

## Self-study Report Cover Sheet

Online Learning Program Name: Infinity Online

Name of Administrator/Coordinator: Jo McClure

Phone: 800-624-4072

Administrator/Coordinator Email: jo.mcclure@mninfinity.org

Report Submission Date: 7-29-2022

The Online Learning Provider named above authorizes that the following items have been completed:

- ☒ X Submitted their annual update for years: 2019-2020, 2020-2021, 2021-2022 (last three years).
- ☒ X Verified curriculum in the Minnesota Common Course Catalog: all curriculum listed is current. (comprehensive programs only) - Infinity Online is a supplemental online program.
- ☒ X Conducted a self-study process with a variety of stakeholders.

Indicate self-study team members below: Name

- |   | Role (i.e.teacher, parent, student) |
|---|-------------------------------------|
| 1. See addendum A for self-study team members   |                                     |
| Executive Council - Superintendent, Principal, Counselor  |                                     |
| 2. Instructors - all online instructors   |                                     |
| 3. Parent & Student Surveys - these were anonymous but sent to all current students and their parents |                                     |
| 4. in the 2021-2022 school year   |                                     |
| 5.  |                                     |

## CERTIFICATION OF INFORMATION

I hereby certify that all information submitted is true and correct to the best of my belief and knowledge, and that the above program is operated in accordance with applicable state laws and rules, including the licensing of teachers, alignment of curriculum with academic standards, alignment of goals and strategies of the World's Best Workforce (MN Statute 120B.11), and provision of English learner and special education services to eligible learners.

*Jo McClure, Director, Infinity Online*

Signature of District Superintendent or Charter School Director

jo.mcclure@mninfinity.org

7-29-2022

800-624-4072

Email Address

Date

Phone Number

# Infinity Online Self Study Report 2022

## Introduction

### Program

Infinity is a non-diploma based, supplemental online program serving students in primarily grades 9-12. Infinity offers a broad selection of high quality, online courses designed to meet a variety of student needs.

### Mission

Minnesota schools collaborating to provide innovative educational opportunities through online courses, high quality professional development in online instruction, and flexible support for innovative learning initiatives.

### Vision

Infinity Online is the trusted provider of innovative educational opportunities to today's learner and tomorrow's workforce.

### Philosophy

Infinity Online exist to provide high-quality, high-interest and high-need courses to Minnesota students.

- We believe geography should not be a factor in a child's education.
- We believe schools should work together to educate all students.
- We believe online learning helps prepare students to be 21st Century citizens.

### Beliefs

1. We believe working cooperatively, through mutual trust and integration, adds strength to our educational system.
2. We believe all students, regardless of geography or circumstance, deserve equitable access to a first-class education.
3. We believe in the quality of our staff and the richness and rigor of our program.
4. We believe in providing and supporting educational programming opportunities to efficiently use district resources to effectively educate students.
5. We believe in the commitment to personal attention for each and every student.
6. We believe in adapting and responding to the increasingly diverse educational needs of students.
7. We believe in open lines of communication and transparency of operation.
8. We believe we must be financially efficient and stable.
9. We believe students are best served through their local district.

Artifacts: <https://mninfinity.org/about-us>, <https://mninfinity.org>

## Strategic Planning & Self-Study

During the 2021-2022 school year, Infinity Online facilitated multiple stakeholder engagement meetings to inform and guide Infinity's reflective self-study. The intent of the self-study was to ensure the Infinity Online program is aligned with Minnesota State Statute 124D.095, applicable portions of Minnesota State Statute 120B.11 – World's Best Workforce, and NSQ Standards for Quality Online Programs, focused on continuous improvement, and representative of excellence in online learning.

The self-study team included elected regional representatives from member districts that comprise the Infinity Online Executive Council (*See Addendum A for detailed information*).

### Work Sessions & Data Gathering Dates:

Self-Study Work Session I: October 28, 2021  
Member District Stakeholder Meeting: February 16, 2022  
Self-Study Work Session II: February 24, 2022  
Parent Survey: Sent March 1, 2022  
Student Survey: Sent March 15, 2022  
Counselor Survey: Sent April 1, 2022  
Instructor Survey: Sent April 1, 2022  
Self-Study Work Session III: April 29, 2022  
Governing Board Meeting: June 1, 2022.

During the first work session, self study members reviewed the purpose, process, and scope of the self-study. Members reviewed the NSQ standards for quality online programs (Institutional, Teaching and Learning, Support, and Evaluation) to ensure members had a good understanding of the best practice categories and benchmarks utilized when analyzing our program data and processes. The self-study members then determine what data and outcomes were needed from our member districts and developed the overall scope and them of the upcoming stakeholder meeting.

The Infinity Online Member District Stakeholder meeting was held on February 16, 2022. During the stakeholder meeting, Infinity Online director, Jo McClure, shared data collected throughout the previous 3 years including enrollment numbers, completion rates, annual student engagement data from ongoing student surveys, and member district needs analysis information. Priorities and goals identified during the last self study process were revisited. McClure also shared information on how the COVID pandemic had affected the ability to implement some of the action items as originally identified, however, alternate online options were utilized to meet the original intent.

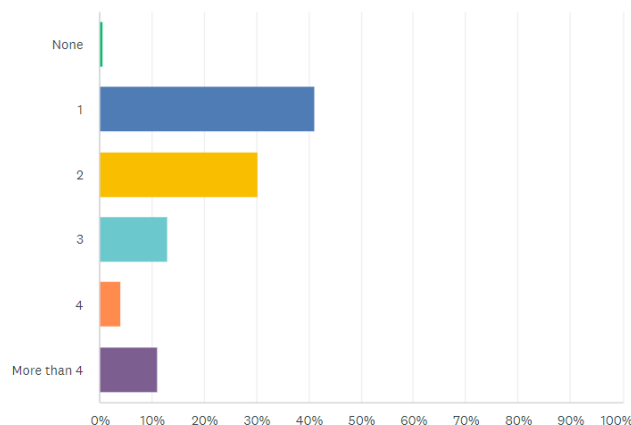
With all of this information at hand, members spent time discussing areas of strengths as well as areas of focus. Small group sessions were then conducted to focus on one of the four pillars identified for additional focus (Student Support, Course Opportunities, Communication, and Qualified Teaching Staff). Each small group session reviewed the standards associated with that pillar to develop key questions for use in targeted survey groups. Relevant stakeholders were then identified to survey, including current and past students, parents of students who have taken or are currently taking online courses, online instructors, school counselors, principals, and superintendents.

After this meeting, targeted surveys were created and distributed to specific stakeholder groups, collected for compilation and initial data analysis.

### Key Insights:

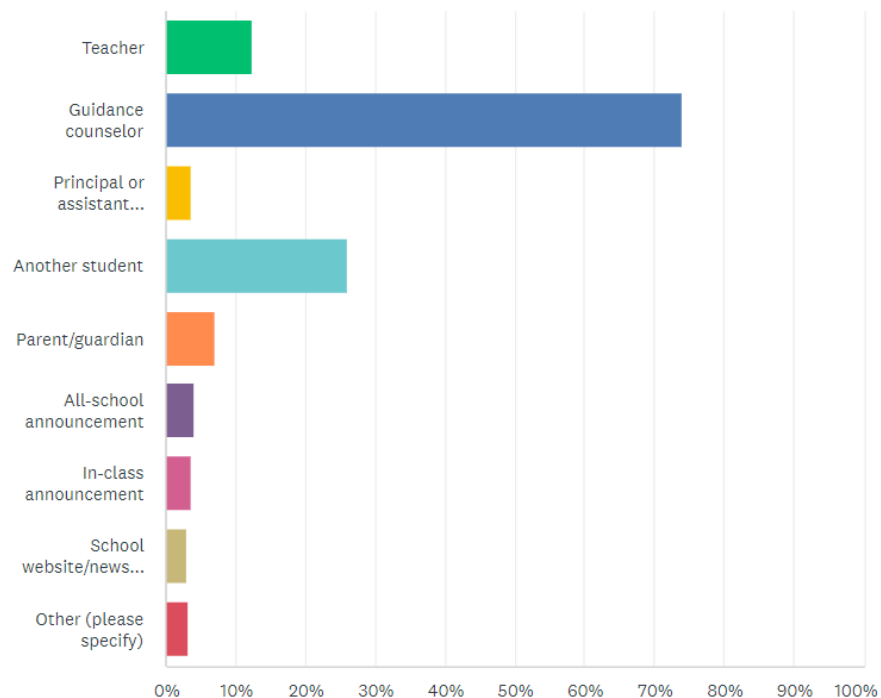
- *What grade levels are taking online courses?* 75% of student enrollments are from students in grades 11 and 12. While Infinity Online piloted 7<sup>th</sup> & 8<sup>th</sup> grade this year, consensus within our teachers and member districts did not feel it fit within our asynchronous model as students at that grade level need more synchronous support than we can provide within our current model. After much discussion, council recommended not to continue offering 7<sup>th</sup> & 8<sup>th</sup> grade options and stick to what we do best (grades 9 – 12).
- *What courses are students enrolling in?* While we have seen an increase in students taking core courses, primarily due to those students taking a full time schedule at home due to COVID concerns, our College in the Schools courses have seen a 10% increase this year alone. Elective courses continue to be our #1 draw.
- *Increasing proportion of students enrolling with disabilities, IEP and 504 plans.*

How many INFINITY online courses did you take this school year?



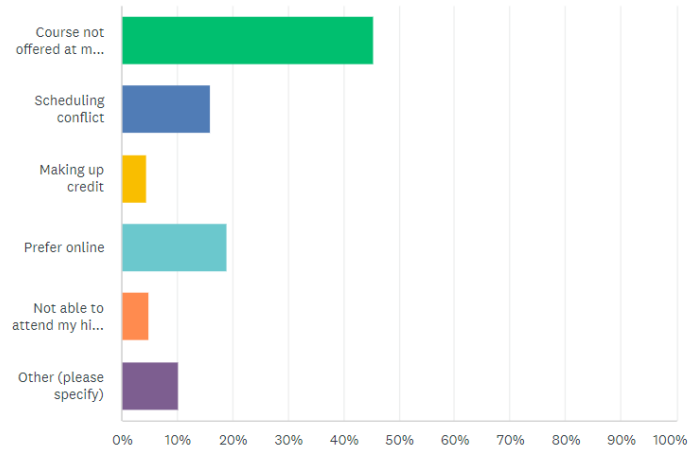
- *How many courses do students take? Over 70% of our student enrollments are taking one or two online courses. Students taking courses full time online continue to be the minority in our program. That said, there has been increased interest in the option and may be worth exploring whether this could be an option in a limited subset of students and districts that need it.*

How did you learn about this course?



- *Where are students getting information about their online options? Counselors (73%) continue to be the major driver in online enrollment information for students. Infinity Online works collaboratively with our member districts to ensure that counselors and principals have the information they need to best inform students. Interestingly, there has been an increase in the “hearing from another student” (26%) since the COVID pandemic. Students are more aware of their options than in the past.*
- *Where are students coming from? 95% of our student enrollments are from our member districts. This has shifted significantly since the COVID pandemic. Infinity Online used to serve around 15% - 20% from non-member districts. With the plethora of online providers in Minnesota now, students (and districts) have significant choice.*

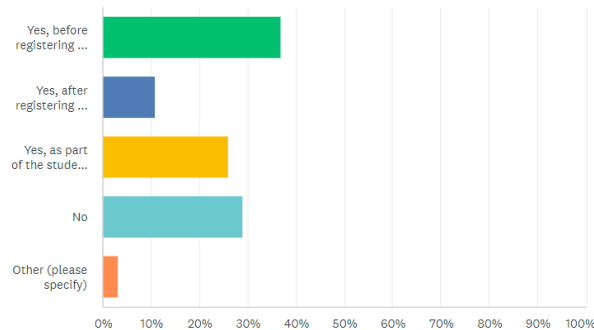
What is your main reason for taking this course?



*What is the main reason for taking an online course?* 45% of students are unable to take the course at their high school. Infinity Online is able to provide additional course choices for students and districts. Almost 20% of students chose that they “prefer online”. This is significantly higher than in years past as students become more knowledgeable about their options and learning preferences.

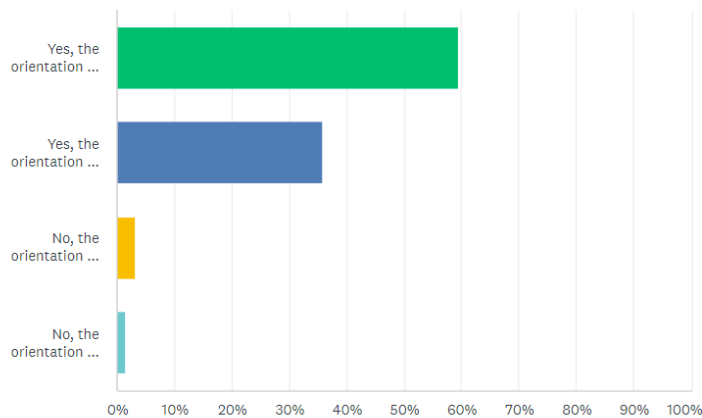
Did you take the survey on the [www.mninfinity.org](http://www.mninfinity.org) website or consult with someone at your school to see if online learning was right for you?

Answered: 341 Skipped: 1



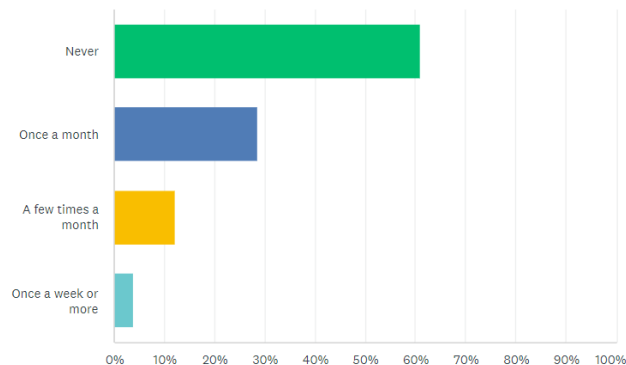
*Are students aware of the rights & responsibilities prior to taking an online course?* Over 70% of students take the “Is Online Learning Right For Me” informational self-assessment prior to starting their regular online course. It is offered in the student orientation seminar as well as on our website as part of registration.

Did you feel the orientation materials provided you with the information you needed to get started with your online class?



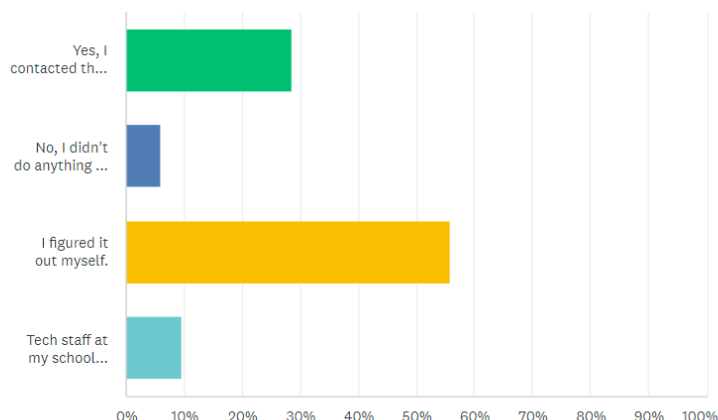
*Was the orientation helpful in preparing students as they begin their online learning course?* 95% of students found the required orientation seminar to be “helpful” or “very helpful”. The online orientation seminar provides an introduction to online learning rights & responsibilities as well as an overview of all of the tools they will be required to know and use as they take their online course.

