



Getting Started with Imagine Edgenuity

Participant Guide



Workshop Information

DESCRIPTION

This workshop builds a solid understanding of Imagine Edgenuity's essential features through an exploration of the student and educator experiences. Participants will learn how to manage courses and student accounts, identify the different ways to use data to drive student engagement, progress, and achievement, and will walk away with the initial tools needed to begin using Imagine Edgenuity.

AGENDA

- Introduction
- Part 1: Imagine Edgenuity Exploration
- Part 2: Managing Students and Courses
- Part 3: Monitoring Progress & Taking Action
- Part 4: Best Practices & Closing

OUTCOMES

In this workshop, you will:

- Experience the Imagine Edgenuity Learning Management System as both a student and an educator.
- Manage student accounts and understand how to create classes or user groups.
- Locate courses and explore course structures, course documents, lessons, and assessments.
- Learn how to enroll students, classes, or groups in courses.
- Analyze key data to monitor student progress and drive instruction.
- Discuss best practices and classroom routines for your instructional needs.

Introduction

Imagine Edgenuity provides K–12 content to support instruction in an online or blended learning environment. You and your students can access Imagine Edgenuity’s multimedia content and relevant, real-world assignments anywhere and anytime on any web-based device. Students have the tools they need to interact with content, and teachers have access to real-time data and reports to monitor their students’ progress and achievement.

Like you, we hold a set of core beliefs about learning that informs everything we do.

We believe ...	Therefore ...
Students learn best from people, not by working entirely on their own.	We provide instruction on key concepts and skills through expert on-screen teachers.
Students learn best through active learning.	Our courses are highly interactive, with multiple ways for students to engage with content and practice skills.
All students deserve an education that adequately prepares them for college and career.	Our courses are rigorous and standards-aligned, with real-world examples and assignments.
Different students require different levels of support to be successful.	We provide multiple supports, including captioning, text-to-speech read aloud, translation, and the ability to pause/rewind/replay instruction.



IN TODAY'S CLASSROOM

In the table below, please indicate which best defines how your time is spent.

	All of the Time	Most of the Time	Some of the Time	None of the Time
I collect, record, and analyze all data and records for my students.				
I regularly communicate with parents regarding each student's individual performance.				
I use instructional time conferencing with small groups or one-on-one to reteach concepts.				
I spend time searching the web for teaching materials and digital resources.				
I prepare and present the same content to all students in my class.				

Introduction & Part 1: Imagine Edgenuity Exploration

IMAGINE EDGENUITY CAN:

- ☒ Grade all objective student responses for you.
- ☒ Collect data including grades, time spent on tasks, activity completion, and overall progress for all of your students.
- ☒ Automatically communicate with parents regarding each student's individual performance.
- ☒ Allow you to use your instructional time to conference with small groups or reteach concepts one-on-one.
- ☒ Free up your planning time by providing robust, interactive curriculum that is fully web-based.
- ☒ Allow students to choose their own paths and work at their own pace.

You are still the one nurturing relationships with students, supporting and motivating them to succeed, reviewing their work and giving them feedback, and crafting instructional experiences to apply, extend, and reinforce learning. As a teacher in an online or blended learning environment, you are empowered with tools that seamlessly allow you to facilitate student learning at the level appropriate to the need, whether through whole-group, small-group, or individualized instruction.

MY OUTCOMES FOR TODAY'S SESSION

By the end of this session, I would like to know how to:

☐☐☐

GUIDED EXPLORATION

Use the following questions to guide your thinking as you go through exploration:

What do I know?

What did I learn?

What do I still wonder?



REFLECT

1. What stands out to you in the Imagine Edgenuity experience?
2. What tools are built into the platform to help students be successful?
3. Did you see something you want to know more about?

Part 2: Managing Students and Courses

In Part 2 of this workshop, you will use your personal Imagine Edgenuity account. You will want to make note of your username and password hint.

1. Log in to Imagine Edgenuity as an educator at <https://learn.edgenuity.com/educator>
2. Select your name in the header to access your profile.
3. Review your profile information and permissions.
4. Record your username and a hint that will help you recall your password here:

Imagine Learning

Log in to your account

Student

Educator

Username

Password

Log In

[Forgot your password?](#)

Support Status

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Username:

Password Hint:



NOTE: Do not write your password above; instead, write a hint that will only make sense to you. Any student who obtains your username and password can change grades and lock other students' accounts. Be sure to **keep your login credentials secure, and change your password regularly.**



GUIDED WALKTHROUGH

You will be guided through the steps to manage your courses, student accounts, classes, and user groups. Identify a few of the key program features that you find helpful in supporting your instructional needs and record them in the chart here.

Key Features		Purpose	Notes
Manage Students	Example: Manage Classes	A way to organize groups and / or classes of students	Helpful with filtering and reporting.

