

R E C O M M E N D A T I O N S

# for Full-time Online Learners

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Michigan Virtual University®

## BACKGROUND AND PURPOSE

In 2008 Michigan's Superintendent of Public Instruction implemented a process that allows school districts to seek a waiver of the state's pupil accounting rules to allow eligible full-time students to take all of their coursework online. Twenty-one local and intermediate school districts have been approved to implement this "seat-time waiver." One of the approved districts has been authorized to include other districts as partners in their waiver, provided that the approved MDE policies are followed. For students taking two or fewer online courses a semester, no waiver is needed. In addition, no waiver is required for those students taking more than two classes in a given term or semester if they are accessing the courses from a school facility.

*Michigan Virtual School™ (MVS®)* is working with over 500 school districts throughout Michigan to expand the use of online resources to address specific student and school priorities. The purpose of "Recommendations for Supporting Full-time Online Learners" is to provide schools:

1. Guidance for implementing full-time online learning options;
2. A mentor self-assessment tool that emphasizes the importance of online mentors;
3. A sample school board policy regarding online learning opportunities for students; and
4. A student readiness rubric for online learning that identifies the level and type of support needed by individual students.

Online courses are often structured in a way that allows for scheduling flexibility for students facing scheduling conflicts, affording opportunities to at-risk students, elite athletes, performers in the arts, dropouts, pregnant students, incarcerated students, and students who are homebound due to illness or injury, allowing them to continue their studies outside the traditional classroom.

During the 2008-09 academic year, *MVS* provided more than 16,000 online course enrollments at the middle and high school level. *Michigan Virtual School* offers more than 150 unique courses, including 18 Advanced Placement (AP) courses and seven different world languages. The core academic areas of math, English, science and social studies are covered, with an emphasis on meeting the Michigan Merit Curriculum requirements. Most of the courses are high school level, but more than 50 are available for middle school students.

Until recently, most K-12 online students in Michigan and elsewhere have used online courses to supplement an existing course schedule at their local high school. Increasingly, educators, students and parents are looking to online learning as an expanded alternative delivery model.

*MVU* welcomes your feedback regarding "Recommendations for Supporting Full-time Online Learners."



# e-LEARNING



## WHAT IS ONLINE LEARNING?

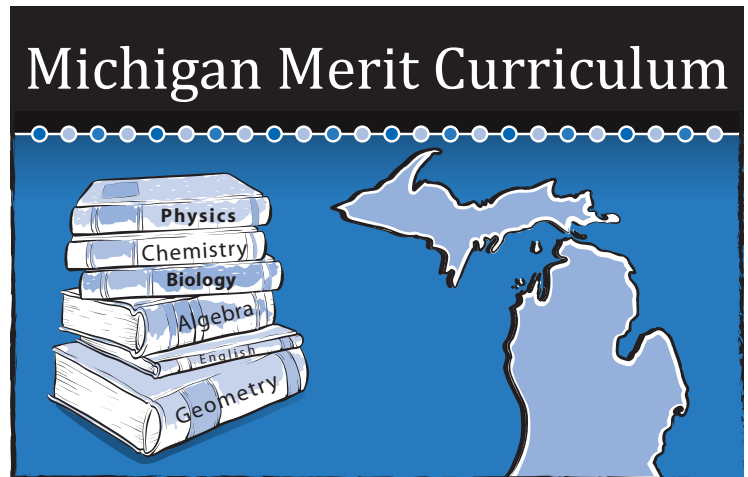
Many terms and definitions in the field, such as online learning, e-learning and virtual schools, do not have commonly understood definitions. This document is focused on distance learning that takes place via the Internet, both in real time (synchronous) and at the learner's convenience (asynchronous), and uses the term "online learning" to describe this method of education. This type of learning and educational content includes video, text, audio and simulations that are delivered via the Internet, but not through other channels such as traditional video conferencing or interactive television. Whatever term is being used to describe it, online learning is being used in many ways<sup>1</sup>.

