

# NYSCATE Blended & Online Learning Summit Closing Panel

February 06, 2014 | 2:00pm - 3:00pm



# Agenda: February 06, 2014

- **Section I:** Introductions
- **Section II:** Goals of the NYSED Virtual Advanced Placement® (VAP) Program
- **Section III:** Program Goals as it relates to Policy, Stakeholders/community, Curriculum/Instruction and Capacity
- **Section IV:** Next Steps for VAP Program and the VLP Rubric
- **Section V:** Questions and Answers



# **SECTION I**

# Introductions



# About the Northeast Comprehensive Center

The mission of the Northeast Comprehensive Center (NCC) is to develop the capacity of the state education agencies in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont and their networks and agencies to assist districts and schools in improving achievement outcomes for all students. In doing so, we strive to engage with state education leaders in:

- Thinking **systemically** about the relationships among all elements to create coherence and articulate a common purpose;
- Using **research-based findings** and **rigorous evidence** to evaluate impact, refine practices, seek new solutions, and meet learners' needs;
- Acting **strategically** to maximize opportunities and to make the best use of available resources; and
- Working **collaboratively** across leadership levels and organizations to leverage resources and overcome barriers.

## About Us:

NCC is a partnership between RMC Research Corporation, the Community Training and Assistance Center, Learning Innovations at WestEd, and the New York Institute of Technology.

NCC operates under a grant from the US Department of Education. However, our work does not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the federal government.

To learn more visit our website:

[www.northeastcompcenter.org](http://www.northeastcompcenter.org)



# Panelists

- John P. Brock, Associate in School Library Services, Office of Educational Design and Technology NYSED
- Pamela A. Sandoval, Ph.D., Associate Professor, Binghamton University Graduate School of Education
- Margaret Colella, eLearning Specialist, Oswego County BOCES
- David Collins, Principal, Mohonasen High School, Capital Region BOCES
- Mary B. DeMatteo, VAP Coordinator, Department of Staff and Curriculum Development, Madison-Oneida BOCES
- Kelli Eckdahl, Ed.D., eLearning Director, Wayne-Finger Lakes BOCES
- Regina Moraitis, Distance Education Services Coordinator, Nassau BOCES



# Oswego County BOCES

- 4 BOCES formed a Joint Management Team:
  - Oswego County BOCES, Tompkins-Seneca-Tioga BOCES, Onondaga-Cortland-Madison BOCES, and Cayuga-Onondaga BOCES
- 25 participating school districts
- 5 teams created 5 AP® courses
- Courses are taught in a fully online format
- 4 eLearning specialists (program/student mentors)
- LMS - Moodle
- Equipment provided – laptops and wifi
- PD to administrators, counselors, instructors



# Capital Region BOCES

- Fifty students served across seven districts
- Four teams developed curriculum for four unique courses (AP® English, AP® Psychology, AP® Economics, AP® Art History)
- Curriculum supported by Florida Virtual
- Laptops w/wireless capability provided to all students
- Technical support and PD provided to teachers through BOCES e-learning team
- Courses taught in a blended learning environment



# Madison-Oneida BOCES

- A federally funded (Race-to-the-Top) effort to improve student access to Advanced Placement® courses
- Three online Advanced Placement® courses were developed using the Canvas LMS and offered during the 2013-2014 school year:
  - English Literature and Composition
  - Calculus AB
  - United States History
- Serves 351 students from seven school districts
- Each student is assigned an iPad with 24 hour Internet access
- Courses are taught in a blended or fully online format
- College student mentors provide online after school help
- In-district coaches provide on-site technical support during the school day
- Technical support and professional development is provided by Model Schools





# Wayne-Finger Lakes BOCES

- 474 Students
- 38 Participating School Districts (EduTech)
- AccelerateU, Advanced Placement® courses
- Created 5 Advanced Placement® courses
- Professional Development for Guidance Counselors, Administrators, Online Instructors
- Laptops with 4G, textbooks, software, headsets, backpacks PSAT and Advanced Placement® exams



# Nassau BOCES

- \$2 Million for the Long Island region – Nassau, Eastern Suffolk and Western Suffolk
- 15 participating school districts
- 11 teachers developing Advanced Placement® Courses(AP® Calculus B, AP® Chemistry, AP Environmental Science, AP® Italian, AP® Music Theory, AP® Studio Art) in BrainHoney LMS
- Students eligible to take online AP® courses through a provider for the first year
- Equipment provided – Laptop carts, laptops, WAP, printers, tablets for students
- PD – Course Development, district mentors, LMS training, best practices in online teaching, workshops, seminars, conferences, collaboration with college professors



## **SECTION II**

## Goals of the VAP Program



# Goals of the NYSED Virtual Advanced Placement® (VAP) Program

- Propose the development, enhancement, or expansion of **professional development opportunities** for teachers to effectively conduct and support virtual learning AP® courses at the high school level for the targeted student population.
- Propose the development, enhancement, or expansion of **institutional infrastructure** to support the district(s) or school(s) Virtual AP® Program or enable improved access to virtual learning AP® courses by the targeted student population.
- Propose to develop, enhance, or expand **virtual learning AP® courses** at the high school level. Explain why the virtual learning courses supported by the proposed program qualify as AP® courses. Effective virtual learning AP® courses must enable low-income students to enroll and succeed on AP® tests.