Part 2: Managing Students and Courses

	Key Features	Purpose	Notes
Classes / User Groups			
Courses			

Essential Dates

When students are enrolled in courses, dates automatically populate. Dates will default to the date of enrollment unless static start / target dates are already set at the course level. These dates are essential to generate pacing, target progress, and actual grade. Start and target dates can be adjusted any time by educators. A student can begin a course after enrolled even if it is before the start date and work in the course past the target date if needed to continue and complete the course to earn credit.

Enrollment Date

Date the student is **enrolled** in a course

Ex: August 10

Start Date

Date the student is set to **start** a course

Ex: August 20

Target Date

Date the student is set **expected to complete** the course

Ex: December 15



SHARE YOUR INSIGHT

1. Choose two key features from your list above.
2. Demonstrate how to navigate to the feature.
3. Explain why this feature will be useful.

Part 3: Monitoring Progress & Taking Action

As students work through their coursework, we are constantly collecting and recording data in real-time. You will use this data to monitor students in three main areas:

Engagement



Are students active in the learning?

Progress



Are students making forward progress?

Achievement



Are students demonstrating mastery?

1. Set and communicate clear and measureable goals for engagement, progress, and achievement.
2. Monitor progress towards goals routinely.
3. Take needed actions and provide support for students.

Common Actions:

- Unlock test or exam to unblock student
- Add retake for failed assessment to unblock student
- Grade essay or project

DASHBOARD ALERTS

There are three different alerts to help educators know what actions to take. The alerts display on the Dashboard and depending on the course content and/or options, an educator may not see all three. Students who need support will appear at the top of the Dashboard list and have one of the three icons:

Alert	Student	Educator	Best Practice
Red Alert 	• Student failed all assessment attempts and is out of retakes • Student is blocked	Educator needs to add retake, or take other action	Review student attempts and notes prior to adding a retake
Orange Alert 	• Student is ready to take assessment • Student is blocked	Educator needs to unlock assessment	Review student work prior to unlocking high-stakes assessment
Yellow Alert 	• Student submitted an activity that requires teacher grading • Student can continue in course	Educator needs to view and grade activity	Grade student work at least weekly to provide timely feedback

Dashboard Notes:

Dashb

Data Report: Attendance Log

DIRECTIONS: Analyze the data report(s) and determine how you might use this information to drive your instructional decisions. Be prepared to share your conclusions.

Attendance Log For: IMAGINE LEARNING PD TRAINING

Academic Integrity:

Group: School Classes: None Week Of: 7/18/2022 OK 1 Speed Radar

ALL A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Student	Sun 7/17	Mon 7/18	Tue 7/19	Wed 7/20	Thu 7/21	Fri 7/22	Sat 7/23	Total (hh:mm:ss)
<u>01_student</u>								
<u>Alford, Jonah</u>		00:48:02 1 T		02:09:44 3 Q's	01:35:18 2 Q's			04:33:04
<u>Alvarez, Yolanda</u>		00:38:17		00:03:07	02:07:59 2 Q's			02:49:23
<u>Appling, Cecil</u>		00:9:07		00:11:12	00:14:27	01:48:57		02:23:03
<u>Arroyo, Annabella</u>				00:00:08				00:00:08
<u>Bahn, Anna</u>				00:02:53	01:37:53			01:40:46
<u>Bailey, Owen</u>		00:23:04		00:41:18		01:17:53		02:55:17
<u>Barrera, Wanda</u>		00:32:12						00:32:12
<u>Bean, Carsen</u>					00:06:16			00:06:16
<u>Bean, Emmanuel</u>		01:03:01		01:12:18	01:07:42	01:15:04		04:38:05
<u>Benitez, Jennifer</u>				00:03:17	00:00:36			00:03:53
<u>Bennett, Josie</u>		00:03:09				01:52:38		01:55:47

Academic Integrity add-on enabled to alert if students complete multiple activities in highly accelerated time

Discuss data shown in this sample report and answer the following questions.

What does the attendance data indicate about this class' engagement?

What does daily time and total time for the week tell you?

What might the speed radar alert indicate about the student's engagement?

What actions might you take based on this data?