Examples that suggest the range of possibilities for why online learning is used include:

- Expanding the range of courses available to students, especially in rural and inner-city schools, beyond what a single school can offer;
- Providing highly-qualified teachers in subjects where qualified teachers are lacking;
- Expanding credit recovery options for students;
- Providing scheduling flexibility to students facing scheduling conflicts;
- Addressing the needs of the Millennial student, as the online medium is consistent with these students' expectations and interests;
- Increasing the teaching of technology skills by embedding technology literacy in academic content; and
- Providing professional development opportunities for teachers, including mentoring and learning communities.

Starting with the class of 2011, Michigan graduates will be among those leaving high school a step ahead of the crowd, according to State Superintendent of Public Instruction Michael Flanagan. "Michigan's K-12 system has stepped into the 21<sup>st</sup> century by fully recognizing the value of teaching and learning in a virtual environment," he said. "The importance of requiring all students to take an online course today can be compared to the efforts to teach young people how to use print resources in a public library 50 years ago."

<sup>1</sup>*The Michigan Online Learning Report*, Michigan Virtual University, 2008. Available at <http://www.mivu.org/LinkClick.aspx?fileticket=aKThN%2bgeKZA%3d&tabid=373>.



### Michigan Merit Curriculum Guidelines for an Online Experience

The Michigan Merit Curriculum Guidelines for an Online Experience require that students:

- Take an online course, or
- Participate in an online experience, or
- Participate in online experiences incorporated into each of the required credit courses of the Michigan Merit Curriculum.

Completing a meaningful online learning experience in grades 6-12, with a specific emphasis at the high school level, will allow student to become familiar with a key means of increasing their own learning skills and knowledge. It will also prepare them for the demands that they will encounter in higher education, the workplace and in personal life-long learning. While students informally develop technology skills and gain experience through their media-rich lives, an online learning experience will require them to complete assignments, meet deadlines, learn appropriate online behavior, and effectively collaborate with others in an instructional setting.<sup>2</sup>

<sup>2</sup>*Michigan Merit Curriculum Guidelines*, Online Experience, Michigan Department of Education, 2006. Available at [http://www.michigan.gov/documents/mde/Online10.06\\_final\\_175750\\_7.pdf](http://www.michigan.gov/documents/mde/Online10.06_final_175750_7.pdf).

## CURRENT TRENDS IN ONLINE LEARNING

*Michigan Virtual School* was launched during the 1999-2000 academic year, providing 100 online course enrollments to 18 schools. In 2008, the Center for Digital Education (CDE) ranked Michigan second in the nation for its progressive online learning policy and practice. The CDE evaluated the overall landscape of online learning and compiled state rankings to reflect the vision, policies, programs and strategies that states have deployed around online learning in an effort to transform their academic environment to meet student needs.

Every sector of our economy can point to specific examples of how information and communications technology is increasing human productivity and expanding opportunities. Online learning is not another education trend — it has become part of everyday life for millions in schools, colleges and in the workplace.

Approximately 20 states have “full-time” online learning programs for students that provide an opportunity to earn a high school diploma as a result of taking some or all of their coursework online. These virtual learning programs usually operate as charter schools and are available to students across the state, within a region or inside the boundaries of a local district. Under current law, Michigan does not support online charter schools that serve students from multiple geographic locations throughout the state.

The growth of online learning for K-12 students and educators is very promising. However, no state, region or local school district in the U.S. is currently assisting all or even a large percentage of their students in becoming successful online learners as a targeted instructional strategy. For the most part, schools currently offering online learning services serve only a limited number of students. These students tend to take courses in low-demand subject areas or courses designed to address a credit recovery need. It is anticipated that this trend will change during the next five years. It will become more common for Michigan high schools to offer online courses as a means to better address individual student needs and better equip students with 21<sup>st</sup> century learning skills for future employment or study.<sup>3</sup>

<sup>3</sup>*Framework for the Future 2009-14*, Michigan Virtual University, 2009. Available at <http://www.mivu.org/LinkClick.aspx?fileticket=hkDSrJSO40I%3d&tabid=373>.