How often did you have technical problems that interfered with doing your online coursework?



*Do students have technical issues that prevent them from successfully completing their course?* Over 60% of students did not have any technical issues when taking their online course. 88% of students indicated once a month or less.

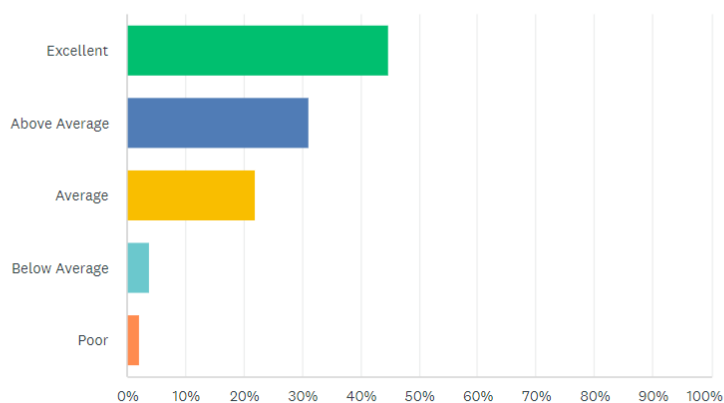
If you had technical problems, did you call/contact the help desk to help resolve it?



**Technical issues.** Over 55% of students that experienced a technical issue were able to figure it out on their own. Lack or loss of internet access was a major category. 30% of students reached out to the helpdesk and got it resolved. 10% of students accessed the tech staff at their school to help them out. Only 5% of students indicated that they didn't do anything to resolve it.

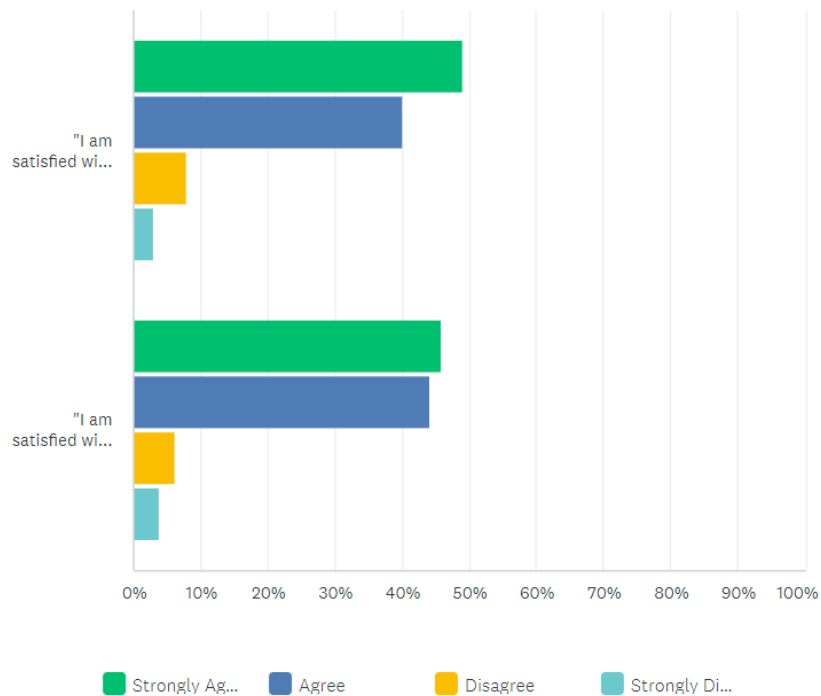
Overall, how would you rate the teacher of your online course?

Answered: 341 Skipped: 1



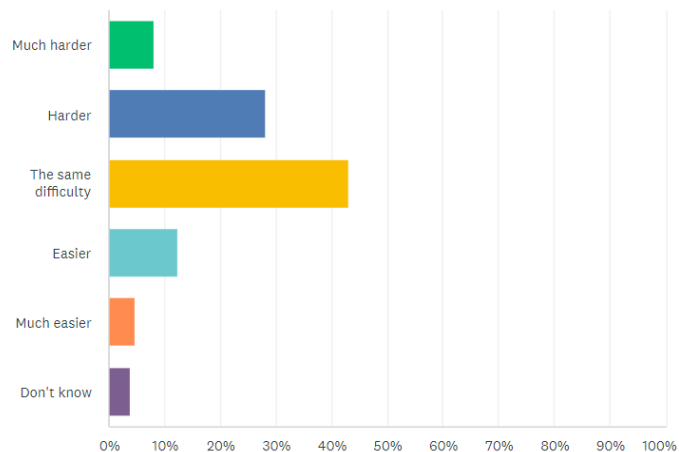
**How do students perceive/rate their online teacher?** 75% of students rate their teacher “above average” or “excellent”. An additional 22% rate their teacher “average”. Only 5% of students rate their teacher “below average” or “poor”.





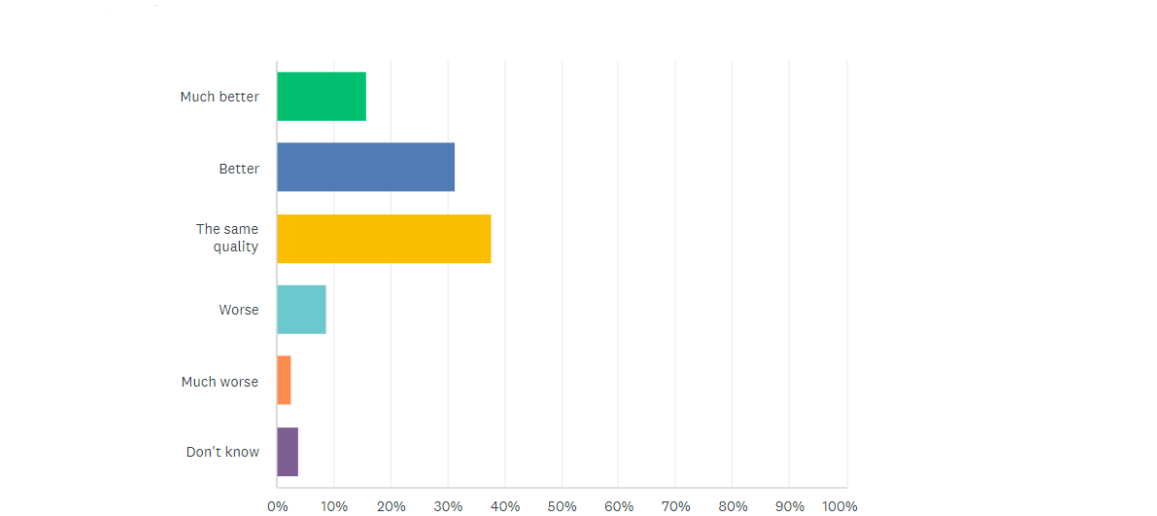
*Are students satisfied with the level of communication in their online course?*  
 90% of students “agree” or “strongly agree” with the level of interaction/communication they had with the teacher in their course. In addition, 90% of students also “agree” or “strongly agree” with the level of interaction/communication they had with other students in their course.

Compared to a regular high school class in the same subject area, the difficulty level of this course seems:



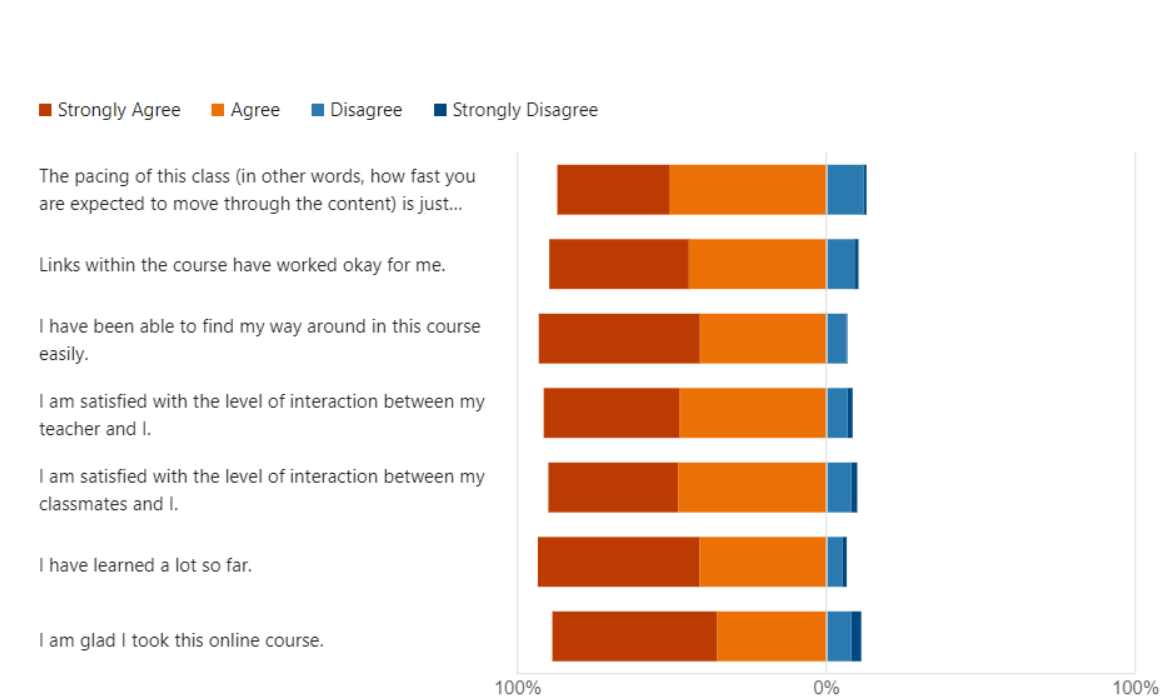
*Taking a look at course rigor*, 36% of students rated their online course to be “harder” or “much harder” than a comparable in person course. 43% rated it the same. 15% rated their online course “easier” or “much easier”.

Compared to a regular high school class in the same subject area, the quality of this course seems:



*As critical as rigor is quality.* 47% of students rate their online course as “better” or “much better” than in person. Over 80% would rate it the same or better.

Please rate the following statements:



Other key metrics being measured look at pacing, course accessibility, and student satisfaction.

- Around 90% of students are happy with the pacing of the class and the ability to navigate their course successfully.
- 93% of students “agree” or “strongly agree” that they have learned a lot in their online course. In addition, 90% of students “agree” or “strongly agree” that they are glad they took their online course(s).

#### Anecdotal comments students shared about their online course:

- *My favorite thing about this class is working through everything on my own time and having deadlines that meet my working standards.*
- *How the professor wants us to succeed and will do everything she can to help us do that.*
- *I think my favorite thing is how it is a lot different from other classes I have taken. I love how the projects are new and enjoyable*
- *I like the pace of the class. I like that I can read thing many times to learn it. I also like reading other peoples thoughts with their writing.*
- *Getting to work on the stuff my own, and I seem to learn a lot more from my online classes.*
- *This class allows multiple attempts on assessments and we can go over notes before we do an assignment. There are notes for people who are visual learners, as well as videos to listen to and watch, and some problems at the end of notes that show answers but can help us understand the content. Additionally, the fact in a way we can learn in our own pace.*
- *I like that the way the assignments are presented are different than my other classes. I like being able to see what I got wrong on the Assignments and work to fix my mistakes.*
- *My favorite thing about this class is getting to do the actual field experience. I never thought that I would be able to do this in high school. I also like the fun videos in the News section that we get at the beginning of each week.*
- *The class discussion because I get to read what other classmates thoughts are and not just mine.*
- *I just like learning new things all the time which is one of the reasons I took this class and I feel like this class really makes me think.*
- *The discussion are honestly my favorite part of this class. I get to see what my classmates think about each lesson which is pretty cool.*
- *The teacher is literally the best EVER. She's so nice and gives me great feedback on every assignment.*
- *The class has deadlines to stay on track but if you need more time or something comes up, the instructor and class allows you to learn at your own pace.*
- *I really appreciate you taking time to make sure I understand what I did wrong on assignments for next time.*
- *It is a good class. I can see that you really like to teach this because it shows. I also like how you respond to me with advice on how to fix stuff, what to do better.*

### Counselor Survey Key Insights:

- 90% of counselors feel the Infinity Online program is more critical now than ever as student needs have exploded since the COVID pandemic.
- Over 90% of counselors state they are either “satisfied” or “very satisfied” in the direction of the Infinity Online program.
- 93% of counselors felt that the online curriculum Infinity Online delivers supports the varied learning styles of students in their district.
- The required Student Orientation Seminar is a critical part of a prepared student with over 85% of counselors agreeing. Those dissenting discussed having a synchronous option for students that are struggling with the orientation to get them back on track in preparation for their online course.
- Counselors note the increase in students on IEP or 504 plans that are venturing into online learning and are concerned about whether they can support students in this capacity if this trend continues to grow.

### Member District Survey Key Insights:

- 96% of member districts feel Infinity Online is meeting the critical elements of its mission (74% to a great extent, 22% to a very great extent).
- Representatives from new districts have stepped up to the plate and become involved in the executive council, meeting a very important strategic goal of the Infinity Online program. 50% of the executive council is now from new representatives.

Artifact: Addendum B – Parent Survey, Addendum C – Student Survey, Addendum D – Counselor/Principal Survey, Addendum E – Superintendent Survey, Addendum F – Teacher Survey, Addendum G – Student Year End Survey

# Strategic Focus & Priorities

During the second self-study member work session, the committee reviewed the survey results, summary of relevant findings, and spent time discussing strategic priorities around the four standards categories (Institutional, Teaching and Learning, Support, and Evaluation); assisting in the development of Infinity Online's strategic focus, priorities, and goals for 2022-2025.

Infinity director, Jo McClure, then gathered all of the information to assemble the Strategic Plan to submit to the Infinity Online governing board for approval on June 1, 2022.

## Program Takeaways:

- The COVID pandemic has changed the landscape of online learning and presented new challenges and opportunities for member districts, students, and the Infinity Online program.
- Consensus remains clear that there is value in being a member of the Infinity Online collaborative.
- Flexibility is an important factor in districts ability to meet student needs and districts appreciate the program's ability to work with member districts to meet unique student circumstances.
- Schools identified having trust in an established, quality program and knowing what to expect as extremely helpful when talking with parents and students about their options.
- Communication is key and counselors appreciate the reporting structures that are in place to help students successfully achieve their academic goals.
- Concurrent course options and unique electives continue to be important opportunities.
- Infinity Online is regarded as a quality online program by parents, students, and districts alike.

## Institutional

- Goal: Strengthen relationships with individual school district to foster dialogue about online program governance and opportunities for participation
  - Develop a formal on-boarding process for new member districts to further educate districts on program goals, mission and vision.
- Goal: Improve visibility and awareness of program goals and progress with member districts.
  - Include in yearly fall and spring newsletter information about the strategic goals and progress.
  - Conduct annual stakeholder meeting.