## **SECTION III**

## Panel Discussion



# Professional Development



**POLICY:** How do your Virtual Learning Policies support systemic oversight and analysis of program effectiveness and professional development?



- Goal is to not create extra work for districts
- Use current Acceptable Use Policy
- Use current Code of Conduct
- AccelerateU's policy on student expectations-signed contract
- Communication policy - weekly



# Professional Development



**STAKEHOLDERS/COMMUNITY:** How should Virtual Learning Programs develop strong working relationships with the broader community through professional development to support students' academic progress and social emotional well-being?





## Building community through PD

- research-based support
- planning and action
- sustainable
- collaboration and growth

## Academic progress

- motivation to learn
- learning is fun
- failing in increasingly interesting ways

## Social emotional well-being

- competing myths
- counselling services scope, quality, support



# Professional Development



**CURRICULUM/INSTRUCTION:** How does your Virtual Learning Program Instruction reflect systemic collaboration and professional development?



## Course Developers and Instructors:

- Established collaboration teams across four counties
- Developed community of blended learning professionals
  - Attended AP® Summer Institutes
  - Participated in SUNY Learning Network training
  - Learning Management System training (Moodle)
  - Participated in blended learning training
  - Collaborated with library media specialist
  - Traditional classrooms transforming into blended learning classrooms



## eLearning Specialists:

- Collaborate with course developers and instructors as part of their community
- Primary support for instructors
- Participated in LMS and blended training
- Trainers for upcoming course development



# Professional Development



**CAPACITY:** How do you ensure highly effective teachers and leaders create and sustain a well functioning and successful program?



- Application Process to select instructors and curriculum writers
  - Application is available to all teachers in participating districts
  - Assess previous experience (DL or online learning, AP® experience and success)
  - Administrative teams reviews applications and makes selections
  
- Professional Development, Training, and Support
  - Summer curriculum work and online training
  - Continued collaborative problem solving
  - Observation by local administrators
  - VAP consortium meetings
  - Formal program review



# Institutional Infrastructure



**POLICY:** How can districts(s) or school(s) ensure that Virtual Learning Policies are incorporated in technology plans and adhere to federal laws and regulations?



- NYCRR 100.5(d)(10)
- Flexibility – not a requirement
- Be proactive in planning – contact NYSED
- NYS certified teachers in subject, employed by district, BOCES, or as part of shared service agreement
- Regular and substantive interaction with pupils
- Reporting of teacher of record in SIRS





# Institutional Infrastructure



**STAKEHOLDERS/COMMUNITY:** How does your program develop strong working relationships with the broader community to support access for all students?



## Developed online program infrastructure

- eLearning Specialist developed relationship with all districts
- eLearning Specialist is the liaison to districts and mentor to students
  - LMS (Moodle) training to teachers and students
  - LMS (Moodle) management and support
  - Student progress and grade reporting
  - Student and guidance support
  - Instructor support
  - Technical support



# AP® College Board professional development training

- Available to participating grant districts and non-eligible districts
- Goal is to develop or improve AP programs
- Open to administration, guidance counselors, teachers, and eLearning specialists
  - Building an AP® program
  - AP® instructional leadership
  - Vertical team building for specific content
  - Pre-AP® strategies for specific content



# Institutional Infrastructure



**CURRICULUM/INSTRUCTION:** How should effective Virtual Learning Program Curriculum implementation include a mechanism for quality assurance?



## **Valid Curriculum – Preparing for college and work**

- Curriculum meets content and pedagogical standards?
- Curriculum meets state standards for content and pedagogy
- Curriculum meets online standards
- Content curriculum committee or others look at the curriculum for critical face validity. (For VAP—Course is approved by College Board)

## **Valid Assessment -Teaching chairs or are students learning.**

- Assessments that inform what students are learning.
  - Do they know: Facts and understanding
  - Can they do: Basic Skill Development
  - Can they perform at higher levels: Critical and analytic skill development
- Track and use results to help students improve and to improve curriculum.



# Institutional Infrastructure



**CAPACITY:** How does your Virtual Learning Program plan and budget for all the educational materials needed to be successful in an virtual/learning environment?



# Districts

- Laptops, carts, printers and WAP to create mobile classrooms
- Tablets for students to use outside of school
- Courses from course provider, text-books, workbooks, AP® exam review books
- Facilitator to serve as a liaison/mentor for the students taking the courses (stipend)
- Provide professional development and training



# Virtual Learning AP® Courses



**POLICY:** How do your Virtual Learning Policies ensure student readiness and success?





- Use policies already in place such as AUP and Code of Conduct
- No magic formula
- Student motivation is key
- Grade level doesn't determine readiness
- Professional Development with Guidance Counselors on looking for students who would be good candidates
- Support model within the district is key



# Virtual Learning AP® Courses



**STAKEHOLDERS/COMMUNITY:** How do you ensure that all stakeholders understand the mission, goals and objectives of your Virtual Learning Program?