## RESEARCH AND BEST PRACTICE

Students, both in higher education and K-12 education, are increasingly turning to online coursework as the medium for instruction. In the fall of 2002, a little less than 10% of all higher education students were taking courses online<sup>4</sup>. By the fall of 2007, however, 3.9 million higher education students took courses online<sup>5</sup>. This represented over 20% of all higher education students — a rate double that just a few years earlier. Over 80% of these 3.9 million online students were enrolled in undergraduate coursework<sup>6</sup>.

Compared to higher education, online learning adoption in the K-12 sector has lagged behind though enrollment statistics show a steady upward trend. K-12 online enrollments have grown from around 50,000 enrollments<sup>7</sup> at the beginning of the decade to over one million by the final years of this decade. In 2007-2008, an estimated 1.3 million of the roughly 49 million public school students were taking fully online or blended courses<sup>8</sup>. These estimates do not include the larger number of private school and home school students also taking courses online.

While the 1.3 million estimate only accounts for about 2 percent of public school student population in the United States, the compound annual growth rate of 21.3%<sup>9</sup> suggests that percentage will change — and in a hurry. Based on K-12 enrollment data to date, Harvard business administration professor Clayton Christensen wrote in his book *Disrupting Class* that “the data suggest that by 2019, about 50% of high school courses will be delivered online” (10, p. 98).

Since the inception of distance education, researchers have been investigating the effectiveness of distance and online education. In general, while individual studies may have favored face-to-face or distance education delivery methods, collectively, no significant difference in student performance between the two forms of instruction has been found. These distance education studies tended to include comparative studies of video- and audio-based telecourses or stand-alone, computer-based instruction with face-to-face control groups.

<sup>4</sup>*Staying the Course: Online Education in the United States*, Allen, I.E., & Seaman, J., 2008. Available at [http://www.sloanconsortium.org/publications/survey/pdf/staying\\_the\\_course.pdf](http://www.sloanconsortium.org/publications/survey/pdf/staying_the_course.pdf).

<sup>5</sup>IBID.

<sup>6</sup>IBID.

<sup>7</sup>*Virtual Schools: Trends and Issues - A Study of Virtual Schools in the United States*, Clark, T., 2001. Retrieved May 12, 2009, from [http://www.wested.org/online\\_pubs/virtualschools.pdf](http://www.wested.org/online_pubs/virtualschools.pdf).

<sup>8</sup>*K-12 Online Learning: A 2008 Follow-up of the Survey of U.S. School District Administrators*, Picciano, A. G., & Seaman, J., 2009. Available at [http://www.sloanconsortium.org/publications/survey/pdf/k-12\\_online\\_learning\\_2008.pdf](http://www.sloanconsortium.org/publications/survey/pdf/k-12_online_learning_2008.pdf).

<sup>9</sup>IBID.

<sup>10</sup>*Disrupting class: How disruptive innovation will change the way the world learn*, Christensen, C.M., Horn, M.B. & Johnson, C.W., 2008, New York: McGraw Hill.

In 2009, the U.S. Department of Education released a meta-analysis that looked exclusively at studies conducted on both face-to-face and blended or fully online settings. In this meta-analysis, rather than looking at all types of distance education, researchers looked only at Internet-based learning. The meta-analysis found that “students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction”<sup>11</sup>, p. xiv). It also found that “instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction”<sup>12</sup>, p. xv). In addition to academic performance, the skills students are learning in online environments are seen as critical for 21<sup>st</sup> century success<sup>13</sup>, and maintaining a competitive American workforce<sup>14</sup>. The USDOE researchers said their findings should not be generalized to the K-12 level because most of the studies analyzed were conducted on college-age populations.