## **Teaching and Learning**

- Goal: Improve reporting structure identifying Minnesota K-12 standards as they are applied within each course
  - Continue to improve the standards reporting process in Desire2Learn Brightspace for ease of use.
  - Review standards coverage to assess whether current supplemental course offerings could meet comprehensive course requirements due to individual needs in varied districts.
- Goal: Expand concurrent and elective opportunities for students
  - Review what other programs are offering to compare with our course options.
  - Explore CIS, Art and CTE options to add to current course offerings.
- Goal: Explore innovative learning initiatives
  - Continue to promote synchronous/blended/hybrid options and ideas with member districts via newsletter.

## **Support**

- Goal: Continue to educate member districts on program requirements to improve overall student support.
  - Develop on-boarding packet for new member districts with information on student support requirements.
  - Encourage districts to appoint an online learning coordinator other than the counselor to support growing online student populations.
- Goal: Identify additional training or resources to help online teachers best support the IEP/504 student.
  - Provide a report for each instructor with relevant IEP/504 information for students in their class along with case manager contact information.
  - Provide a training session for instructors on how and when they can include the case manager on relevant communications.
- Goal: Improve ways to assist students in completion of required orientation seminar.
  - Develop an option for a synchronous orientation seminar. Current orientation seminar is asynchronous only. Developing a synchronous option would provide students that are struggling with the transition to a fully asynchronous environment an opportunity to ask questions and get assistance at a critical juncture in their online journey.

## **Evaluation**

- Goal: Review evaluation processes to ensure policies and procedures are reflective of current practice.
  - Setup a small sub committee from member districts that will review and evaluate current policies and procedures. Committee should meet at least annually and report back to the executive council.
- Goal: Review current instructor recruiting process to continue to recruit high quality teaching staff.

- Explore incentives such as signing, retention, and/or longevity stipends.
- Explore different contract options including “sell back hours”, part time instructors, retirees.

# Program Overview

## Institutional

**Mission Statement:** *A mission statement of a quality online program clearly conveys its purpose and goals. It serves as a basis for the program's day to day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.*

Artifacts:

<https://mninfinity.org/about-us>

Infinity Online's Mission Statement:

"Minnesota schools collaborating to provide innovative educational opportunities through online courses, high quality professional development in online instruction, and flexible support for blended learning initiatives."

- 100% of Infinity teachers who participated in the survey felt that the work being done by Infinity Online was fulfilling the organization's mission.
- 96% of member districts feel Infinity Online is meeting the critical elements of its mission (74% to a great extent, 22% to a very great extent).
- 90% of counselors feel the Infinity Online program is more critical now than ever as student needs have exploded since the COVID pandemic.
- The required Student Orientation Seminar is a critical part of a prepared student with over 85% of counselors agreeing.

**Governance:** *Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.*

Artifacts:

<http://www.mninfinity.org/>, <http://www.mninfinity.org/about-us>,  
<http://www.mninfinity.org/districts>

## Infinity Online Member Districts:

Member districts pay an upfront annual membership fee to participate in the Infinity Online program. Member districts then qualify for reduced tuition fees, teacher postings, input and feedback into course offerings and program direction, and opportunities to participate in program governance.

ISD 1 - Aitkin

ISD 745 - Albany

ISD 206 - Alexandria

ISD 91 - Barnum

ISD 314 - Braham

ISD 182 - Crosby-Ironton

ISD 317 - Deer River

ISD 656 - Faribault

ISD 698 - Floodwood

ISD 318 - Grand Rapids

ISD 316 - Greenway

ISD 701 - Hibbing

ISD 2 - Hill City

ISD 738 - Holdingford

ISD 473 - Isle

ISD 2171 - Kittson

ISD 362 - Littlefork-Big Falls

ISD 441 - Marshall Cty Central

ISD 4 - McGregor

ISD 97 - Moose Lake

ISD 319 - Nashwauk-Keewatin

ISD 345 - New London Spicer

ISD 118 - Northland Community

ISD 480 - Onamia

ISD 2174 - Pine River-Backus

ISD 2909 - Rock Ridge (Virginia, Eveleth-Gilbert)

ISD 850 - Rothsay

ISD 743 - Sauk Centre

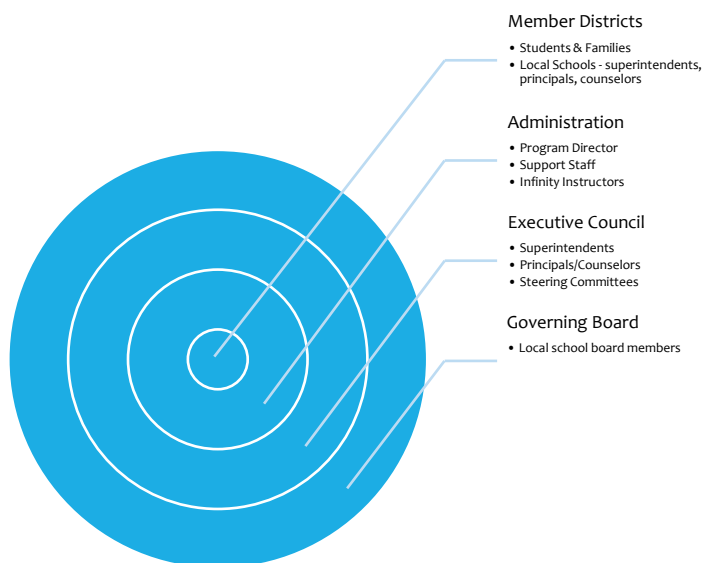
ISD 363 - South Koochiching (Northome, Indus)

ISD 742 - St. Cloud

ISD 534 - Stewartville



## Governance Structure:



### Executive Council Members:

Each MASA (Minnesota Area Superintendent Association) region where an Infinity Online member district resides will elect one or two representatives to sit on the Executive Council. Executive council members agree to facilitate executive council elections at fall regional meetings or through other approved voting methods to ensure fair representation from member districts.

The Executive Council is responsible for the overall day to day operational control and managerial direction of the Executive Director.

Terms on the Executive Council are two years with odd-numbered regions selecting membership in September of odd years and even-numbered regions selecting membership in September of even years, to be seated in January. Executive Council members meet quarterly and board chair/vice chair may meet more frequently with the director if needed.

#### Region 3:

Jamie Boelter, New London Spicer  
Superintendent  
Belinda Selfors, Stewartville School District  
Superintendent

#### Region 5:

Jamie Skjeveland, Crosby-Ironton  
Superintendent  
Jon Clark, Pine River Backus Superintendent

#### Region 6:

Mike McNulty, Braham Superintendent  
Hannah Carlson, Holdingford Counselor

#### Region 7:

Rae Villebrun, Nashwauk-Keewatin,  
Superintendent  
Pat Rendle, Deer River Superintendent

#### Region 8:

Jeff Lund, Marshall County Central  
Superintendent  
Bob Jaszczak, Kittson Superintendent

**Governing Board:**

The Infinity Online Governing Board is comprised of one member appointed from each school district represented on the executive council. The member selected must be a board member from the local school district's school board. The chair and vice chair of the executive council shall also be considered voting members of the joint powers board.

The Governing Board is responsible for overall program policies, procedures and regulations including fiscal budget, audit, and contracts.

All Governing Board terms are one year in length and are renewed in January by the representative school district. Governing Board members meet virtually two times per year (June and December).

**Region 3:**

Susan Lange, New London-Spicer School Board Member  
Rebecca Wortman, Stewartville School Board Member

**Region 5:**

Mary Kuhlmann, Crosby-Ironton School Board Member  
Chris Cunningham, Pine River Backus School Board Member

**Region 6:**

Steph Ferrin, Barnum School Board Member  
Evelyn Martini, Holdingford School Board Member

**Region 7:**

Barb Kalmi, Nashwauk-Keewatin School Board Member  
Mark Meyer, Hill City School Board Member

**Region 8:**

Zack Nicklin, Marshall County Central School Board Member  
Crisa Mortenson, Kittson School Board Member

**Teachers:**

Infinity Online seeks to hire instructors from member district schools, whenever possible. Postings are released to member districts and only if a highly qualified individual in the discipline field is not available would a teacher from outside the membership be hired.

Infinity Online encourages member districts to promote teaching opportunities as this strengthens the support structures available to students in those member districts.

**Artifacts:**

<https://mninfinity.org/contact-us/Instructors>  
<https://mninfinity.org/about-us/Employment>

**Administrative Staff:**

Infinity Online employs a full time Program Director, Jo McClure, to lead the day to day operations of the Infinity Online program. As the program has grown, Infinity has expanded to include two part time administrative assistant staff positions, Josie Gilbert and Kaylee Maxwell, to provide technical support and administrative support functions.

Artifacts:

<https://mninfinity.org/about-us>

**Leadership and Planning:** *Governance and leadership work hand-in-hand developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long range and operational planning along with annual goal setting including alignment to Minnesota Statute.*

Artifacts:

<https://mninfinity.org/about-us>

<https://mninfinity.org/about-us/Strategic-Planning>

[Infinity Online Policy Manual](#)

Program direction, policy establishment, and operational implementation is a process of continual improvement. Seeking feedback, input, and direction from member districts, as well as students and parents, on a continual basis is key. Infinity Online conducts annual needs analysis surveys to assess course development, conducts midsemester and end of semester student engagement surveys, meets with counselors at the beginning of the year to review program processes, and provides ongoing updates to member districts with semester newsletters, individual district statistics reporting, and district updates to ensure all member districts are aware of goals, processes, and opportunities.

- Representatives from new districts have stepped up to the plate and become involved in the executive council, meeting a very important strategic goal of the Infinity Online program. 50% of the executive council is now from new representatives.
- Over 90% of counselors state they are either “satisfied” or “very satisfied” in the direction of the Infinity Online program.
- 100% of Infinity instructors stated they were either “satisfied” or “very satisfied” with the direction of the Infinity Online program.
- An executive council member noted, “Having the program organized in this scaffolding manner (member districts, council, board, teachers, director, etc;) provides varied levels of communication and involvement which strengthens the overall program delivery.”

- One member district noted at the recent workshop that, “The Infinity Online program has a very good process in place to keep districts informed about the program as well as their individual district students.”
- Another stated, “Communication and feedback are a two-way street; Infinity does a good job communicating with our district on student progress and also makes sure to listen to district input, needs, and questions as well.”

**Integrity and Accountability:** *In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.*

Artifacts:

<https://mninfinity.org/about-us>

<https://mninfinity.org/districts>

<https://mninfinity.org/districts/Member-Districts-Info>

Fall 2021 Newsletter:

<https://sway.office.com/NiEq3Eysl5xTZ5XJ?ref=email>

Spring 2022 Newsletter:

<https://sway.office.com/ZbDKftddWHLEfvSq?ref=email>

All Executive Council meetings and Governing Board meetings are open to the public. Meetings are held remotely via video conference. Regular meeting location is the INFINITY Office located in the Grand Rapids Administration Building. Meeting minutes are available upon request.

Infinity Online provides annual updates to all member districts on shared goals as well as individual district statistics. Representative council members meet quarterly, and governing board meets biannually, to review goals, policies, and financial updates.

According to superintendent feedback, Infinity has a high level of integrity and accountability. As noted by one superintendent, “Frequent and strategic data collection is shared with stakeholders, professional development is provided for instructors, and we have periodic stakeholder meetings to communicate.”

- Over 90% of counselors state they are either “satisfied” or “very satisfied” in the direction of the Infinity Online program.
- One superintendent shared that “Infinity Online does a good job communicating out to member districts through surveys, emails, and online meetings.”

- Another superintendent noted, “During COVID, the ability to communicate online became even more important. Infinity Online didn't miss a beat!”

## Teaching and Learning

**Curriculum and Course Design:** *A quality online program will have a well thought out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its subsets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of contact are addressed.*

Artifacts:

[Link to Course Syllabi:](https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j)

[https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B\\_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j](https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j)

Curriculum design focuses on having students demonstrate their learning in a variety of ways through discussion forums, creative platforms like Glogster or Padlet, creative writing pieces, critical connections to the real world, and more traditional assessments like formal essays and responses. Cultural differences are addressed through inclusion of diverse resources, as well as attention to assessments that honor students prior knowledge, interest and background when making connections to the material.

Infinity Online’s curriculum review and development cycle is a five year process incorporating different phases of curriculum review and development each year. Curriculum development is based on the Graduation Standards of the State of Minnesota or national standards in subjects where no state standards exist.

INFINITY’s curriculum serves as a guide that helps teachers plan online instruction. The curriculum provides a clear description of how each area of study is organized and how it connects with what is taught in other courses. It also provides direction on what is most important for students to learn.

Each subject area is reviewed on a regular, rotating basis to help ensure that the curriculum remains current and effective, and that the intended curriculum is the curriculum which is embedded in the classroom.

### **5 Year Rotation Schedule**

Year 1: Language Arts, Communications

Year 2: Social

Year 3: Science

Year 4: Health, Physical Education, World Language, Art

Year 5: Math, Business, Computer Science

Instructors are required to identify how state standards are met within each course through the standards/benchmark competencies reporting process. This competency report is reviewed annually for accuracy during the annual teacher workshop.

The two main phases of the curriculum review process are “review and implementation”, and “monitor and adjust”, which are described below.

### **Review and Implementation**

There are several steps to complete in this phase of the curriculum-review process:

#### **RESEARCH & REVIEW: "How does what we are doing supported by research?"**

- Instructor, Department Chair, and Infinity Director analyze the subject area and develop recommendations for changes to the curriculum.
- The recommendations for course development are presented to the Executive Council for approval.
- Courses may be locally developed or may utilize leased or purchased courses, depending on the difficulty of the subject matter, availability of qualified course developer, and technology requirements.

#### **MATERIALS & INSTRUCTION: "What are we going to do, how are we going to do it, and how will we know that we accomplished it?"**

- Curriculum revision development contracts are offered first to the instructor who originally developed and currently teaches for INFINITY in the course being revised.
  - If no interested party, the development opportunity is extended to other current INFINITY instructors with licensure in the curricular area.
  - If no interested party, the development opportunity is posted to INFINITY member districts.

#### **IMPLEMENTATION: "What does it look like online?"**

- Curriculum is developed/purchased and implemented online, with delivery utilizing the INFINITY course management platform.

### **Monitor and Adjust**

There are two main steps to complete in this phase of the curriculum-review process:

#### **MONITOR AND ADJUST: "How well is it working and how can we make it better?"**

- As instructors use the curriculum in this next phase of the process, they collect data about student performance to make sure the curriculum revisions are having a positive impact on student achievement. If not, the curriculum is adjusted.

**ASSESSMENT AND REFLECTION:** "Is what we set out to do happening—are students learning?"

- Information is collected and reviewed, forming the foundation for the review work when the curriculum begins the next review cycle.

Infinity Online reserves the right to deviate from the standard curriculum review cycle should state standards require or program needs dictate.

- 93% of counselors felt that the online curriculum Infinity Online delivers supports the varied learning styles of students in their district.
- 47% of students rate their online course as “better” or “much better” than in person. Over 80% would rate it the same or better.

