

Characteristics of eLearning Models and the Issues Involved in :	eLearning Models					
			Virtual Schools or Cyberschools			
			Delivered under the auspices of resident district		Not Delivered under the auspices of resident district	
	Traditional Brick and Mortar (may include electronic instructional materials)	Online Courses (credit is awarded; delivery is external to district)	CyberSchool-Mediated (Parent Mediated Instruction: K-4 mentoring)	Cyberschool - Non-mediated (teachers and students communicate directly)	Cyberschool (Student enrolled in district other than resident district)	Non-District or Non-Public Cyber School
Governance and Locus of control: (i.e. construction of learning); public (e.g. state, local, district, intermediate units, multi-district, charter/non charter); private; home; local control; higher education, national and international	Remains in the building, with the local teacher and principal	Superintendent and local board of education		Department of Education, Board of Education and/or State legislature		
Student Characteristics, Engagement and Support: Including issues of assessment, special needs students, student learning style, engagement, prerequisites, readiness, motivation, technology literacy, class size, diversity of learners, English Language Learners (ELL), involvement of parents, time flexibility, pace of work	<ul style="list-style-type: none"> • Student support structures (guidance, assessment, social) exist locally and, thus, are geographically/physically close to the student; • Increased time flexibility; • Accommodations for varying learning styles; • Lower risk to students due to face-to-face accountability with support staff; • Includes teacher-led motivation; • Provides parents with more physical access to the support personnel in their children's education; and • Provides activities for face-to-face socialization in extra curricular activities and sports. 			<ul style="list-style-type: none"> • Increased opportunities for content-specialization, which potentially increases the student as a pertinent use of his/her time and energy; • Requires new policies to accommodate basic student needs that have tradition face • Increased risk to students "falling through the cracks" as there is no face-to-face type of student support requires self-motivation on the part of the student; • Requires careful consideration regarding class-size to ensure enough capacity staff to keep tabs on students; • Requires technologically-adept parents; • Provides more real-time access for parents to information about their children evaluation; 		
Staffing (teachers, facilitators, administrators, mentors, tech support staff): Includes issues of certification and licensure, professional development, online facilitation skills, technology literacy, content competence, curriculum and instructional design, class size, leadership, school years, extended hours and seat time.	Certified teacher in each classroom; Technology literacy skills are not a priority; Face-to-face instruction and assessment; Traditional class size; Traditional school year; Traditional requirements for seat time.	Teacher located externally, but local facilitator/mentor may be used; Certification requirements determined by state or local district; Professional development in areas of online facilitation skills, technology literacy, and curriculum and instructional design are a priority; Class size is determined externally; School term, school hours and seat time are flexible and are tied to course completion; Leadership requirements are determined by state	Parent acts as facilitator and mentor; Teacher provides instructional support to parent; Teacher is employed by district offering program; District certification requirements apply; Professional development in areas of online facilitation skills, technology literacy, and curriculum and instructional design are a priority; District determines class size, school term, hours, seat time and leadership requirements..	District employs a certified teacher to provide instruction; Certification requirements determined by state or local district; Professional development in areas of online facilitation skills, technology literacy, and curriculum and instructional design are a priority; District determines class size, school term, school hours, seat time and leadership requirements.	Teacher located externally, but local facilitator/mentor may be used; Certification determined by state, consortia and/or local district; Professional development in facilitation skills, technology literacy, and curriculum and instructional design is determined externally; School term, school hours, and seat time are flexible and completion; Leadership requirements are determined by state, consortia and/or	