

IMPLEMENTATION DEVELOPMENT: ALGEBRA I

- **Where does the Overview/Introduction/Start Here module fit into the overall course map or design?**
 - I have set up my course to have the Home screen land on the course calendar. I like to have middle school students utilize this course calendar as the main landing page, because it gives them a holistic view of the course and upcoming expectations. I also appreciate this format myself so that I can manage my time effectively. Within modules though, the Start Here module offers students access to the course syllabus, a quick link back to the Course Calendar, as well as instructions for joining DeltaMath, a web-based software that the course utilizes frequently and requires students to join the course before assignments are available. I've also included a General Resources module in which students can access pictures of anchor charts that are visible in the classroom, giving them access outside of the classroom also. I've also provided a page that contains and explains the resources that will be used throughout the course.
- **How is your instructional design approach realized in the modules?**
 - My course utilizes a blended approach which can be seen within the modules with asynchronous materials as well as references and PDF links to the physical materials that will be used in person.
- **Where are you sharing the main course goal and outcomes with your learners?**
 - Each week's module begins with a page explaining the learning targets for the week's work. These come from the TEKS and are rewritten in student-friendly language. These pages will give the students an overview of what they are expected to learn for the week.
- **How does the unit/module align outcomes/goals activities and assessment?**
 - All of the unit activities are explicitly aligned with the state standards that are being tested on the unit summatives.
- **Is this student-centered or teacher-led?**
 - This course is a blend of teacher-led and student-led. The teacher facilitates instruction and provides some small bits of direct teaching, but students have a significant amount of choice in the order in which they work, though they will find that the modules are presented in a coherent sequence and jumping around may make things more challenging. Students have choice in review activities, whether or not to attempt bonus homework assignments, or to do extra practice.
- **What is the scope or range of the instructor's role (i.e. Presenter, Facilitator, Coach, Mentor)?**
 - For this course, the instructor is a facilitator and coach, guiding students through the Algebra content, directing them to resources and remediating when needed.
- **Is the course blended or fully online?**
 - This is a blended course where students are present in class each day to receive some coaching and minimal direct instruction, and the majority of their time is spent working through the digital activities of the course for practice and feedback of learning.
- **How are you introducing the course and yourself and how are you building the learning community?**
 - Since this course is intended for middle school students, my self-introduction is included on my course syllabus and helps me relate to my students by sharing my background and a little bit about what I was like as a middle schooler.
- **What is the ratio or percentage of synchronous to asynchronous collaboration?**
 - The ratio of synchronous to asynchronous will vary from student to student. While students should be in class for synchronous instruction each day, there is flexibility built into the course so that if they

are absent or unable to attend, they can still achieve the course objectives from outside of school by accessing the digital content.

- **How will you address the infrastructure, system, and support needs and issues the learner may face?**
 - I have utilized this course design for a few years, and haven't experienced any infrastructure or system support needs from students. I expect student support may look like extensions on digital activity deadlines and perhaps login support. Since nearly all of the digital resources being used are synced to their district Google accounts, logins are typically seamless. Most of my support efforts will be in providing real time remediation or remediation through email or discussion