**MN Standards:** *Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. In its replies to this standard all providers must include information on how they meet or exceed Minnesota K-12 Standards.*

Artifacts:

[Link to Course Syllabi:](https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j)

[https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B\\_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j](https://mninfinity.sharepoint.com/:f:/s/InfinitySyllabusReview/Eva2v-eteX5EpVJ1B_DylUUBpDdcWBt8EGL0w9uH8HeQNg?e=fmsD9j)

## **Standards Alignment Requirements**

INFINITY online courses will:

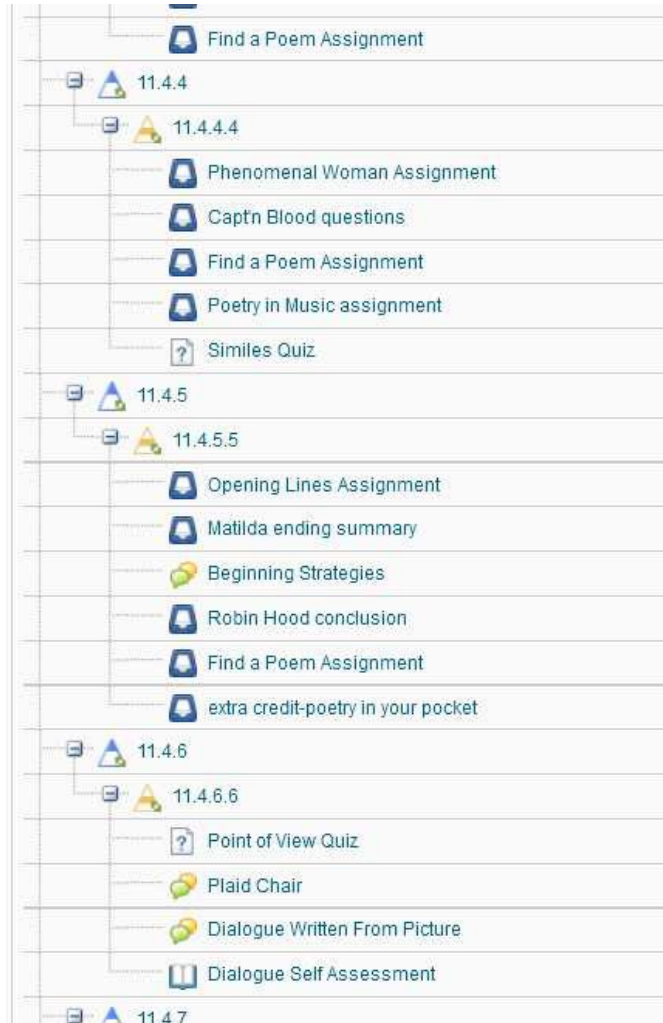
1. adhere to the same rigorous standards as traditional courses
2. meet Minnesota Academic Standards
3. be taught by Minnesota licensed instructors
4. utilize the best available technology and pedagogy to create and provide a high quality educational experience to students
5. include regular communication and feedback to students

State standards are in place for English language arts, mathematics, science, social studies and physical education. Local standards must be developed by districts for health, art, world languages, and career and technical education.

All standards/benchmarks covered in a course are identified by the assessment and curriculum that are used to demonstrate understanding. Infinity uses the competency structure in the Desire2Learn Course Management System to demonstrate this alignment. Each course competency structure identifies which standards and benchmarks the particular course covers.



Competency reports are evaluated annually by each department at the August teacher workshop to ensure courses meet or exceed Minnesota State Standards (or applicable standards when no state standards exist).



Teacher survey results noted the following comments:

- “Each year at our teacher workshop, we review our syllabi to ensure that the standards identified there are covered in our course assessments in D2L.
- “In our health course, we are taking time this year to address the increasing mental health needs of students. We are always reviewing our courses to make sure we are not only meeting state or national standards, but addressing relevant issues faced by our students.”
- “Standards are always something we revisit every year during our summer workshop and take a critical look at our courses to ensure assessments and course content meet the outcomes. It is a continual process!”



**Instruction:** *A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its sub-sets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.*

Artifacts:

<https://mninfinity.org/contact-us/Instructors>

Teacher Handbook: [INFINITY Teacher Handbook 2022.pdf](#)

PLC Reporting and Reflection Document: [PLC Reflection and Reporting Document.pdf](#)

### **Qualified Instructors**

Per Minnesota state statute, a teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning. All Infinity instructors are highly qualified, Minnesota licensed professionals in their course discipline.

Positions are part-time, primarily one section / per .5 credit / per semester based courses. Sections are capped at 20 enrollments wherever possible.

All new instructors are required to complete a three week online-only Best Practice seminar as well as attend hands-on learning management system training.

### **Department Leaders**

Infinity Online has six key instructors designated as the academic leader of their department group; responsible for its overall development and academic integrity.

They work throughout the school year to improve curriculum awareness, establish development priorities within and across the department, and participate in program planning and evaluation.

Over the course of the academic year:

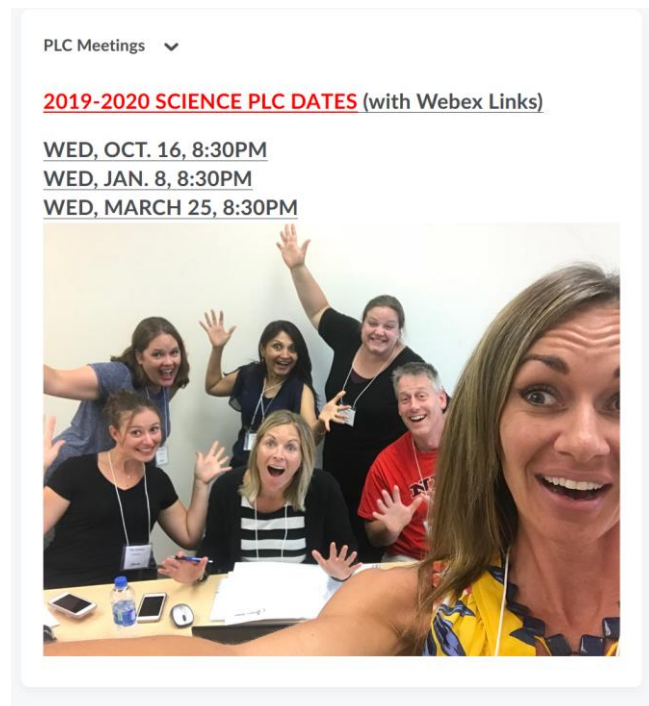
- Meet quarterly with Department Teachers via videoconference
- Meet quarterly with Department Chairs via videoconference
- Participate in annual summer Department Chair Workshop Retreat
- Participate in annual summer Teacher Workshop
- Provide content expertise and consultation for curriculum review and revisions
- Assist in peer review and interview processes
- Assist in instructor reflection and reporting

## Professional Learning Communities

All Infinity instructors participate in professional learning communities grounded in standards and best practice; working towards individual and institutional goals.

Instructors reflect and report on goals throughout the year; reviewing and sharing progress and best practice at quarterly videoconferences.

- All PLC's meet quarterly via videoconference.
- All PLC's meet on-site during annual summer Teacher Workshop
- All PLC's have their own "meeting space" for resources, sharing of ideas, etc;



## Instructional Goals

While instructors focus throughout the year on student engagement, student achievement and best practice in online facilitation, instructors also identify an additional focus area annually.

Department leaders meet to review student engagement and year end data, discuss program goals and direction, and identify an area of special focus for the upcoming school year based upon where the data points to additional need. Department groups then meet during the annual teacher workshop to develop a goal, based upon the identified specific standard, that will be their specific department's heightened area of focus. Groups then share their goals and strategies with all instructors.

In the last academic year (2021-2022), we focused on a growth mindset and asked teachers to develop a growth goal utilizing one of the standard categories.

- **Standard A / C** – Flexible learning experiences / create rich & meaningful experiences / collaborative interaction
- **Standard B** – Use of Technologies to enrich learning
- **Standard D / J** – Communication (parents / students) / Feedback / Rubrics
- **Standard E** – Legal, Ethical, Plagiarism, Cheating
- **Standard F** – Accommodations / multiple learning styles
- **Standard G, H, I** – Assessment Variety, validity, authenticity, using student data to inform

Then during department meetings throughout the semester, teachers spent time sharing their individual goals, progress & conundrums, as well as demos on how this was implemented in the class. The idea was to challenge ourselves to learn something new and share that with students and other teachers alike.

The screenshot shows a web application for the English PLC. At the top, there is a navigation bar with a home icon, the text "English PLC", and several utility icons (grid, chat, bell, profile, settings). Below the navigation bar is a secondary menu with links: "Course Home", "21-22 Reflection & Reporting", "Progress Conference Recap Form", "Did Not Show Form", "Instructor Class Lists", and "More". The main content area features a large header image of a wooden wall with blue paint splatters, with the text "English PLC" overlaid. Below the header, there are two side-by-side panels. The left panel, titled "Reflection & Reporting", contains instructions on how to use the reflection tool, a note about not submitting until the end of the year, and a list of deadlines for reflection submissions. The right panel, titled "English PLC Goal", lists the "2021-2022 Goals" and includes an "Individual goal" section and a "Department" goal section, both of which reference the same list of standards shown in the first block of the document.

Teachers in the survey noted:

- “Our PLC develops goals every year that help us stay fresh and always moving forward. This year, I have been learning more about how to implement rubrics in a meaningful way. I’ve shared what I’ve learned with my fellow teachers and it has been a neat learning experience.”
- “As a new teacher this year, it has been really helpful to have my fellow teachers in my PLC to ask questions, bounce ideas, and hear what they are doing.”

- “We assess with students through a midsemester survey and semester end survey to measure student engagement and satisfaction. I always gain valuable insight into my students thinking when we review that data and often make changes to my approach or classroom resources because of it.”

**Assessment:** *A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiples methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.*

Infinity staff and instructors conduct continuous improvement meetings during the summer to review completion rates, student satisfaction, student performance, and course curriculum at the program level, department level, as well as the individual course level. With national standards and Minnesota standards as the backbone, instructors are challenged to cast a critical on how instruction, feedback, and assessment are delivered in their course to ensure a focus on high-quality content and instruction. This is a mainstay of everything we say and do.

At midsemester, all instructors conduct a student engagement survey; the results of which help drive instruction and facilitation for the remainder of the semester. Instructors are asked to review their student engagement survey feedback and reflect upon what modifications or adjustments they will make based upon this data.

Artifact:

Student Engagement Survey: [https://www.surveymonkey.com/r/Infinity\\_Spring\\_2022](https://www.surveymonkey.com/r/Infinity_Spring_2022)

Student Year End Survey: <https://www.surveymonkey.com/r/8V868DG>

Reporting and Reflection Document: [Reflection and Reporting Document.pdf](#)

Instructor Course Responsibilities:

- Set tasks to be completed to measure progress within course
- Use multiple forms of student assessment
- Use and document multiple forms of communication with students including, but not limited to, email, text, discussions, video conference, gradebook and dropbox feedback, telephone and face-to-face
- Maintain flexibility with student contact time that may include mornings, after school, evenings, and weekends
- Assess and mark students' work and record their development, progress and grade on a regular basis
- Maintain good order, discipline and respect for others among students in course
- Promote student understanding of INFINITY rules and values

- Develop relationships with and between students conducive to optimum learning
- Build and maintain cooperative relationships with parents/guardians and communicate with them on student's learning and progress
- Communicate with enrolling districts regarding student learning and progress
- Evaluate and review one's own teaching methods, materials, and best practices and make changes as appropriate
- Keep up-to-date with current online teaching best practices, both by study and attendance at INFINITY training, workshops and meetings, and take part in reviews of one's work
- Maintain level of computer technology skills appropriate for teaching an online course

### **Instructor Communication Responsibilities:**

Regular facilitation and communication within the course requires email (and sometimes phone) correspondence, engagement, grading and feedback on a weekly basis.

- Instructors must login daily to ensure that student inquiries are responded to within 24 hours and assignments are graded and feedback provided within 48 hours.
- INFINITY communication guide-lines state that each student will have some form of personal contact from the instructor each week, at a minimum.
- Students with a failing grade (below 60%) will receive an email outreach from their instructor each week with some guidance and encouragement on how to move forward.
- Grades must be updated and accurate as of Monday each week, with zeroes entered for assignments that are overdue based upon the pace laid out in the course.

Noted from counselor survey:

- Over 90% of counselors felt that the delivery of online curriculum support the different learning styles of students in the district.
- Several counselors did note the increase in students on IEP or 504 plans that are venturing into online learning and are concerned about whether they can support students in this capacity if this trend continues to grow.

Teachers noted the following:

- "We use lots of different assessments in my class. Kids seem to enjoy the variety and I get authentic demonstrations of their learning."
- "We assess with students through a midsemester survey and semester end survey to measure student engagement and satisfaction. I always gain valuable insight into my students



thinking when we review that data and often make changes to my approach or classroom resources because of it.”

## Support

**Faculty Support:** *A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.*


Infinity provides multiple venues of support for instructors starting with pre-employment training and continuing with annual best practice training, professional development, and technical support.





## New Teacher Training: Best Practice in Online Instruction

All new instructors are required to successfully complete a 20 hour Best Practice in Online Facilitation course, hosted by Infinity Online and taught by experience online educators, prior to teaching an Infinity Online course.

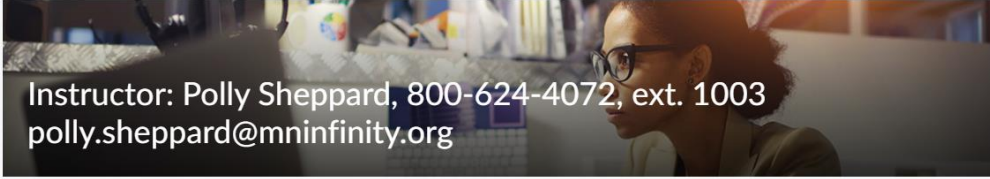
In this hands-on inquiry based course, participants will review and reflect upon examples of “best practice” in online learning. Participants will contribute to, and facilitate, threaded discussions and online video conferences. Content will focus on confronting the critical issues, including state and federal policies, affecting education with regards to online instruction and facilitation.

PRIOR to starting the online best practice seminar, all new teachers complete the student orientation seminar, to prepare for learning in the Desire2Learn course environment as well as giving a perspective of online learning from the student’s view. They use their own curricular course, when directed, to try out new tools and ideas being explored during the seminar.

 Best Practice in Online Facilitation for New Teachers

 Jo McClure

Course Home Content Classlist Grades Email Office 365 Quick Eval Edit Course



Instructor: Polly Sheppard, 800-624-4072, ext. 1003  
polly.sheppard@mninfinity.org


News ▾

Week 2 - Student Assessment, Feedback, and Engagement ▾

**'If you're not riding the wave of change, you'll find yourself beneath it'.** - unattributable

After "ingesting" some of last week's content, I hope that you are a firm believer that "times are a changin'" for our students--the way that they learn and share their learning--and that educators need to adapt. This week, you'll read unit two content and think about how to assess students online, how to provide quality feedback to your students, and how to keep them engaged in the coursework. Most best practice course participants find that they need to spend between 2 to 3 hours reading the material, so pace yourself!