Whether for these reasons or others, students, themselves, are increasingly viewing online courses as a desirable component of their education. According to *Learning in the 21<sup>st</sup> Century: 2009 Trends Update*<sup>15</sup>, when asked to imagine their dream school, 44 percent of 6-12th graders selected online learning as a technology with the greatest positive impact on learning.

Despite the widespread student interest in online learning, students experience few opportunities to take online courses through their school. Almost half of 6-12<sup>th</sup> graders have researched or are interested in taking an online class, and more than 40 percent believe that online classes should be part of an ideal school, yet only one in 10 6-12<sup>th</sup> grade students have taken an online class *through their school*.<sup>16</sup>

This shortage of online opportunities may be changing as schools come to see the many advantages of offering online options to students. Schools are beginning to turn to online courses as a cost-effective way to expand curricular offerings and to help meet the individual needs of students<sup>17</sup>. An important part of this transition is educating decision makers about online learning and dispelling myths about virtual schooling.

<sup>11</sup>*Evaluation of Evidence-based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies*, Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K., 2009. Retrieved July 6, 2009, from <http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.

<sup>12</sup>IBID.

<sup>13</sup>*The Future of Learning Institutions in a Digital Age*, Davidson, C. N., & Goldberg, D. T., 2009. Retrieved September 21, 2009, from <http://mitpress.mit.edu/9780262513593>.

<sup>14</sup>Available at <http://www.21stcenturyskills.org/>.

<sup>15</sup>*Learning in the 21st Century: 2009 Trends Update*, Blackboard® Inc. and Project Tomorrow.

<sup>16</sup>IBID.

<sup>17</sup>*Distance education courses for public elementary and secondary school students: 2002-03*, Setzer, J.C., & Lewis, L., 2005. Retrieved May 6, 2009, from <http://nces.ed.gov/pubs2005/2005010.pdf>.

## Common misconceptions about online learning<sup>18</sup>

1. **Myth:** *Online learning is just a high-tech version of the old correspondence course.*

**Reality:** Many online courses are teacher-led, with extensive interaction between teachers and students, and often between students. Online courses also often include video, audio, animation, simulations and other media elements that provide a very different learning experience than a correspondence course. Online learning also offers immediate access to research sources and supplemental content not available in correspondence courses.

2. **Myth:** *Online students spend all their time in front of a computer.*

**Reality:** For students who take all their courses online, they usually have many activities that are not online, including reading books or other documents, paper-based homework activities, science labs and field trips.

3. **Myth:** *Online learning is essentially “teacher-less.”*

**Reality:** Not only are teachers heavily involved in online courses, online teachers report that they know their students better online than in a face-to-face course.

4. **Myth:** *Online courses are easy to pass.*

**Reality:** The level of difficulty of online courses varies, in the same way that the level of difficulty of face-to-face classes varies by course, teacher and other variables. Classes such as Advanced Placement® and honors courses are clearly challenging. Students in some online programs' AP® classes have done as well or better than the national average on AP exams, suggesting that these courses are at least as rigorous as their face-to-face counterparts.

5. **Myth:** *Online learning is only good for highly-motivated, highly-able students (or conversely, only for dropouts and students in need of remediation).*

**Reality:** Online programs serve a range of students. Some programs focus on high-achieving students, others focus on at-risk or credit recovery students, and many programs serve many different types of students.

<sup>18</sup>*The Michigan Online Learning Report*, Michigan Virtual University, 2008. Available at <http://www.mivu.org/LinkClick.aspx?fileticket=aKThN%2bgeKZA%3d&tabid=373>.

