning

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Stamford, CT 06902
(203) 965-8600

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Berkeley, CA 94702

Cisco Systems, Inc.

300 East Tasman Drive
San Jose, CA 95124
(408) 526-4000

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San Francisco, CA 94103
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Georgetown, TX 78626
(866) 562-7850

CodeCombat

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San Francisco, CA 94105

CoderZ

18 Tsienneto Road
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(603) 413-2600

Common Sense Education

50 Townsend Street, Ste 435
San Francisco, CA 94103
(415) 863-0600

Common Sense Media

650 Townsend Street, Ste 375
San Francisco, CA 94103
(415) 863-0600

CTL Corporation

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Beaverton, OR 97005
(866) 814-9380

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Charlotte, NC 28224
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North Billerica, MA 01862
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Cyber Acoustics, LLC

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Vancouver, WA 98682
(360) 883-0333

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Emigsville, PA 17318
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Defined Learning

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Northbrook, IL 60062
(847) 841-8072

Desire2Learn, Inc.

151 Charles Street, West, Ste 400
Kitchener, ON N2G 1H6
Canada
(312) 347-7942

DigitalEd

630 Weber Street, N, Unit 100
Waterloo, ON N2V 2N2
Canada
(800) 268-2935

DreamBox Learning, Inc.

600 108th Avenue North East,
Ste 805
Bellevue, WA 98004
(425) 637-8900

Drexel University Online, LLC

3020 Market Street
Philadelphia, PA 19104
(215) 895-2876

Dynos.io

Oklahoma City, OK
(717) 329-4206

EBSCO Information Services

10 Estes Street
Ipswich, MA 01938
(800) 653-2726

ECS Learning Systems, Inc.

PO Box 440
Bulverde, TX 78163-0440
(800) 688-3224

EdGate Correlation Services

3413 56th Street, NW, Ste A
Gig Harbor, WA 98335
(253) 853-7133

Edgenuity

8860 E Chaparral Road
Scottsdale, AZ 85250
(877) 725-4257

Edmentum, Inc.

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8200 Tower
Bloomington, MN 55437
(800) 447-5286

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San Mateo, CA 94403
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Edthena

95 Third Street, Floor 2
San Francisco, CA 94103
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Eduplanet21, LLC

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Elevate K12

980 N Michigan Avenue, Ste 1400
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Empow Studios

1776 Massachusetts Avenue
Lexington, MA 02420
(617) 395-7527

Engage2Learn

Corpus Christi, TX 78336

EverFi

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Exploring Robotics

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Menlo Park, CA 94025
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FireFly Computers

1271 Red Fox Road
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(612) 564-4088

Firia Labs

190 Lime Quarry Road
Madison, AL 35758
(256) 434-1888

First in Math

3311 Fox Hill Road
Easton, PA 18045
(800) 242-4542

Flinn Scientific

PO Box 219
Batavia, IL 60510
(800) 452-1261

Flipgrid

Minneapolis, MN 55401
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Flocabulary

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About eSchool News

History

eSchool News covers education technology in all its aspects—from legislation and litigation, to best practices, to lessons learned and new products. First published in March of 1998, **eSchool News** is a monthly print and digital newspaper providing the news and information necessary to help K-20 decision-makers successfully use technology and the internet to transform North America’s schools and colleges and achieve their educational goals. The newspaper is read by more than 300,000 school leaders, and a companion web site—**eSchool News Online**—is visited by more than 500,000 unique visitors each month, including over 280,000 registered members.

eSchool News is a marketing solutions company serving the education technology industry. Throughout our 25-year history, we have created the most comprehensive portfolio of products and services in the industry. We offer access to the broadest reach and deepest range of education technology professionals worldwide across the entire technology spectrum: the creators, sellers, and buyers of technology around the world.

Every day, our editorial, sales, and marketing professionals share their content expertise to help our customers grow their businesses. We leverage the immediacy of online, the networking of face-to-face opportunities, the expert interaction of web seminars, and the breadth and depth of print to create compelling, focused media that delivers measurable results.

Mission

eSchool News — helping educators succeed by:

- Providing the latest news, resources and reports on the applications of technology to improve learning
- Providing resources and tools to evaluate the funding, purchasing and the evaluation of technology in the education systems
- Assisting educators in forming collaborative alliances and providing a valuable resource bank for the exchange of information, ideas and best practices.

In order to fulfill our mission, we pledge the following:

- We will treat each member as though the success of our organization depends on that individual alone
- We will continue to increase the value and benefits of our services, programs and products
- We will deliver what we promise
- We will conduct our business in a manner which commands the respect of the public for our industry and for the goals toward which we strive

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May 2020	Curriculum, SEL & Instructional Tools
June 2020	Library & Media Technology
July 2020	Esports
August 2020	Data Management & Storage
September 2020	Communication Technology
October 2020	Robotics
November 2020	Digital & Mobile Learning
December 2020	School Safety
January 2021	Multimedia Presentation Systems
February 2021	STEM, STEAM, & Makerspaces
March 2021	IT Solutions: Hardware & Management
April 2021	Online and Blended Learning



eSchool News covers the intersection of technology and innovation in education. We focus on how technology can help educators improve learning and deliver instruction more effectively, enhance the student experience, and transform their schools.

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