Check out the video below as an example of what I call the "helicopter video." Using the "insert stuff" icon when you are creating or editing a news item, I utilized video note to



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Best Practices in Online Learning

Add dates and restrictions...
Published

Add a description...

New
Add Existing Activities
Bulk Edit
Expand All
Collapse All

Unit One: Pedagogy for the Online Teacher

Due July 20 at 11:30 PM

**Important Note:** Readings must be completed PRIOR to weekly video conference; however, assignments may be completed anytime throughout the week.

These are the national quality standards covered in the material for this unit:

- iNACOL Standard A: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.
- iNACOL Standard B: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.
- iNACOL Standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.
- iNACOL Standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.
- iNACOL Standard E: The online teacher models, guides, and encourages legal, ethical, and safe

## Professional Learning Communities

All Infinity instructors participate in professional learning communities grounded in national quality standards and best practice; working towards individual and institutional goals.

Instructors reflect and report on goals throughout the year; reviewing and sharing progress and best practice at quarterly videoconferences.

- All PLC's meet quarterly via videoconference.
- All PLC's meet on-site during annual summer Teacher Workshop
- All PLC's have their own "meeting space" for resources, sharing of ideas, etc;

## Mentorship Program Guidelines

- All new teachers will be assigned a mentor for their first online teaching assignment/semester.
- Mentors will provide support and guidance to mentee throughout the semester via phone/text/email, as needed.
- Mentors will be responsible to send a "Standards Email" at the beginning of each month which reviews the focused standard and how it relates to Infinity/Desire2learn.

4. Mentors will have access to their assigned mentee's course and review required elements
5. Mentors and their mentee will participate in a mid-monthly phone call to review progress regarding standards, Infinity/D2L, and required elements.
6. Any questions or concerns should be directed to the Infinity Online program administrator.

Monthly Requirements:

- Introductory Standards Email from Mentor at beginning of the month:
- Check in mid-monthly phone call (September should be before semester begins, January should be before semester ends)
- End of month follow up email from Mentor and response from Mentee
- \*Mentee will contact Mentor as needed for throughout the month via email/text/phone

Mentor Monthly Course Expectations Review Checklist (to be checked before/during monthly phone conference):

- \_\_\_\_\_ Instructor has a new news item each week
- \_\_\_\_\_ Instructor is incorporating visuals into weekly news item
- \_\_\_\_\_ Instructor has due dates displaying on the calendar
- \_\_\_\_\_ Instructor has checklist incorporated into the content
- \_\_\_\_\_ Instructor is sending weekly progress emails (if needed)
- \_\_\_\_\_ Instructor is providing quality feedback

Introductory Standards Emails:

- To be sent to the new teacher by the mentor to review each month's focus standard and accompanying relational information.
- Mentor and mentee will review the information in the email and discuss progress on this and course expectations review checklist items during scheduled midmonth phone check-in.
- At the end of the month the mentor will revisit this information, via email, with their mentee and ask for a response on their progress in relation to the standards email and course expectations.
- Mentor will forward completed response email to Infinity program administrator at the end of each month.

(Example) September:

This month we are going to focus on the following National Standards for Quality Online Instruction standards:

Standard A: Best Practice Strategies. *The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.*

Standard B: Tools for Student Engagement/Technology Skill. *The online teacher understands and is able to use a range of technologies, both existing and emerging, to effectively support student learning and engagement in the online environment.*



Standard C: Facilitation of the Online Environment. *The online teacher incorporates strategies to encourage active participation, interaction, learning, application, and collaboration in the online environment.*

Some things to consider as it relates to Infinity/Desire2learn:

- Instructor Class List (ICL) – at this point make sure you know how to locate student contact information
- Introductory phone calls – prior to the beginning of the semester call each of your students to introduce yourself and review the items on your Introductory Phone Call list
- Due Dates/Checklists – each unit/module should have a checklist associated; setup due dates in the content that will display on your Course Home page calendar; don't put start, end in content as that will limit view.
- News Items – engaging news item to be updated at the beginning of each week (not just a list of what to do – this is a great place for your personality to shine with a visual (cartoon, video note, youtube video, etc;)). new news item each week (don't overwrite the old one)
- Pre-Test – make sure you have a pre and post test setup in your course so that at the end you can measure your student's growth; (note: you can take an existing quiz or final exam and turn it into a pre-test – you can make it an “ungraded item” in the gradebook as well.)
- Pre-tests are used to help determine student growth over the semester, so encourage your students NOT to study for this assessment. It should be a reflection of their current knowledge. Remind them that it will not affect their grade but it is a requirement to complete in order to earn a grade in the class.

### **Annual Teacher Workshop**

The annual teacher workshop, held in August, reviews the annual data generated through Student Engagement Surveys, Completion Data, Growth Data, as well as End of Course Data. New technology tools are introduced, department focus goals are identified and developed, policy updates are reviewed, and learning communities establish expectations and meeting dates. The purpose is to continually adjust, grow, and reach each year.

### **Technical Support**

Teachers also have access to a dedicated technical support contact phone number, email and text message support should the teacher experience any technical difficulties; available 8 a.m. to 5 p.m. on weekdays and by appointment on weekends.

- 100% of instructors were satisfied with the technical support provided by the Infinity Online program to a “great extent” (18%) or to a “very great extent” (82%).

News ▾

Summer School ▾

Posted by Jo McClure • Edited

- **Summer Session I - .5 Credit Courses:** Monday, June 13, 2022 - Friday, July 29, 2022
- **Summer Session I - 1.0 Credit Courses:** Monday, June 13, 2022 - Friday, Sept 2, 2022

**2022-2023 School Year: Registration is open now!**

- Fall Semester begins: Monday, September 12, 2022
- Fall Semester ends: Friday, January 13, 2023
- Spring Semester begins: Monday, January 23, 2023
- Spring Semester ends: Friday, May 19, 2023

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My Courses ▾

All Pinned



Orientation Seminar  
Sandbox



Best Practice in Online  
Facilitation for New  
Teachers  
Sandbox



Teacher Training Test Course  
Sandbox



Physical Education: Fitness  
for Life - Summer  
21-22 Summer Semester

Support Center ▾

If you have problems accessing your course or navigating D2L, there are several ways we can help you!  
Send a message with your name and number, what your issue is and someone will get back to you shortly.



**HELPDESK HOURS:** 8 a.m. - 5 p.m. M-F (Any call/email left outside of these hours will be answered the next day)

- 1) Email: [helpdesk@mninfinity.org](mailto:helpdesk@mninfinity.org)
- 2) Call: Help Desk Support at [800-624-4072](tel:800-624-4072), ext. 8001
- 3) Complete the form below:

Infinity Online Helpdesk Request Form

\* Required

Instructors noted the following from the survey:

- “Infinity Online provides lots of options for our teachers to learn & grow, seek help when we need it, and enjoy a collegial atmosphere with our fellow online teachers.”
- “We spend a lot of time focusing on making sure we are keeping the lines of communication open and flourishing with not only our students, but also with the school, and we even loop in the parent when we need to. The office staff help us with scheduling meetings and ensuring everyone is available so that we make the most efficient use of our time as possible.”
- “The Infinity help desk staff does a great job answering questions quickly and pointing folks in the right direction.”

**Student Support:** *A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.*

## Student Orientation Seminar

All students are required to complete a student orientation prior to beginning their regular online courses to prepare students to be successful online learners. The orientation seminar is designed to introduce the student to the online learning course management system, review key academic requirements such as attendance, progress monitoring, plagiarism and academic integrity, as well as provide information about the INFINITY program.

Students are unable to access their regular online course until this orientation seminar is completed.

The screenshot shows the 'Orientation Seminar' course page. At the top, there's a navigation bar with icons for home, content, grades, tools, office 365, and edit course. Below this is a banner image of five students working on laptops and tablets, with the text 'Orientation Seminar' overlaid. The main content area is divided into two columns. The left column has a 'News' section with a message titled 'Welcome to the Orientation Seminar, Jo!' and a 'The Basics' section explaining the course structure and tools. The right column has a 'Contact Info' section with a 'HELPDESK' link, phone number (800-624-4072, ext. 8001), and email (helpdesk@mninfinity.org). Below this is a calendar view for Wednesday, July 31, 2019, showing upcoming events: 'Assignment #3 - QUIZ - Due' at 11:59 PM and 'Assignment #1 - D2L Dropbox & OneDrive -' at 11:59 PM.

Orientation Seminar

Course Home Content Grades Tools Office 365 Edit Course

News

Welcome to the Orientation Seminar, Jo!

**READ THIS NEWS ITEM ENTIRELY BEFORE YOU CONTINUE.** It contains the instructions on what you will need to complete in this orientation prior to having access to your regular online course. This orientation takes most students around 2-4 hours to complete. It can be completed over the span of several days, so you do not need to complete it all at once, but must be done before classes begin!

This course is designed to help you become familiar with the ins and outs of the Desire2learn Brightspace learning environment as well as understand the expectations and responsibilities of being an online learner.

**The Basics**

You are currently at your "Course Home". You can always get back to this page by clicking on the "Course Home" link on the navigation bar above this message. The navigation bar holds the tools available to you in this course.

Here is a quick rundown of each of the four main tools:

- **Course Home** - main home page of your online course. This is where your instructor will post weekly news announcements.
- **Content** - this is the "meat and potatoes" of the course - where all of the reading materials and assignment instructions are listed.
- **Grades** - you will always be able to see your latest grade on your assignments as well as your overall grade here.

Contact Info

**HELPDESK**

- Phone: 800-624-4072, ext. 8001
- Email: [helpdesk@mninfinity.org](mailto:helpdesk@mninfinity.org)

*Note: This course does not have a dedicated instructor. Please contact the helpdesk if you need assistance*

Wednesday, July 31, 2019

Upcoming events

AUG 11:59 PM  
30 Assignment #3 - QUIZ - Due

AUG 11:59 PM  
30 Assignment #1 - D2L Dropbox & OneDrive -

## Communication

Only through continuous communication can students be successful in an online course. Within each course, the instructor outlines the weekly minimum work requirements. **It is essential that the student and instructor maintain regular contact and that the student stay on pace.**

To ensure a high level of communication is maintained between instructor and student, all instructors will have virtual office hours to ensure that students are guaranteed a timely response should questions or problems arise. Students and instructors are provided with contact information in various formats, such as email, phone, and web tools, to facilitate this communication.

Instructors communicate with the students through a variety of means on a weekly basis, whether synchronous video conference sessions, asynchronous discussion forums, news and calendar postings, email, and text messaging. Face to face contact opportunities may be offered, if necessary.

The screenshot shows a web interface for an 'Orientation Seminar'. At the top, there are navigation icons and a user profile for 'Jo McClure'. Below this is a breadcrumb trail: 'Course Home > Content > Grades > Tools > Office 365 > Edit Course'. The main heading is 'Do you know your responsibilities as an online student?'. Below this is a 'Listen' button. The section is titled 'Student Responsibilities and Expectations' with a large, colorful 'THINK.' graphic. The text explains the INFINITY Online program's policies: **Acceptable Use** (appropriate use of school resources), **Academic Integrity** (academic honesty, plagiarism and cheating consequences), and **Attendance** (minimum login and weekly progress requirements). A red warning states: 'Please review the following information carefully as policies are enforced and failure to understand them could result in unintended consequences!'. The section 'Attendance and Adequate Weekly Progress' details the requirements: 'You must show adequate progress (passing grade) on a weekly basis. If you fall below a passing grade or do not complete weekly assignments, you will be placed on the 3-STEP inadequate progress process. The goal is to help you figure out the barriers that are preventing you from reaching your potential and finding success in your online course.' It lists three steps: Step 1 (email notification), Step 2 (second email notification), and Step 3 (conference with student, counselor, parent, and INFINITY staff). It also states that students may be placed in an alternative program if they do not follow the agreed-upon plan. The 'Attendance / Log-in:' section states: 'You must login a minimum of every three days, even if you are current with all of your work. Studies have shown that students who login daily find the most success in online courses. Your instructor may send out instructions or communications that require your response - if you don't login, you won't know about them. Students who fail to login will receive a reminder courtesy call to the parent and student.' At the bottom, there is a link for 'Policies and Consequences'.

## Attendance and Progress Monitoring

Attendance will be tracked through the online student management system by the instructor and program director. Attendance will incorporate completion of course requirements, participation in online discussions, and interactions with instructor, as well as login tracking.

Within the student learning platform, there are various tools that teachers may use to determine whether students are meeting the criteria set forth in the instructor's online syllabus. Instructors monitor student login history,

such as last date/time logged in, location(s) logged in from (by IP address), number of logins in last seven days, and total number of logins.

Another tool used is discussion board statistics. In this tool, instructors monitor number of discussion posts read and authored in comparison to total messages posted. Instructors also monitor time spent in the content areas through use of a “progress map”. This “map” identifies which topics the student has visited and which ones have not yet been viewed.

Additional monitoring tools include quizzes, drop box, and grade statistics. These tools monitor number of quiz attempts, quizzes graded, number of drop box submissions, and grade summaries.

### **Late Work:**

Due dates for each unit/module are published in the content, course schedule, and course calendar. Due dates provide a guide to the pace required to successfully complete the course by the end of the term. Prompt submission of assignments allows the instructor to provide guidance and timely feedback.

Points are not deducted if assignments are submitted within the following deadline windows, with the exception of designated “time dependent activities” as noted in the course.

#### **Deadline windows:**

Assignments with due dates PRIOR to midsemester can be turned in anytime until MIDSEMESTER.

Assignments with due dates AFTER midsemester can be turned in until the END of the SEMESTER.

Time dependent activities (group work, discussions, workout logs, etc.) cannot be completed after the week in which they were assigned. If a student recognizes that they are unable to meet a pace due date, they are encouraged to contact the instructor in advance. Timely communication is an e-learning best practice. Prior email notice to the instructor in sufficient time may allow for an alternative schedule or assignment in place of the designated assignment.

Assignments not turned in by the pace due date (as indicated in the content, course schedule, and course calendar) will, however, be assigned a zero in the gradebook. This will assist the student in understanding the consequences of incomplete assignments. Once the overdue assignment is turned in (within the due date window), the grade will be updated to reflect the completion of the assignment.

**NOTE:** Concurrent credit college (CIS) courses may have a late work policy that supersedes the above policy. Check with your instructor to clarify the late work policy that will be implemented for the specific CIS course

While students may turn in work on a time frame outside of the suggested pacing of the course, student progress is tracked based upon the due dates

identified in the course. Incomplete work past the due date will result in a zero in the gradebook, per the inadequate progress policy.

### **Progress Monitoring**

Students are required to login a minimum of every 3 days, regardless of grade status. Students that have participated in a progress conference may have an educational plan that requires more frequent logins to help the student develop a more structured, productive work schedule.

#### **Login Monitoring Process:**

1. Daily login reports will be run.
2. Courtesy calls will be conducted for any student that has not logged in the previous three days. Note: If an instructor has been notified in advance that a student will have an absence for more than three days, the instructor will inform the INFINITY office staff, and then the courtesy call is not conducted.