## The importance of a local mentor<sup>19</sup>

A key challenge for online programs is providing effective support to their students. Support needs to include both technical (issues of accessing the course, problems with computers or software, etc.) and academic (issues with the course content, tutoring and counseling). Separate from the technical support is the assistance provided by the local mentor in each school that has one or more students taking an online course. Typically, mentors are certified teachers, but they do not have to be certified in the same subject area as the course that the student is taking. Tasks of the mentor include:

- Serve as the local “eyes and ears” for the online instructor
- Track student progress
- Communicate with the *MVS* online instructor, school administration and parents
- Address any concerns to *MVS* staff and the help desk
- Assign final grade to the student after the percentile score is submitted by the online instructor
- Help student stay on track and successfully progress through the course

Ideally, the local school team put in place to support online learners should be made up of the principal, counselor, technology coordinator and, perhaps, the curriculum director. These individuals should be ready to assist mentors to ensure student success. Here are some of the areas that the school team may review:

- Evaluate online curriculum offerings and evaluate how online course providers can best fit your school needs
- Review your existing technology and available computer space to accommodate students
- Promote availability of the selected online programs to teachers, counselors, students, parents and the community
- Identify the level and type of support needed by individual students taking online courses and develop necessary internal support structures
- Hold in-school local team meetings prior to launch of online courses and regularly thereafter to discuss programming issues – schedules, grade reports, lab availability, review technology needs/requirements and student performance/needs.

The Mentor Self-Assessment (**Appendix A**) was designed to assess an individual’s preparedness in the role of an online course mentor.

<sup>19</sup> *Mentoring Matters*, Michigan Virtual University, 2009. Available at <http://www.mivhs.org/Home/Teacher/MentorResources/tabid/277/Default.aspx>.

## Characteristics of a Successful Online Learner

An online learning program begins with students. Online courses require hard work; they are usually not easier than traditional classes. An online course may require more time since students are using a new method of course and material access. Potential online learners should be identified in your local school, screened and evaluated on their basic technology skills, self-motivation and reasons for participating in online learning.

Online education should meet a need in an individual student’s schedule or whole-school situation. Examples include:

- A student who needs a class to graduate, but it conflicts with another requirement.
- A student who wishes to study a subject matter or take a course (such as an AP course) that is not offered at your school.
- A school that wishes to offer a course, but there are not enough students to warrant a full class.
- A student who prefers to learn online or excels in an online classroom.

Students are most successful in an online course when there is a real desire (*I want to graduate*), need (*I need this credit to graduate and it is only offered during a conflicting period*) and benefit (*if I pass this course, I will reach my set goal of graduation, acceptance to a particular college, a desired occupation*). Conversely, students are very likely to fail an online course when there is a little/low desire (*my counselor made me take this course*), little/low need (*I don’t even need this credit to graduate*) and little/low benefit (*it doesn’t matter if I pass or fail, so who cares?*)<sup>20</sup>.



<sup>20</sup> *Mentoring Matters*, Michigan Virtual University, 2009. Available at <http://www.mivhs.org/Home/Teacher/MentorResources/tabid/277/Default.aspx>.

## Characteristics of successful online learners:

1. *Self-motivated*  
Students who can direct their own learning environment, fulfill course requirements and achieve individual academic success.
2. *Independent learner*  
The online environment enables students to learn at their own pace, whether it's traditional, extended or accelerated, relieving the stress of feeling rushed or pressured and providing enjoyment in the learning process.
3. *Computer literate*  
Although it's not necessary to have advanced computer skills, students should possess a working knowledge of electronic email, the Internet and basic keyboarding skills.
4. *Time management*  
Students must be able to organize and plan their own best "time to learn." There is no one best time for everyone, but the key to learning is to commit the time to learn.
5. *Effective writing skills*  
Students must use electronic email to communicate with their peers as well as their instructors. The ability to write clearly in order to communicate ideas and assignments is very important to student success as well as a means to inform instructors of any concerns or problems.
6. *Personal commitment*  
Since there are no bells that begin and end classes, students must have a strong desire to learn and achieve knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to participate in order to achieve academic success.