- Informational group meetings with districts
- LMS listserv messages, SMS (Blackboard)
- Email communications
- Individual district visits
- Turn-key personnel (Facilitators, teachers)
- Training workshops for teachers and guidance counselors to facilitate student participation
- Professional Development workshops
- District PTA meetings with parents
- Surveys



# Virtual Learning AP® Courses



**CURRICULUM/INSTRUCTION:** How does your Virtual Learning Program Instruction reflect pedagogical preparation towards college and career readiness?



## **Core Academic Knowledge and Skills**

- Highly qualified AP® teachers selected to develop online courses
  - Selection based on AP®, online, technical, and adjunct experience
- Courses approved by College Board and MVCC for dual credit
- Engaged college faculty in the process

## **Key Behaviors and Attitudes**

- Collaborative instructional design in the development of projects that require student collaboration and communication

## **Career-Specific Knowledge and Skills**

- Instruction that combines content with technology to promote technological readiness that can be applied to a vast number of courses and careers



# Virtual Learning AP® Courses



**CAPACITY:** Can you explain how Staff and Students are provided reliable access to resources and support for learning within your Virtual Learning Program?



- Strong partnership between BOCES and component schools generates continuous dialogue and immediate response to program needs
- Resources for Students
  - Shmoop - Online AP® resource
  - Texts provided for English and Art History
  - Review Books for AP® exam prep
  - Laptops with wireless capability for all students
- Support for Students
  - TA or adult support in classroom
  - Instructors available via e-mail
  - Tech support provided by e-learning team
  - AP® exam fee provided through grant



## **SECTION IV**

## Program Evaluation





# Program Evaluation



How should Virtual Learning Programs build effective and reliable monitoring and evaluation plans which provide district(s) and/or schools(s) with user-friendly feedback?



## Formative Evaluation

- How satisfied and motivated are teachers and student in online courses?
- Do the on-line courses meet Standards?
- Has the on-line program increased the number of students taking courses?
- How many students receive satisfactory grades in online courses as compared to all courses?

## Summative Evaluation

- How well do students in the on-line courses achieve as compared to similar students in the same schools?
- How well do students in the on-line courses achieve as compared to students with similar demographic or other mediating variables?



## **SECTION V**

# Regional Virtual Learning Program Rubric



# Draft Rubric

## VIRTUAL LEARNING PROGRAM RUBRIC

1. Policy: This domain intends to evaluate the policy context in which virtual learning programs are implemented. Sound policies related to virtual learning will influence the degree to which implementation thrives and is sustained over time.					
Element	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<b>Standard 1.1:</b> Virtual learning policies facilitate competency-based instruction.	Policies support competency-based learning reflecting student-learning outcomes versus seat time have been developed and implemented completely with fidelity.  <input type="checkbox"/>	Policies support competency-based learning reflecting student learning outcomes versus seat time have been developed and implemented unevenly.  <input type="checkbox"/>	Policies are being developed to support competency-based learning reflecting student-learning outcomes versus seat time.  <input type="checkbox"/>	There are no policies to support competency-based learning.  <input type="checkbox"/>	
Evidence, notes, comments					
<b>Standard 1.2:</b> Virtual Learning policies are reviewed regularly and evaluated.	Virtual Learning policies are reviewed every 12 – 18 months and modified as-needed to assure supports for quality programming are in place and to support the evolving practices and needs related to Virtual Learning programs.  <input type="checkbox"/>	A process has been developed for review and revision of policies regarding Virtual Learning as it evolves. The process is implemented either inconsistently or without fidelity.  <input type="checkbox"/>	A process is being developed for reviewing and revising of policies regarding Virtual Learning as it evolves. The process has not been implemented.  <input type="checkbox"/>	No process has been developed for reviewing and revising policies regarding Virtual Learning.  <input type="checkbox"/>	
Evidence, notes, comments					



# Rubric Creation Process Recap



- State teams presented potential domains for use in the regional rubric
- Domains were distilled throughout the working group sessions in early October in Woburn, MA
- Standards, Levels and Indicators were created based upon the finalized domains
- A rubric review committee was formed to iteratively refine and enhance the rubric
- Rubric reviewed and approved by state legal and governing bodies



# VLP Rubric Next Steps



- NCC shared a draft rubric version 1.2 to working group participants with wraparound content at the end of January
- NCC will reconcile the final rubric based on feedback from working group participants
- Rubric is finalized and ready for submission to state legal and governing bodies for review
- Schools in each of the participating states are selected for pilot testing



# VAP PLC



## PLC Overview

### Goals of the PLC

- Learn
- Share
- Collaborate

Contact Information (if you are a VAP grantee)

Anushka Paul at [apaul@northeastcompcenter.org](mailto:apaul@northeastcompcenter.org)





## Questions and Answers



# Thank you.



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