#### **Progress Monitoring Process:**

Instructors ensure that grades are current and accurate by Monday of each week.

Each Tuesday morning, a grade report will be run from Desire2Learn.

- If the student's grade shows improvement over the previous week, they will remain on a "watch status" and no STEP process (or no further STEP process) will be conducted.
- If the student's grade shows no improvement or a decline from the previous week, the student will be moved from a "watch status" and implementation of the Inadequate Progress Policy will be conducted by INFINITY administrative staff.

#### **Inadequate Progress Policy:**

1. If the student is not making progress in their online class after 7 calendar days, INFINITY will send an email reminder to the parent, teacher, and local school counselor, noting that the student has been placed on STEP 1 of the Inadequate progress policy and that subsequent steps may result in the student being placed in an alternative learning environment..
2. If the student is not making progress in their online class after an additional 7 calendar days (from first email reminder) or having previously been placed on a Step 1, INFINITY will send a second email to the student, parent, and counselor, noting that the student has been placed on STEP 2 of the Inadequate progress policy and that subsequent steps may result in the student being placed in an alternative learning environment.
3. If the student is still not making progress, students are placed on STEP 3 and a conference is scheduled to discuss the student's academic standing in their online course, expectations of an online



student, and study plan going forward. . An academic plan going forward is identified and communicated/documented to all stakeholders (student, instructor, parent, counselor, Infinity Online administration). The student may be placed in an alternative learning environment if deemed appropriate.

4. Once a student has participated in a progress conference, their grade is monitored on a weekly basis. The instructor and student communicate and implement the academic plan. Additional follow up conferences may be conducted if needed.

### Technical Support

Students also have access to a dedicated technical support contact phone number, email and text message support should the student experience any technical difficulties; available 8 a.m. to 5 p.m. M- F and weekends by appointment. In addition, every teacher posts office hours for students where they are guaranteed to be online and available for a synchronous session.

My Courses ▾

All Pinned

Orientation Seminar Sandbox

Best Practice in Online Facilitation for New Teachers Sandbox

Teacher Training Test Course Sandbox

Physical Education: Fitness for Life - Summer 21-22 Summer Semesters

Support Center ▾

If you have problems accessing your course or navigating D2L, there are several ways we can help you! Send a message with your name and number, what your issue is and someone will get back to you shortly.

**helpdesk**

**HELPDESK HOURS:** 8 a.m. - 5 p.m. M-F (Any call/email left outside of these hours will be answered the next day)

1) Email: [helpdesk@mninfinity.org](mailto:helpdesk@mninfinity.org)  
2) Call: Help Desk Support at [800-624-4072](tel:800-624-4072), ext. 8001  
3) Complete the form below:

**Infinity Online Helpdesk Request Form**

\* Required

From the student survey:

- 84% of students stated that it was easy to get help from their teacher or others.
- Over 50% of students report never having a technical issue in their course, with 90% of students have one or less technical issues a month.
- 87% of students are happy with the level of communication with their instructor.
- “I always felt I could ask for help from the Infinity Online teachers or staff if I had any questions about my online courses.”
- “Teachers were very approachable and t felt like there was actually a real connection there.”

From the parent survey, comments shared included:

- “My son emailed teachers and the help desk often and this worked well for her.”
- “It takes practice to learn to self-advocate and my child was very shy. When she did ask questions, the responses were usually very helpful though.”
- When my student was almost failing, they talked to him and strategized about ways to help. And it did.”
- 82% of parents stated that it was “easy” or “very easy” for their child to get help from their teacher or others.

**Guidance Support:** *A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.*

Artifact:

<https://mninfinity.org/enroll-now>

<https://mninfinity.org/districts/Member-Districts-Info>

As a supplemental provider, we work closely with the local school district guidance staff to determine how to best support a student’s academic goals. The Inadequate Progress Monitoring Process provides a simple, yet effective step progression to keep all stakeholder’s informed of student progress, including the local school counselor in the process as they know the student best and can help provide the right support structures.

Infinity Online provides a dedicated technical support contact phone number, email and text message support for counselors.

Annual counselor training web seminar is conducted at the beginning of the school year to provide program updates, review registration process, as well as answer any questions counselors may have.

In the recent counselor survey, the following comments were shared:

- “The Infinity help desk staff are awesome – prompt, courteous, and so helpful. The helpdesk really is a “help”!
- “With all of the different schools they work with, I am amazed that they are able to answer just about any technical issue we run up against. It hasn’t been many but when we do, they are there to help.”
- “The help desk is great – it is a quick phone call or email and they promptly respond.”
- 76% of counselors state that they are satisfied with the technical support provided “to a great extent” while an additional 24% state “to a very great extent”.



**Organizational Support:** *A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.*

Technical support starts at the local district for most students and thus a good relationship between member districts and the Infinity Online program is a key component. All local districts are provided with a dedicated technical support contact phone number, email and text message support to Infinity Online, staffed from 8 a.m. to 5 p.m. weekdays and by appointment on the weekend.

Infinity Online purchases organizational technical support from Desire2Learn. They provide 24/7 monitoring and support of the online learning environment as well as toll-free phone support for Infinity administrative staff.

Infinity Online purchases fiscal agent services from the Central Minnesota Educational Research and Development Council to provide all manner of school accounting and financial audit processes.

From the survey, counselors noted:

- 76% of counselors state that they are satisfied with the technical support provided “to a great extent” while an additional 24% state “to a very great extent”.
- “With all of the different schools they work with, I am amazed that they are able to answer just about any technical issue we run up against. It hasn’t been many but when we do, they are there to help.”
- “The help desk is great – it is a quick phone call or email and they promptly respond.”

From the survey, superintendents noted:

- “Infinity Online is truly a member driven organization – they listen to what our districts need and work together to try to meet it.”
- “Infinity has a helpdesk students can call or email. They added an online form option this past year. I know students don’t often like to call so having other contact options is good!”

**Parent/Guardian Support:** *Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.*

Artifact: <https://mninfinity.org/enroll-now>

Infinity Online provides detailed instructions for parents on our website regarding the registration and enrollment process, the expectations of the online learning student, links to the syllabus, as well as information on the most commonly asked questions about taking an online course.

Additionally, parents are encouraged to complete the student orientation seminar with their student.

An auditor account can be setup for parents, an option they can request during the registration process, to access in depth progress monitoring for their student through the Desire2Learn course learning management system.

From the parent survey:

- “My student’s teacher was so helpful when my son was struggling. She met with him weekly to walk him through the week’s lesson and I appreciated that so much.”
- “Due to COVID, we needed to have my daughter take her classes online this year and this was a great experience! She wants to continue with online again next year.”
- “We just learned about this program this year and it has been a good experience.”
- “The ability to work at a different pace was critical for us as my daughter was hospitalized several times during the semester.”
- “We decided to try online because of some mental health concerns this year and while it was challenging, the instructor was so helpful and worked with us. We really appreciated it!”

## Evaluation

**Program Evaluation:** *Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement (CIP) across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. This standard connected and its sub-sets of CIP connected to education program and services connected to stakeholders an operational planning are addressed.*

Artifact: [Reflection and Reporting Document.pdf](#)

Minnesota law requires districts to develop and evaluate teachers to improve leadership and instruction, increase student learning and success, and evaluate teachers with evaluation and development processes that meet state guidelines.

Our goal in designing this evaluation was to develop a process that wasn’t just “jumping through the hoops”, but rather a meaningful process and part of a continuous improvement plan.

This reporting and reflection process allow individual instructors to take ownership of their courses, students, and outcomes. This framework for

evaluation follows the “ASSESS, LEARN, and ACT” process where instructors examine and analyze their work and that of their students through an ongoing inquiry cycle that allows them to constantly assess their impact, identify options and then experiment with adjustments or new information.

	Year One Evidence	Year Two Evidence	Year Three Evidence	Formal Review
<b>Teacher Practice</b>  <b>45%</b>	<ul style="list-style-type: none"> <li>• PLC Participation</li> <li>• PLC Reflections</li> <li>• Workshop Participation</li> <li>• Mentorship Participation (for new teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Participation</li> <li>• PLC Reflections</li> <li>• Workshop Participation</li> <li>• Mentorship Participation (for new teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• PLC Participation</li> <li>• PLC Reflections</li> <li>• Workshop Participation</li> <li>• Mentorship Participation (for new teachers)</li> <li>• Peer Review Observation and Reflection Process</li> </ul>	<ul style="list-style-type: none"> <li>• Summative evaluation conducted at end of Year 3 by trained evaluator</li> <li>• Portfolio will include all reflections, participation, completion rates from years 1, 2, 3</li> <li>• Includes teacher facilitation course review using iNACOL quality teacher standards</li> <li>• May require improvement plans if not meeting professional teaching standards</li> </ul>
<b>Student Engagement</b>  <b>20%</b>	<ul style="list-style-type: none"> <li>• Weekly News Items</li> <li>• Introductory Phone Call</li> <li>• Goal Check-In Reflections (Midsemester &amp; End of Semester)</li> <li>• Student Engagement Survey &amp; Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly News Items</li> <li>• Introductory Phone Call</li> <li>• Goal Check-In Reflections (Midsemester &amp; End of Semester)</li> <li>• Student Engagement Survey &amp; Reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly News Items</li> <li>• Introductory Phone Call</li> <li>• Goal Check-In Reflections (Midsemester &amp; End of Semester)</li> <li>• Student Engagement Survey &amp; Reflection</li> </ul>	
<b>Student Learning &amp; Achievement</b>  <b>35%</b>	<ul style="list-style-type: none"> <li>• Pre/Post Test</li> <li>• Student Growth Reflection</li> <li>• Overall Course Completion Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Pre/Post Test</li> <li>• Student Growth Reflection</li> <li>• Overall Course Completion Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Pre/Post Test</li> <li>• Student Growth Reflection</li> <li>• Overall Course Completion Rate</li> </ul>	

From the teacher survey:

- “Our curriculum is linked to Minnesota standards, we have qualified teachers, we participate in professional learning communities, and we set goals for improvement that align without department and technology standards. There are many other points I could list that ensure we deliver high – quality course facilitation!”
- “Our PLC really offers me a chance to learn from my colleagues. We share curriculum ideas regularly and discuss what works and what doesn’t. We each share what we are doing to meet our goals and we ask for suggestions for improvement. Our admin regularly offers opportunities to learn how to become a better teacher through online resources and summer work group sessions.”
- “We focus on our interaction with students when we have them take their mid-semester survey so that we can gauge whether or not our students feel we are meeting their needs. Change can and are made based upon their feedback.”

- “Infinity spends time before a teacher ever touches a course with training – best practices, orientation, hands on tools, etc.; In addition, teachers receive ongoing support in providing the best ways to teach in an online setting.”
- “Infinity ensures the academic quality of instruction through have plc meetings where instructors can share best practice and develop approaches to issues like avoiding plagiarism, requiring a pre-and post-test growth measure, providing professional development opportunities in the summer, and utilizing student feedback to improve instruction.”

**Program Improvement:** *A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. This standard and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices are addressed.*

Artifacts:

<https://mninfinity.org/about-us/Strategic-Planning>  
<https://mninfinity.org/about-us>

Program direction, policy establishment, and operational implementation is a process of continual improvement. Seeking feedback, input, and direction from member districts, as well as students and parents, on a continual basis is key.

Infinity Online conducts annual needs analysis surveys to assess course development, conducts midsemester and end of semester student engagement surveys, meets with counselors at the beginning of the year to review program processes, and provides ongoing updates to member districts with semester newsletters, individual district statistics reporting, and district updates to ensure all member districts are aware of goals, processes, and opportunities.

- Over 90% of counselors state they are either “satisfied” or “very satisfied” in the direction of the Infinity Online program.
- 100% of Infinity instructors stated they were either “satisfied” or “very satisfied” with the direction of the Infinity Online program.
- An executive council member noted, “Having the program organized in this scaffolding manner (member districts, council, board, teachers, director, etc;) provides varied levels of communication and involvement which strengthens the overall program delivery.”

# Conclusions

## Institutional

### Strengths and Insights:

- 100% of Infinity teachers who participated in the survey felt that the work being done by Infinity Online was fulfilling the organization's mission.
- 90% of member districts feel Infinity Online is meeting the elements of its mission (60% to a great extent, 30% to a very great extent).
- 80% of counselors feel the work they are doing with students is tied to achieving the elements of Infinity Online's mission with the remaining 20% indicating to at least some extent.

### Areas for Improvement:

- Goal: Strengthen relationships with individual school district to foster dialogue about online program governance and opportunities for participation
  - Develop a formal on-boarding process for new member districts to further educate districts on program goals, mission and vision.
- Goal: Improve visibility and awareness of program goals and progress with member districts.
  - Include in yearly fall and spring newsletter information about the strategic goals and progress.
  - Conduct annual stakeholder meeting.

**Governance:** *Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.*

### Strengths and Insights:

As a member driven organization, Infinity has a strong base of support and core group of invested districts that provide input and direction for the Infinity Online program. Data is shared with stakeholders through various communication channels as well as the governance board. Students from member districts enjoy a level of support and guidance that can help them achieve their academic goals. Instructors from member districts are encouraged to explore online teaching opportunities and supported in their learning and teaching. It is this collaborative vision and continual cycle of feedback and improvement that fuel our organization and provide a stable base to flourish.

With quarterly executive council meetings and bi-annual governing board meetings, the organization has a solid governance system. This governance structure provides experienced educators and leaders to help

guide long and short term planning to ensure Infinity Online offers a quality online experience for students within their districts.

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- An executive council member noted, “Having the program organized in this scaffolding manner (member districts, council, board, teachers, director, etc;) provides varied levels of communication and involvement which strengthens the overall program delivery.”
- One member district noted at the recent workshop that, “The Infinity Online program has a very good process in place to keep districts informed about the program as well as their individual district students.”
- Another stated, “Communication and feedback are a two-way street; Infinity does a good job communicating with our district on student progress and also makes sure to listen to district input, needs, and questions as well.”

#### No Changes:

Infinity Online has worked to strengthen relationships with individual school district superintendent's, principals, and counselors to encourage more involvement in executive council and governing board representation and improve visibility and awareness of the program goals and continued progress.

- Representatives from new districts have stepped up to the plate and become involved in the executive council, meeting a very important strategic goal of the Infinity Online program. 50% of the executive council is now from new representatives.

**Leadership and Planning:** *Governance and leadership work hand-in-hand developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long range and operational planning along with annual goal setting including alignment to Minnesota Statute.*

#### Strengths and Insights:

Infinity Online seeks input and feedback from a variety of stakeholders for use in annual planning as well as long-range strategic planning. It is this collaborative vision and continual cycle of feedback and improvement that fuel our organization and enable it to flourish.

- Representatives from new districts have stepped up to the plate and become involved in the executive council, meeting a very



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**Integrity and Accountability:** *In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.*

#### Strengths and Insights:

According to superintendent feedback, Infinity has a high level of integrity and accountability. As noted by one superintendent, “Frequent and strategic data collection is shared with stakeholders, professional development is provided for instructors, and we have periodic stakeholder meetings to communicate.”



- Over 90% of counselors state they are either “satisfied” or “very satisfied” in the direction of the Infinity Online program.
- One superintendent shared that “Infinity Online does a good job communicating out to member districts through surveys, emails, and online meetings.”
- Another superintendent noted, “During COVID, the ability to communicate online became even more important. Infinity Online didn’t miss a beat!”

#### No Changes:

As noted above, Infinity Online has worked to strengthen relationships with individual school district superintendent’s, principals, and counselors to encourage more involvement in executive council and governing board representation and improve visibility and awareness of the program goals and continued progress.

- Representatives from new districts have stepped up to the plate and become involved in the executive council, meeting a very important strategic goal of the Infinity Online program. 50% of the executive council is now from new representatives.

### Teaching and Learning

**Curriculum and Course Design:** *A quality online program will have a well thought out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its subsets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of contact are addressed.*

#### Strengths and Insights:

Infinity Online has a course review and design process in place. Member districts are asked to participate in a course needs analysis every year to determine what new areas should be explored. With concurrent enrollment expanding every year, college credit opportunities continue to be of strong interest. As a supplemental online provider, having unique electives that students cannot get in their local district also is a draw.

In addition to the formal course review cycle, instructors are encouraged to participate in annual summer department curriculum workshops to keep courses current, relevant, and engaging for students. Infinity’s training, learning communities and mentorship programs provide a strong foundation of best practice professional development and continuous improvement.

- 93% of counselors felt that the online curriculum Infinity Online delivers supports the varied learning styles of students in their district.
- 47% of students rate their online course as “better” or “much better” than in person. Over 80% would rate it the same or better.
- One teacher noted, “We spend time every year reviewing curriculum, working with administration when changes are needed, and look for ways to enrich and improve.”
- Another teacher stated, “Student engagement is always our big focus and we talk about it a lot, but we also focus on standards and making sure our courses assess in a concrete way to show what students know and can do.”
- One student noted, “This class allows multiple attempts on assessments and we can go over notes before we do an assignment. There are notes for people who are visual learners, as well as videos to listen to and watch, and some problems at the end of notes that show answers but can help us understand the content. Additionally, the fact in a way we can learn in our own pace.”
- Another student stated, “I like the pace of the class. I like that I can read thing many times to learn it. I also like reading other peoples thoughts with their writing.”
- A parent stated, “Online courses provide a good technology experience for high school students preparing for college.”

#### Areas for Improvement:

- Goal: Improve reporting structure identifying Minnesota K-12 standards as they are applied within each course
  - Continue to improve the standards reporting process in Desire2Learn Brightspace for ease of use.
  - Review standards coverage to assess whether current supplemental course offerings could meet comprehensive course requirements due to individual needs in varied districts.
- Goal: Expand concurrent and elective opportunities for students
  - Review what other programs are offering to compare with our course options.
  - Explore CIS, Art and CTE options to add to current course offerings.

**MN Standards:** *Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. In its replies to this standard all providers must include information on how they meet or exceed Minnesota K-12 Standards.*

### Strengths and Insights:

Infinity's approach to curriculum and course design is process based and continually evaluated to ensure it aligns with Minnesota academic standards as well as the educational goals of each particular course and subject matter. Instructors are continually reviewing their course content to ensure quality instruction and rigorous course materials as well as a variety of assessments designed to meet many different types of learners.

Standards alignment is tracked through the Desire2Learn competency report.

Teacher surveys collected the following comments:

- "Each year at our teacher workshop, we review our syllabi to ensure that the standards identified there are covered in our course assessments in D2L.
- "In our health course, we are taking time this year to address the increasing mental health needs of students. We are always reviewing our courses to make sure we are not only meeting state or national standards, but addressing relevant issues faced by our students."
- "Standards are always something we revisit every year during our summer workshop and take a critical look at our courses to ensure assessments and course content meet the outcomes. It is a continual process!"
- "Course content is connected to visible learning goals that address MN Standards and are aligned with assessments to demonstrate the students understanding."

### Areas for Improvement:

- Goal: Improve reporting structure identifying Minnesota K-12 standards as they are applied within each course
  - Continue to improve the standards reporting process in Desire2Learn Brightspace for ease of use.
  - Review standards coverage to assess whether current supplemental course offerings could meet comprehensive course requirements due to individual needs in varied districts.

**Instruction:** *A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its sub-sets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.*

### Strengths and Insights:

Infinity's training, learning communities and mentorship programs provide a strong foundation of best practice professional development and continuous improvement.

Teachers noted:

- “The PLC’s are a huge help. Our PLC page has countless resources to help with my class and students. Knowing that I can reach out to the PLC with any question is also a great help. It makes me feel supported and not alone. Meeting with the PLC throughout the year has helped me improve the quality of teaching and given me new ideas or solutions to problems. The training courses prior to starting were a tremendous help in preparing me for the year.”
- “We focus on our interaction with students when we have them take a mid-semester survey so that we can gauge whether or not our students feel we are meeting their needs. Changes can and are made based upon their feedback.”
- One superintendent noted, “We like the fact that our teachers have opportunities to teach online as they report it strengthens their face to face teaching as well.”
- A counselor shared, “We have some teachers who teach for Infinity and they are helpful for our students that are taking online classes too. I think these are some of the best teachers!”

### Areas for Improvement:

- Goal: Review current instructor recruiting process to continue to recruit high quality teaching staff.
  - Explore incentives such as signing, retention, and/or longevity stipends.
  - Explore different contract options including “sell back hours”, part time instructors, retirees.
- Goal: Explore innovative learning initiatives
  - Continue to promote synchronous/blended/hybrid options and ideas with member districts via newsletter.

**Assessment:** *A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiples methods of assessment of student performance, feedback loops for instructional practice and course design are addressed.*

Strengths and Insights:

Instructors are continually reviewing their course content to ensure quality instruction and rigorous course materials as well as a variety of assessments designed to meet many different types of learners.

Noted from counselor survey:

- 90% of counselors felt that the delivery of online curriculum support the different learning styles of students in the district.

Teachers noted the following:

- "I am able to measure student growth through the use of pre- and post- test measurements, we analyze the data and report on this every semester."
- "I am confident that I am able to measure student achievement through a variety of assessments that include essays, written analysis, discussion, digital presentations and research projects, online tests and quizzes, art work , and other options. It actually is better assessments that I use in my face to face classroom!"
- "My course has a variety of assessments – some that measure lower level, concrete thinking and some that measure higher level, abstract thinking."

No changes:

We continue to provide professional development opportunities for instructors in areas such as providing constructive feedback, creative approaches to measuring student achievement, relevant assessment methods, and adapting to student learning styles to further enhance student learning and achievement. This is a continual focus.

## **Support**

Infinity provides a variety of support options for students, parents, and instructors alike. As a supplemental provider, this can be challenging due to the myriad of devices and connectivity options students and their parents encounter today. We continue to work on providing a robust learning environment with a 99% uptime guarantee and a convenient technical support system to lessen the frustration that technology can sometimes bring.

**Faculty Support:** *A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.*

**Strengths and Insights:**

- 99% uptime guarantee with current LMS provider, Desire2Learn Brightspace.
- 100% of instructors were satisfied with the technical support provided by the Infinity Online program to a “great extent” (18%) or to a “very great extent” (82%).

**Instructors noted the following from the survey:**

- “Instructors meet quarterly in PLCs as well as annually for a full day workshop. This helps us stay connected and we feel like a cohesive group. Our department leader does a fantastic job at keeping us positive and we look forward to sharing ideas and learning from one another.”
- “We are provided with opportunities to attend online teaching/learning workshops and webinars that allow us to sharpen our skills and network with other online educators.”
- “The helpdesk provides an impressive level of support to both staff and students. Issues are handled quickly and competently. Knowing that we all have access to such high-level support allows me to focus my energy on teaching and providing academic support.”

**Areas for Improvement:**

- Goal: Identify additional training or resources to help online teachers best support the IEP/504 student.
  - Provide a report for each instructor with relevant IEP/504 information for students in their class along with case manager contact information.
  - Provide a training session for instructors on how and when they can include the case manager on relevant communications.

**Student Support:** *A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.*

**Strengths and Insights:**

Students also have access to a dedicated technical support contact phone number, email and text message support should the student experience any technical difficulties; available 8 a.m. to 8 p.m. seven days a week.

- 99% uptime guarantee with current LMS provider, Desire2Learn Brightspace.

From the student survey:

- 84% of students stated that it was easy to get help from their teacher or others.
- Over 60% of students did not have any technical issues when taking their online course. 88% of students indicated once a month or less.
- 90% of students “agree” or “strongly agree” with the level of interaction/communication they had with the teacher in their course.
- “I always felt I could ask for help from the Infinity Online teachers or staff if I had any questions about my online courses.”
- “Teachers were very approachable and it felt like there was actually a real connection there.”
- 75% of students rate their teacher “above average” or “excellent”. An additional 22% rate their teacher “average”. Only 5% of students rate their teacher “below average” or “poor”.

From the parent survey, comments shared included:

- “We worked with our daughter’s teacher as she has several learning challenges. The instructor was awesome to work with!”
- “It takes practice to learn to self-advocate and my child was very shy. When she did ask questions, the responses were usually very helpful though.”
- “This online class did not come naturally to my son but I saw as the semester went on that he got better and better at it. I think he would do better next time.”
- 80% of parents stated that it was “easy” or “very easy” for their child to get help from their teacher or others.

#### Areas for Improvement:

- Goal: Identify additional training or resources to help online teachers best support the IEP/504 student.
  - Provide a report for each instructor with relevant IEP/504 information for students in their class along with case manager contact information.
  - Provide a training session for instructors on how and when they can include the case manager on relevant communications.
- Goal: Improve ways to assist students in completion of required orientation seminar.
  - Develop an option for a synchronous orientation seminar. Current orientation seminar is asynchronous only. Developing a synchronous option would provide students that are struggling with the transition to a fully asynchronous environment an opportunity to ask questions and get assistance at a critical juncture in their online journey.



**Guidance Support:** *A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.*

### Strengths and Insights:

Infinity Online provides written documentation as well as annual webinars to educate guidance staff on registration, academic intervention, and student achievement with regards to the Infinity Online program.

Infinity provides a dedicated technical support contact phone number, email and text message support should the counselors experience any technical difficulties; available 8 a.m. to 5 p.m. weekdays and by appointment on weekends.

In the recent counselor survey, the following comments were shared:

- 76% of counselors state that they are satisfied with the technical support provided “to a great extent” while an additional 24% state “to a very great extent”.
- “I appreciate the communication of the Infinity staff. They are great.”
- “Infinity helpdesk has been awesome to help our students when they had questions or needed technical help.”
- “Excellent follow through when there is a problem. Excellent technical support options.”
- “They do a great job at providing timely response to questions and they have well organized, reliable staff and course work.”

### Areas for Improvement:

- Goal: Continue to educate member districts on program requirements to improve overall student support.
  - Develop on-boarding packet for new member districts with information on student support requirements.
  - Encourage districts to appoint an online learning coordinator other than the counselor to support growing online student populations.
- Goal: Identify additional training or resources to help online teachers best support the IEP/504 student.
  - Provide a report for each instructor with relevant IEP/504 information for students in their class along with local district case manager contact information.
  - Provide a training session for instructors on how and when they can include the local district case manager on relevant communications.
- Goal: Improve ways to assist students in completion of required orientation seminar.
  - Develop an option for a synchronous orientation seminar. Current orientation seminar is asynchronous only. Developing a

synchronous option would provide students that are struggling with the transition to a fully asynchronous environment an opportunity to ask questions and get assistance at a critical juncture in their online journey.

**Organizational Support:** *A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.*

#### Strengths and Insights:

Infinity provides a dedicated technical support contact phone number, email and text message support should students, parents, instructors, or guidance counselors experience any technical difficulties; available 8 a.m. to 5 p.m. weekdays and on weekends by appointment.

From the survey, counselors noted:

- 76% of counselors state that they are satisfied with the technical support provided “to a great extent” while an additional 24% state “to a very great extent”.
- “Excellent follow through when there is a problem. Excellent technical support options.”
- “I appreciate the communication of the Infinity staff. They are great.”

From the survey, superintendents noted:

- “Infinity continually thinks about this to be responsive to member schools.”

#### No changes to current structure.

**Parent/Guardian Support:** *Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.*

#### Strengths and Insights:

Infinity provides a dedicated technical support contact phone number, email and text message support should parents have questions or experience any technical difficulties; available 8 a.m. to 8 p.m. seven days a week.

Allowing parents to choose the level of monitoring they wish to have with students (opt in for the in depth progress monitoring or simply have the

tech support and teacher phone and email contact) provides ownership over the parent experience.

The majority of parents felt engaged and informed about their student's online course work and that it was a quality educational experience. When asked if parents felt they could ask for information or clarification about their child's online experience, most responded positively. One noted that when her child was "almost failing, they helped him strategize about ways to help him succeed and I was asked to be a part of that conversation. And the help worked; he did pass the course."

Over 80% of parents stated it was "easy" or "very easy" for their child or themselves to get help from their teacher or others.

From the parent survey:

- "The teachers were amazing!"
- "Online classes provide a good technology experience for my high schooler preparing for college."
- "It was a good opportunity to expose my child to online courses. I felt he was learning and the teacher has appropriate benchmarks established weekly to ensure he was learning. It is nice to know that online learning is an option for students."
- "The instructor was awesome, communicated well. My daughter was going through a rough period and this was helpful."
- "This was my daughter's first online class and I appreciate very much the individual attention she was given when an unexpected hospitalization came about at the beginning"
- Our daughter is very active in sports and theater, so having the assignment schedule and dates laid out in advance was very helpful"

#### No specific changes to parent communications/support:

While there are avenues for parents to participate in their student's online experience and monitor their progress, many parents do not take advantage of this opportunity.

As we are a supplemental online program and work primarily as an extension of the local school district, they often times are surprised that this option exists; even though they are provided this information when they approve their student's online course choices as well as when they receive the student orientation information

Sharing these options again once the "dust has settled" may be helpful so that the parent has multiple opportunities to choose to engage, if interested.

## Evaluation

**Program Evaluation:** *Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous Improvement (CIP) across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. This standard connected and its sub-sets of CIP connected to education program and services connected to stakeholders an operational planning are addressed.*

### Strengths and Insights:

Having an evaluative component that was truly useful was important as Infinity developed a reporting and reflection process to track, measure, and assess student learning and achievement. The current reporting and reflection process, along with the training and support structures set in place, allow Infinity to ensure a high-quality program delivery focused on continual improvement.

From the teacher survey:

- “Our curriculum is linked to Minnesota standards, we have qualified teachers, we participate in professional learning communities, and we set goals for improvement that align without department and technology standards. There are many other points I could list that ensure we deliver high – quality course facilitation!”
- “Our PLC really offers me a chance to learn from my colleagues. We share curriculum ideas regularly and discuss what works and what doesn’t. We each share what we are doing to meet our goals and we ask for suggestions for improvement. Our admin regularly offers opportunities to learn how to become a better teacher through online resources and summer work group sessions.”
- “We focus on our interaction with students when we have them take their mid-semester survey so that we can gauge whether or not our students feel we are meeting their needs. Change can and are made based upon their feedback.”
- “I believe teachers are provided excellent training before beginning to teach with Infinity. In addition, teachers receive ongoing support in providing the best ways to teach in an online setting.”
- “Infinity ensures the academic quality of instruction through have plc meetings where instructors can share best practice and develop approaches to issues like avoiding plagiarism, requiring a pre-and post-test growth measure, providing professional development opportunities in the summer, and utilizing student feedback to improve instruction.”

### No changes to current program evaluation:

While Infinity feels the current process is effective, the reporting and reflection process is evaluated annually and updated to reflect any changes to requirements or program needs.

**Program Improvement:** *A quality online program establishes a culture of continual program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. This standard and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices are addressed.*

#### Strengths and Insights:

In terms of program evaluation, we feel the stakeholder process along with annual surveys and communications has been very effective as they provide a strong cross section of the membership. This has resulted in developing a program that meets the member districts needs for a supplemental online program while still allowing the student to stay in the home district where their main support structures are located.

One superintendent noted, “I truly believe that Infinity Online is the best that is offered in the state of Minnesota. The collaborative approach between the online program and local school district is a strong model I would recommend!”

#### Areas for Improvement:

- **Goal:** Review evaluation processes to ensure policies and procedures are reflective of current practice
  - Setup sub committee from member districts to review and evaluate current policies and procedures. Committee will meet annually and report back to the executive council.

### Strategic Planning – Action Plan

Standard	Goal/Objective	Measure	Timeline
<b>Institutional</b>	Strengthen relationships with individual school district to foster dialogue about online program governance and opportunities for participation	Develop a formal on-boarding process for new member districts to further educate districts on program goals, mission and vision	2022-2023
	Improve visibility and awareness of program goals and progress with member districts	Host online stakeholder meeting to review and update strategic plan.	1 annual meeting in 2024-2025

		Include in yearly fall and spring newsletter information about the strategic goals and progress.	Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025
<b>Teaching and Learning</b>	Improve reporting structure identifying Minnesota K-12 standards as they are applied within each course	Continue to improve the standards reporting process in Desire2Learn Brightspace for ease of use	2022-2023
		Review standards coverage to assess whether current supplemental course offerings could meet comprehensive course requirements due to individual needs in varied districts.	2022-2023
	Expand concurrent and elective opportunities for students	Review what other programs are offering to compare with our course options.	2023
		Explore CIS, Art and CTE options	2024, 2025
	Explore innovative learning initiatives.	Continue to promote synchronous/blended/hybrid options and ideas with member districts via newsletter	Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, Spring 2025
<b>Support</b>	Educate member districts on program requirements to improve overall student support.	Develop on-boarding packet for new member districts with information on student support requirements.	Fall 2023

		Encourage districts to appoint an online learning coordinator other than the counselor to support growing online student populations.	Fall 2023
	Identify additional training or resources to help online teachers best support the IEP/504 student.	<p>Provide a report for each instructor with relevant IEP/504 information for students in their class along with case manager contact information.</p> <p>Provide a training session for instructors on how and when they can include the case manager on relevant communications.</p>	<p>Fall 2022</p> <p>Fall 2022</p>
	Improve ways to assist students in completion of required orientation seminar.	Develop an option for a synchronous orientation seminar. Current orientation seminar is asynchronous only. Developing a synchronous option would provide students that are struggling with the transition to a fully asynchronous environment an opportunity to ask questions and get assistance at a critical juncture in their online journey.	Fall 2022
<b>Evaluation</b>	Review evaluation processes to ensure policies and procedures are reflective of current practice	Setup a small sub committee from member districts that will review and evaluate current policies and procedures. Committee will meet annually and report back to the executive council.	June 2023, June 2024, June 2025



	Review current instructor recruiting process to continue to recruit high quality teaching staff.	Explore incentives such as signing, retention, and/or longevity stipends.	2023
		Explore different contract options including "sell back hours", part time instructors, retirees.	2024

## Final Thoughts

Over 18 years ago, key visionary leaders saw the online learning landscape emerging in our districts and sought to develop a program that would allow students the ability to "learn how to learn online" while still having the traditional high school support system that many students still need. And thus, Infinity Online was born!

We believe it is this collaborative approach that helps elevate student success while preparing students for learning beyond their high school years.

We appreciate the member district partnership and value their guidance, input and feedback to help Infinity Online continue to expand, improve, and evolve. We look forward to continuing to provide quality online programming to students and helping our member district meet their student's online course needs.

## **Addendum A – Self-Study Team Members**

The self-study team included elected regional representatives from member districts that comprise the Infinity Online Executive Council. The Governing Board reviewed the recommendations of the Executive Council at their recent June 2022 board meeting and approved moving forward as presented.

Various groups were involved in the overall reflective process including parents, teachers, students, and counselors who completed anonymous surveys; data which was used as guideposts in the self-study process.

Self-Study Team Members:

### **Executive Council**

- Jo McClure, Director
- Region 3:
  - Jamie Boelter, New London Spicer Superintendent
  - Belinda Selfors, Stewartville School District Superintendent
- Region 5:
  - Jamie Skjeveland, Crosby-Ironton Superintendent
  - Jon Clark, Pine River Backus Superintendent
- Region 6:
  - Mike McNulty, Braham Superintendent
  - Hannah Carlson, Holdingford Counselor
- Region 7:
  - Rae Villebrun, Nashwauk-Keewatin, Superintendent
  - Pat Rendle, Deer River Superintendent
- Region 8:
  - Jeff Lund, Marshall County Central Superintendent
  - Bob Jaszczak, Kittson Superintendent

### **Governing Board:**

Region 3:

- Susan Lange, New London-Spicer School Board Member
- Rebecca Wortman, Stewartville School Board Member

Region 5:

- Mary Kuhlmann, Crosby-Ironton School Board Member
- Chris Cunningham, Pine River Backus School Board Member

Region 6:

- Steph Ferrin, Barnum School Board Member
- Evelyn Martini, Holdingford School Board Member

Region 7:

- Barb Kalmi, Nashwauk-Keewatin School Board Member
- Mark Meyer, Hill City School Board Member

Region 8:

- Zack Nicklin, Marshall County Central School Board Member
- Crisa Mortenson, Kittson School Board Member

Infinity Online Instructors:

Jackie Alderman  
Jennifer Berg  
Colleen Brennan  
Kari Borgman  
Ryan Christiansen  
Monica Cofell  
Jody Converse  
Dusty Dahl  
Tammy Dowling  
Jennifer Ernest  
Jerod Fischer  
Mary Gaviglio  
Mandy Giffen  
Michael Gindorff  
Joe Gould  
Casey Grossell

Angela Hartman  
Kathy Hegstrom  
Erica Henke  
Tanya Hoting Mrazek  
Kristen Ingram  
Jon Jacobs  
Roopa Joshi  
Jennifer Klecatsky  
Erin Litzinger  
Jill McKinney  
Rick McLain  
Jessica Miller  
Briana Novak  
Janice Oakley  
Stephanie Oyler  
Megan Rogosheske

Rhonda Schmidt  
Jim Schneider  
Sara Schultz  
Mark Sheppard  
Polly Sheppard  
Tyler Soderstrom  
Karen Teff  
Levi Tronnes  
Pat Tucci  
Victoria VanderSchaaf  
Vanessa VanLaanen  
Rachel Warg  
David Westerman  
Joe Wisotzke



## INFINITY Counselors Survey

**In order to remain an online program in good standing, the Minnesota Department of Education requires that online school districts undergo a self-study and review process every three years. An important first step of the review process is asking key stakeholders—students, parents, faculty and consortium member districts—to share their perspectives about our program. Thank you for your help with this process.**

1. To what extent is the work you are doing with students tied to achieving the elements of INFINITY Online's mission?

	To a very great extent	To a great extent	To some extent	To a little extent	To no extent
To provide innovative educational opportunities through online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide high quality professional development in online instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To offer flexible support for blended learning initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In what ways is INFINITY ensuring that it provides high-quality online learning experiences to students?

3. How does INFINITY Online ensure the classes being offered are compliant with K-12 standards?

4. Does the delivery of online curriculum support the different learning styles of students in your district?

☐ Yes

☐ No

Other (please specify)

5. Are there other ways INFINITY classes could improve accessibility for students with varied learning styles and/or cultural differences?

6. How satisfied are you with the direction of the INFINITY Online program?

I'm dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

7. Given the nature of INFINITY's online classes, technological difficulties can arise. In what ways are the faculty and students assured the technology is up to date and working properly?

8. To what extent are you satisfied with the technical support provided for the INFINITY platform?

I'm not satisfied	To a little extent	To some extent	To a great extent	To a very great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Are there any courses not currently offered through INFINITY Online that you think would be a good addition to the curriculum?

10. Are there any professional development needs in your district that INFINITY Online could assist with by moving to an online delivery?

11. Is there anything else you would like us to know in regard to your work with INFINITY?



## INFINITY Parent Survey

**In order to remain an online program in good standing, the Minnesota Department of Education requires that online school districts undergo a self-study and review process every three years. An important first step of the review process is asking key stakeholders—students, parents, faculty and consortium member districts—to share their perspectives about our program. Thank you for your help with this process.**

1. Why did your child choose to take an online course?

- ☐ To solve a scheduling conflict
- ☐ To take a class not available at my local high school
- ☐ To recover credits
- ☐ Unable to attend traditional school full time
- ☐ To try a new learning experience
- ☐ Other

2. How did you learn about Infinity online courses?

- ☐ From a teacher
- ☐ From other parents
- ☐ From my child
- ☐ From a counselor
- ☐ Other

3. What challenges or obstacles have your child experienced while taking an Infinity online class?

4. How did the online course work for your child's individual learning style?

5. Did your child feel they could ask for help from the Infinity Online teachers or staff if they had questions about their online classes?



6. Did you feel you could ask for help from your local school district if you had questions about your child's online classes?

7. What would make taking online classes easier for you?

8. If your child had questions about what they were studying online, how easy was it to get help from their teacher or others?

- ☐ Very easy
- ☐ Somewhat easy
- ☐ Somewhat difficult
- ☐ Difficult

9. On a scale of 1-100, how likely would you be to recommend online courses to other families?

Never Maybe Definitely would recommend

10. Is there anything else you would like to share with us about your child's experience with online coursework?



## INFINITY Student Survey

**In order to remain an online program in good standing, the Minnesota Department of Education requires that online school districts undergo a self-study and review process every three years. An important first step of the review process is asking key stakeholders—students, parents, faculty and consortium member districts—to share their perspectives about our program. Thank you for your help with this process.**

1. Why did you choose to take an online course?

- ☐ To solve a scheduling conflict
- ☐ To take a class not available at my local high school
- ☐ To recover credits
- ☐ Unable to attend traditional school full time
- ☐ To try a new learning experience
- ☐ Other

2. How did you learn about Infinity online courses?

- ☐ From a teacher
- ☐ From my parents
- ☐ From a fellow classmate
- ☐ From a counselor
- ☐ Other

3. What challenges or obstacles have you experienced while taking an Infinity online class?

4. How did the online course work for your individual learning style?

5. Did you feel you could ask for help from the Infinity Online teachers or staff if you had questions about your online classes?

6. Did you feel you could ask for help from your local school district if you had questions about your online classes?

7. What would make taking online classes easier for you?

8. If you have questions about what you're studying online, how easy is it to get help from your teacher or others?

- ☐ Very easy
- ☐ Somewhat easy
- ☐ Somewhat difficult
- ☐ Difficult

9. On a scale of 1-100, how likely would you be to recommend online courses to your friends?

Never Maybe Definitely would recommend

10. Is there anything else you would like to share with us about your experience taking an online course?



## INFINITY Superintendents Survey

**In order to remain an online program in good standing, the Minnesota Department of Education requires that online school districts undergo a self-study and review process every three years. An important first step of the review process is asking key stakeholders—students, parents, faculty and consortium member districts—to share their perspectives about our program.**

**Thank you for your help with this process.**

1. To what extent do you feel INFINITY Online is meeting the elements of its mission?

I'm not satisfied

To a little extent

To some extent

To a great extent

To a very great extent

☐☐☐☐☐

Other (please specify)

2. What else, if anything, should INFINITY Online provide in terms of courses, professional development opportunities, or blended learning initiatives?

3. Do you have any suggestions for ways INFINITY can be more accessible and adaptable to different student learning styles?

4. In what ways is INFINITY organized to ensure it provides high-quality online learning experiences to students?

5. Given the nature of INFINITY's online classes, technological difficulties can arise. In what ways are the faculty and students assured the technology is up to date and working properly?

6. The next few questions relate to INFINITY's governance structure. The Executive Council includes representatives from each MASA region in which a member district resides; they are elected for 2-year terms. The Executive Council works with the INFINITY director to provide direction for the organization. Executive Council representatives typically meet using WebEx on a quarterly basis during the school year. If your district has a representative on the Council, then a school board member from the district serves on the INFINITY Governing Board. The Executive Council and Governing Board meet together twice during the year (December and June) and those meetings are also done in a virtual format.

How satisfied are you with the Executive Council's level of involvement in overseeing goals set by INFINITY leadership and staff?

Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What one thing could be done to improve the Council's involvement in overseeing INFINITY's goals?

8. How does INFINITY's Executive Council ensure the classes are compliant with K-12 standards?

9. How does INFINITY share data with relevant stakeholders?

10. Is there anything else you would like us to know about your perceptions of the work INFINITY is doing with students in your district?



## INFINITY Teachers Survey

In order to remain an online program in good standing, the Minnesota Department of Education requires that online school districts undergo a self-study and review process every three years. An important first step of the review process is asking key stakeholders—students, parents, faculty and consortium member districts—to share their perspectives about our program. Thank you for your help with this process.

1. To what extent is the work you are doing with students tied to achieving the elements of INFINITY Online's mission?

	To a very great extent	To a great extent	To some extent	To a little extent	To no extent
To provide innovative educational opportunities through online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide high quality professional development in online instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To offer flexible support for blended learning initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you feel INFINITY is meeting the overall mission of the program?

☐ Yes

☐ No

Comment, please.

3. In what ways is INFINITY ensuring it provides high-quality online learning experiences to students?

4. In what ways does the curriculum and course design used by INFINITY support the different learning styles of students and/or cultural differences?

5. Do you have any suggestions for ways INFINITY can be more accessible and adaptable to different student learning styles and/or cultural differences?

6. How do you ensure that the classes you teach are compliant with K-12 standards?

7. Are you able to adequately measure student achievement?

8. How satisfied are you with the direction of the INFINITY Online program?

I'm not satisfied	To a little extent	To some extent	To a great extent	To a very great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Are there opportunities through INFINITY to improve the quality of your work with students?

☐ Yes

☐ No

If so, which opportunities have you taken advantage of?

10. To what extent are you satisfied with the technical support provided for the INFINITY program?

I'm not satisfied	To a little extent	To some extent	To a great extent	To a very great extent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Is there anything else you would like us to know in regard to your work with INFINITY?

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