## RECOMMENDATIONS

Having a student take the majority or all their coursework online is an important decision that should be supported by thoughtful planning with parents, counselors, educators and school administrators. *MVU* has developed six basic guidelines for schools to consider as they explore online learning as a full-time option for students:

1. School administrators work with their boards of education to develop and adopt a policy related to the use of online learning. A sample board policy is provided in Appendix B.
2. Students successfully complete a single online course before enrolling in multiple online courses in a given semester or term.
3. Schools use a decision-making support process to determine how to best support online learners, especially full-time online students. Appendix C is a student readiness rubric for online learning that identifies important factors to consider in the planning and decision-making process: (a) technology skills; (b) work and study habits; (c) learning style; (d) technology/connectivity; (e) time management; (f) student interest/motivation; (g) reading/writing skills; and (h) support services. The rubric should be used to identify the level and type of support needed by individual students as opposed to using it to determine student eligibility for online courses.
4. Develop an internal support structure that provides assistance to students and parents as they embark in online learning programs. Support can range from an enrollment and registration process, to counseling services, mentoring assistance and access to computer lab time.
5. Create a data collection process to assess student completion and achievement results in online courses. The use of annual student surveys should be used to gather important information about their experiences as online learners so existing support systems can be continually improved.
6. Students be provided opportunities at elementary and middle school levels to gain experience with online resources and become independent learners before high school.

## CONCLUSION

The information contained in this document is designed to serve as a relevant resource in helping schools determine when a full-time online learning option represents the best choice for students. It provides schools with recommendations for implementing full-time online learning options, a mentor self-assessment tool, a sample school board policy regarding online learning opportunities for students and a student readiness rubric for online learning that identifies the level and type of support needed by individual students.

*MVU* believes careful planning is essential and having a local support system in place is critical for student success. Having a student take up to 100 percent of their course load online represents an enormous change from current practice.

*MVU* recognizes that students often have unique skills, interests, talents, study habits or extenuating circumstances that warrant the expanded use of online learning. However, *MVU* does not believe school administrators should view online learning solutions as a universal remedy for certain groups of students. The decision to support online learning as a full-time option for students should be evaluated on a case-by-case basis. Ultimately, the decision to enroll students in online courses on a full-time basis will be made by school officials based on current board policy, student needs and parental involvement. Appendix B (Sample School Board Policy) and Appendix C (Rubric for Online Learning) are relevant for all online students.

***You Can Learn Virtually Anything***<sup>®</sup>



*In 2005, MVS was awarded NCA and CITA accreditation. CITA is an accrediting authority in the U.S. and throughout the world and is an alliance of the premier American accrediting associations, including the North Central Associate Commission on Accreditation and School Improvement (NCA), which accredits schools in 19 states, including Michigan. Both accreditation organizations are divisions of AdvancED.*



## APPENDIX A

# Mentor Self-Assessment

Answer the following questions as you contemplate your role as the Local School Mentor.

yes	no	
		Can you set aside at least one period a day that you can devote to mentoring the online learners in your school?
		Are you willing to learn the skills associated with online learning?
		Are you comfortable with computers and willing to help students that may not be?
		Are you willing to participate in an online training course/community?
		Do you consider yourself a motivator?
		Are you a good manager of time? Can you teach that skill?
		Are you a goal-setter? Can you teach that skill?
		Do you understand the difference between teaching a class and facilitating one? Are you willing to learn that skill?
		Are you willing to assist students in a flexible learning environment?
		Are you willing to recruit and screen students for online learning?
		Are you willing to regularly communicate online?
		Are you willing to work with students and find solutions to potential problems?
		Are you willing to advocate for online learning in your school?
		Are you willing to work with your counselors, programmer, technology coordinator and administration to ensure program success?



## APPENDIX B

### SAMPLE SCHOOL BOARD POLICY

## Online Learning Opportunities for Students

### Policy 200 – Online Learning Opportunities for Students

The \_\_\_\_\_ **Board of Education** recognizes that students in the school district may have a need for greater flexibility in their educational program due to individual learning styles, health conditions, employment responsibilities, lack of success in traditional school environments or a desire to accelerate their learning and work at the college level before leaving high school.

Further the **Board** acknowledges that online learning solutions offered by providers may fulfill these needs by allowing flexibility for students and providing a meaningful educational alternative affording students the opportunity to successfully complete their course work. Students in the \_\_\_\_\_ Public Schools who may be in need of online learning course solutions may be at-risk, homebound due to illness or injury, incarcerated, or unable to attend school due to personal circumstances such as pregnancy or the pursuit of advanced opportunities in the arts or athletics. In addition, scheduling conflicts and the lack of availability of specific courses may increase the need for online course enrollments.

The Superintendent and administrative team shall establish procedures for the \_\_\_\_\_ Public Schools' online learning program which ensure that district developed online learning solutions meet district standards. Further, when using online learning solutions providers ensure that:

- A. Online course providers are accredited by a nationally recognized accreditation program or agency.
- B. Appropriately qualified district staff provides information and guidance to students and parents regarding the selection of appropriate online courses to meet their needs, as well as the appropriate number of online courses in which a student may enroll.
- C. The curriculum requirements of both the Michigan Merit Curriculum and the \_\_\_\_\_ Public Schools are met.
- D. All online courses taken by students will be approved by the high school principal or designee in advance of enrollment.
- E. All teacher-led online courses include certificated, highly qualified teachers.

Approved by the \_\_\_\_\_ **Public Schools Board of Education**

month/day/year

APPENDIX C

RUBRIC FOR ONLINE LEARNING

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology/Connectivity	Time Management	Interest/Motivation	Reading/Writing Skills	Support Services
<p><b>Less Ready</b></p>	<p>Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area</p>	<p>Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course</p>	<p>Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support</p>	<p>Students does not have consistent access to a computer and a reliable connection to the Internet from home or from school</p>	<p>Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes</p>	<p>Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning</p>	<p>Student is reading below grade level and has experienced difficulty with routine writing assignments</p>	<p>In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance</p>
	<p>Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area</p>	<p>Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment</p>	<p>Student is beginning to demonstrate the behaviors of a self-directed learner and sometimes requires real-time feedback from teachers regarding basic directions and follow-up support</p>	<p>Student has limited access to a computer with low-speed service to the Internet from school or from home</p>	<p>Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes</p>	<p>Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning</p>	<p>Student is reading at grade level and has demonstrated limited proficiency with writing assignments</p>	<p>Student's support system is limited, parents and school personnel are somewhat supportive of enrollments in online courses</p>
<p><b>More Ready</b></p>	<p>Student has strong computer skills and detailed experience using a word processor, email application and Web browser</p>	<p>Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits</p>	<p>In general, the student is a self-directed learner and does not require real-time feedback from teachers regarding basic directions and follow-up support</p>	<p>Student has consistent access to a computer with moderate-speed service to the Internet from home, and from school</p>	<p>Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes</p>	<p>Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning</p>	<p>Student is reading at or above grade level and has demonstrated success with a variety of writing assignments</p>	<p>Student has open access to school-based mentoring/ counseling services and parental support</p>
	<p>Student has excellent computer skills and significant experience using a word processor, email application and Web browser, and is comfortable downloading information from the Internet and using other technology tools and applications</p>	<p>Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course</p>	<p>Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity</p>	<p>Student has daily access to a computer with high-speed service to the Internet at home and at a convenient location in the school building before, during and after regular school hours</p>	<p>Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports, and work activities</p>	<p>Student has a strong interest in the content area of the online course offering, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning</p>	<p>Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments</p>	<p>Student has regularly scheduled access to school-based mentoring/ counseling services, parental support is strong and district has adopted policies and identified best practices to support students as online learners</p>
<p><b>Critical</b></p>	<p>Student has completed at least one online course, demonstrated academic success and wants to enroll in additional online courses</p>							
<p><b>Critical</b></p>	<p>Student has unique skills, interests, talents, study habits or extenuating circumstances that warrant the expanded use of online learning</p>							