For future reference, this navigation path is **Reports > Attendance Log**

Data Report: Student Session Log

Session Log For: Gordon, Michael

From: 11/4/2021 To: 12/1/2021 [Submit](#) [Print](#)

Session	Time (hh:mm:ss)	Activities Completed
Week 1: 10/31/2021 - 11/6/2021	02:28:31	5
Thursday 11/4/2021	01:35:16	1
12:02 PM-12:32 PM	00:30:52	
AP English Language and Composition - LA5189 A	00:03:00	0
Idle Time	00:27:52	
1:57 PM-1:57 PM	00:00:05	
Idle Time	00:00:05	
2:00 PM-2:00 PM	00:00:06	
Idle Time	00:00:06	
2:02 PM-3:06 PM	01:04:13	1
AP English Language and Composition - LA5189 A	01:03:03	1
Idle Time	00:01:10	
Friday 11/5/2021	00:53:15	4
2:37 PM-3:30 PM	00:53:15	4
AP English Language and Composition - LA5189 A	00:52:36	4
Idle Time	00:00:39	

Idle Time is all time that is not active time and does not contribute to forward progress. It does not always indicate a misuse of time.

Active Time is the time a student spends on an activity up to submission and leads toward forward progress.

Discuss data shown in this sample report and answer the following questions.

What do actual session dates and times suggest about this student's engagement?

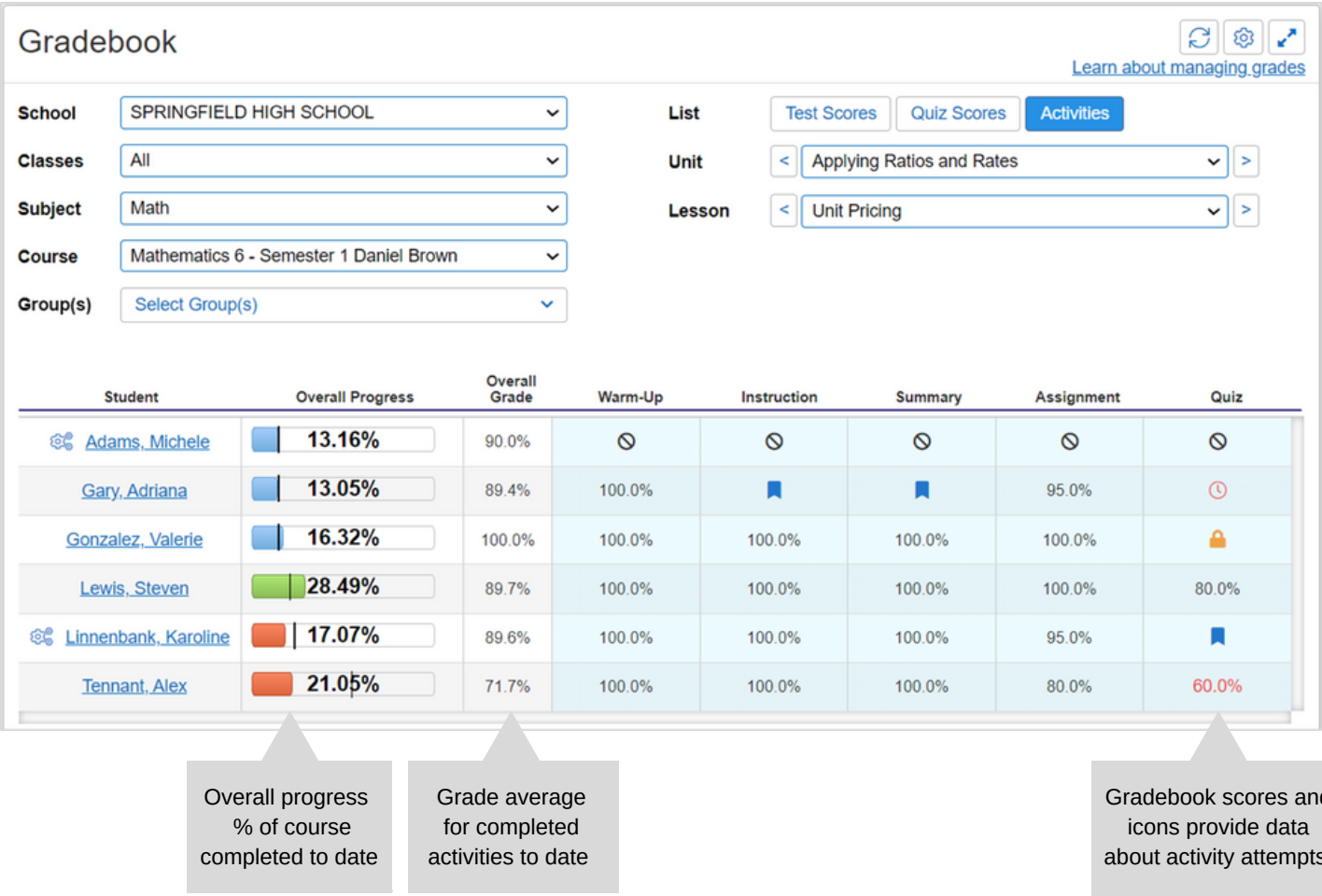
What might idle time versus active time indicate for these days?

What do the activities completed indicate about how time was spent? Why is this important?

What actions, if any, might you take based on this data? What would you discuss in conferencing?

For future reference, this navigation path is **Students > Manage Students > Select Student > Click Session Log** button

Data Report: Course Gradebook



Discuss data shown in this sample report and answer the following questions.

What do you notice about the overall progress % for these students? Are they all progressing as intended?

What do you notice about the overall grades and what other factors might be important to consider?

Which students are showing signs of struggle and how do you know?

What actions might you take based on this data?

For future reference, this navigation path is **Courses > Gradebook**

Data Report: Student Course Report

Adriana Gary

Course Report: Mathematics 6 - Semester 1 Daniel Brown

Grade: 8

Overall Grade: 89.4% | Actual Grade: 84.6% | Relative Grade: 8.2%

Created On: 06/18/2022, 08:06 AM

Start Date: 06/01/2022 Target Date: 09/16/2022

Student Progress: 13.05% | Target Progress: 13.79%

Activity

Due

First Attempt

Submitted

Attempts

Est Time

Total Time

Category

Score

Unit: Applying Ratios and Rates

Lesson: Understanding Speed

Warm-Up

6/1/2022

6/2/2022

6/2/2022

1

8m

35m 29s

Instruction

6/2/2022

6/2/2022

6/5/2022

2

13m

30m 37s

Summary

6/3/2022

6/2/2022

6/2/2022

1

4m

1m 48s

Quiz

6/6/2022

6/2/2022

6/5/2022

2

15m

6m 29s

Quiz

90%

Lesson: Solving Speed Problems

Warm-Up

6/7/2022

6/6/2022

6/6/2022

1

9m

3m 31s

Instruction

6/9/2022

6/6/2022

6/10/2022

2

24m

16m 58s

Summary

6/9/2022

6/7/2022

6/10/2022

2

4m

2m 21s

Assignment

6/10/2022

6/8/2022

6/9/2022

1

18m

3m 34s

Assignment

100%

Quiz

6/14/2022

6/9/2022

6/9/2022

1

15m

3m 7s

Quiz

70%

Lesson: Unit Pricing

Warm-Up

6/14/2022

6/12/2022

6/17/2022

2

9m

4m 51s

Instruction

6/17/2022

6/12/2022

30m

Summary

6/17/2022

6/13/2022

4m

Assignment

6/21/2022

6/13/2022

6/6/2022

1

19m

4m 21s

Assignment

95%

Quiz

6/22/2022

6/14/2022

15m

Quiz

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Target progress expected progress date based on and available

Target progress is expected progress % to date based on target date and available work days

Activity due dates populate when a target date is set

Estimated time is determined by the course; total time is actual time spent

Category and score display for activities factoring into course grade

Discuss data shown in this sample report and answer the following questions.

What do you notice about this student's activity scores and overall mastery? What do the attempts indicate?

What do you notice about the estimated time for activities versus actual total time spent?

Would you consider this student to be struggling right now? Why or why not?

What actions, if any, might you take based on this data?

For future reference, this navigation path is search student and view courses > select course > click **Course Report** button

Part 4: Best Practices

CLASSROOM MANAGEMENT

Set Up	Procedures

Success Tip: Use the [Imagine Edgenuity Educator: Introducing Students to Imagine Edgenuity](#) to plan lessons for introducing students to the platform and program, communicating policies and classroom routines, and teaching strategies to become an effective online learner.

STUDENT SELF-MONITORING & CONFERENCING

Students can monitor their own engagement, progress, and achievement using their attendance report, course report, and progress overview.

Student-teacher conferencing is key to student success. It is a best practice to meet regularly with students to review data and goals, create action plans if needed, and offer support and encouragement.

Success Tip: Students can use the [Imagine Edgenuity Student Goal Sheet](#) to:

- Create / edit goals
- Self-monitor data
- Check-in with teacher
- Record conference notes

CELEBRATE SUCCESS



How will you recognize students and celebrate successes?

Check out our [certificate templates](#) in the Help Center.

Any time support is available directly in the platform **Resource Center** and the **Help Center**.
Join our **Teacher's Lounge** to connect with other Imagine Edgenuity educators.

Closing

Today, you accomplished the following:

- Experienced the Imagine Edgenuity Learning Management System as both a student and an educator.
- Managed student accounts and understand how to create user groups or classes.
- Located courses and explore course structures, course documents, lessons, and assessments.
- Learned how to enroll students, groups or classes in courses.
- Analyzed key data to monitor student progress and drive instruction.
- Discussed best practices and classroom routines for your instructional needs.

For ongoing support, the following resources are available:

- Visit the Help Center within your Imagine Edgenuity account.
- Contact Imagine Edgenuity Support via in-app chat or phone 1.877.202.0338 x3

Additional Notes: