

VIRTUAL INSTRUCTION PROGRAM (V.I.P.) COMMITTEE

Meeting #1 – January 10, 2012

A decorative graphic at the bottom of the slide consisting of a green trapezoidal shape pointing downwards, which is partially overlaid by a yellow trapezoidal shape pointing upwards. Both shapes have a white border.

AGENDA

- ▶ Membership and introductions
- ▶ Brief review of collegiate and K-12 trends
- ▶ Benefits of a V.I.P.
- ▶ Definitions
- ▶ V.I.P. mission, committee charge, process, and timelines
- ▶ Setting the stage
 - ▶ Basics of online education
 - ▶ What are we “loose” and “tight” with
 - ▶ What questions do you have? Information do you need?
 - ▶ Discuss future meeting dates
 - ▶ Begin needs identification (time permitting)

MEMBERSHIP

▶ Teachers

- ▶ Brenda Appleton (HS), Chris Demianew (HS), Lisa Frye (HS), Tim Zacharias (HS)
- ▶ Rob Doherty (MS), Emilee Oja (MS)

▶ Administration

- ▶ Buzz Brazeau (Principal), Ryan Keefauver (HS AP), Neely Kirwan (MS Principal)

▶ Board and Parents

- ▶ Jason Middleton (Board and Parent), Dave Smith (Board), Tamra Mabbott (Parent)

▶ Other

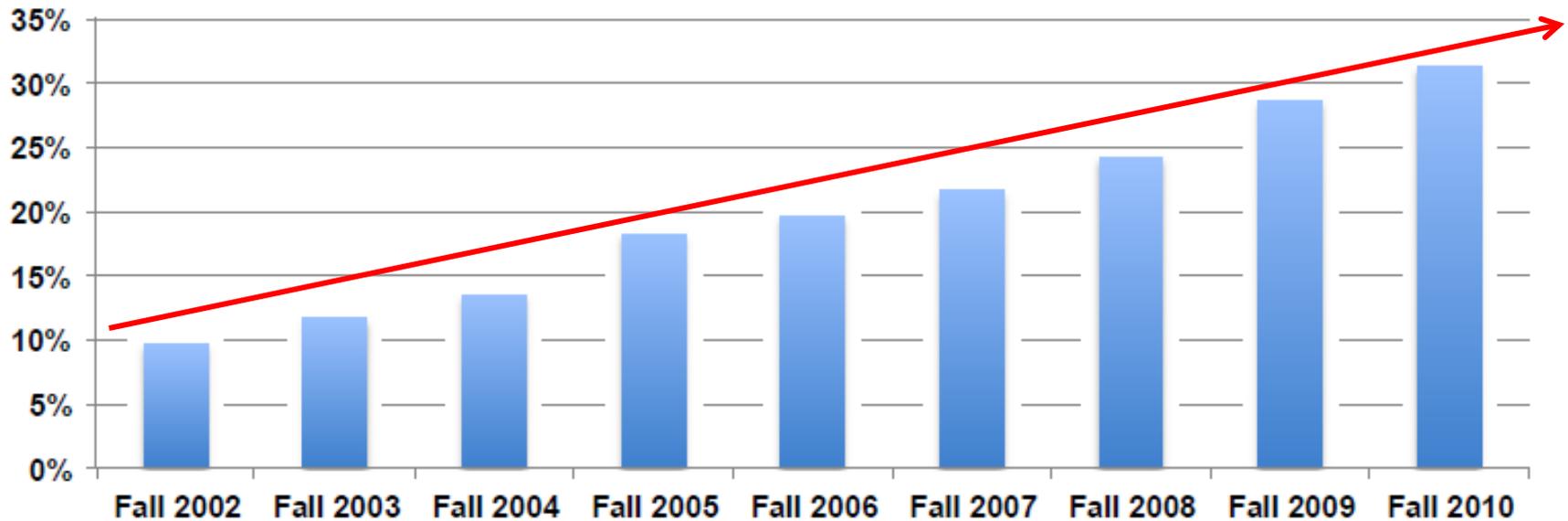
- ▶ Eric Volger (ESD), Dave Fiore (OEA), Tani Houk (HAT), Bob Silva (IT), Alexis Pursel (Student)

▶ Non-voting Members

- ▶ Wade Smith, Bryn Browning (Asst. Sup.) & Briana Cortaberria (Comm.)

COLLEGIATE ENROLLMENT TRENDS

**ONLINE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT -
FALL 2002 THROUGH FALL 2010**



WHERE IS COLLEGIATE ONLINE LEARNING HEADED?

WHERE STUDENTS ARE TAKING CLASSES: 2009 V. 2014



Source: Ambient Insight, "US Self-paced eLearning Market," via Webinar entitled "Innovation in Educational Technology: The Virtualization of K-12 and Higher Education," October 2009.

WHERE IS K12 ONLINE LEARNING HEADED?

- ▶ In the year 2000, roughly 45,000 K–12 students took an online course. In 2009, more than 3 million K–12 students did, representing a 700% annual growth rate.*
- ▶ That number grew to more than 4 million in 2010.**
- ▶ By 2019, 50 percent of all high school courses will be delivered online.***

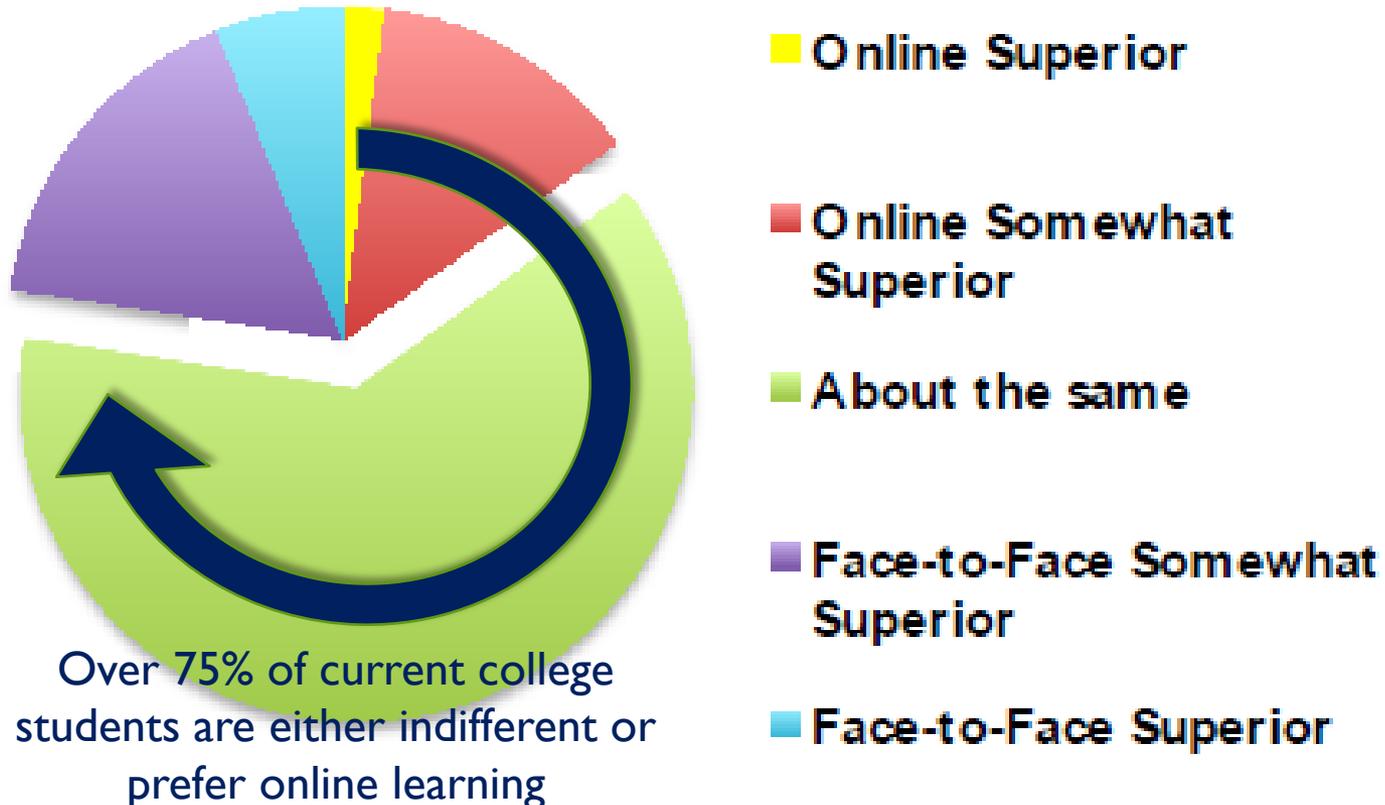
**The Rise of K-12 Blended Learning, 2011*

***Education Week, Nov 2011*

***Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns, 2008*

HOW DO THE STUDENTS FEEL ABOUT ONLINE LEARNING?

PERCEIVED STUDENT SATISFACTION IN ONLINE AND FACE-TO-FACE COURSES - FALL 2011



WHAT'S THE CURRENT TREND IN K-12

- ▶ Most school districts find themselves in one of five stages
 - ▶ They have created and implemented a virtual component (Tigard Tualatin SD, Salem-Keizer SD, Corvallis SD, ...)
 - ▶ They have contracted out their virtual learning (over 40 school districts to Insight, Connections Academy, ...)
 - ▶ They are in the process of exploring and developing a virtual component
 - ▶ They are aware of the need but have not begun any formal process to identify/develop their program
 - ▶ They are in denial and/or hoping that the movement goes away 😊

ANTICIPATED BENEFITS THE V.I.P. WILL PROVIDE HERMISTON STUDENTS

- ▶ Expose and prepare our graduates for college and career experiences which become increasingly dependent on online learning.
- ▶ Ability to expand our learning opportunities for our students.
- ▶ Offer an online learning opportunity superior to the current “private” market.
- ▶ Better meet the educational needs of students who are behind (summer and “catch-up” learning), students who are advanced (better access to college-level/advanced courses at our own high school), students who have been removed or can not access the regular educational setting (special education, behavioral, etc).
- ▶ Offer a comprehensive, local, public high school option to students and their families who currently choose not to send their students to our system.

DEFINITIONS

- ▶ **Online/Virtual learning** is instruction via the web that includes a software-based curriculum and interface which provides a structured learning environment. It may be accessed from multiple settings (in school and/or out of school buildings). In most scenarios the teacher serves as the facilitator of the learning rather than the deliverer of the learning.
- ▶ **Comprehensive program**: One important distinction is whether the online program provides a complete (comprehensive) set of courses for students who may enroll up to full-time or provides a small number of supplemental courses to students enrolled in a physical school.
- ▶ **Reach**: Online programs may operate within a school district, across multiple school districts, or even across the state.
- ▶ **Delivery (synchronous vs. asynchronous)**: Most online programs are primarily asynchronous—meaning that students and teachers work at different times, not necessarily in real-time interaction with each other.
- ▶ **Type of instruction** (from fully online to fully face-to-face): Many programs are now combining the best aspects of online and classroom instruction to create a variety of **blended** or hybrid learning experiences.

HERMISTON'S V.I.P. MISSION

- ▶ Hermiston's Virtual Instruction Program will offer high quality, engaging, online and blended learning opportunities to students in order to expand curriculum availability, compliment proficiency based learning, improve learner flexibility, and ensure students are prepared for college and career life-long learning experiences.

THE COMMITTEES' CHARGE/WORK

▶ Primary Charge

- ▶ What will the system look like? Your core work will surround the selection of the “program(s)” from teacher, parent, board, student, and administrator perspectives.

▶ Secondary Tasks

- ▶ What sort of staff development will be needed to support our teachers who choose to instruct in this new media?
- ▶ What kind of personnel (if any) will be needed to meet program requirements?
- ▶ What sort of technology requirements will be needed to support the selected program?
- ▶ Recommendation of other supports, structure, and communication necessary to ensure program success

THE PROCESS



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OTHER TIMELINES

- ▶ Contract logistics/MOU agreed to between the BOE and HAT by June 2012
- ▶ Trial courses offered by fall of 2012 to select students
- ▶ Full course implementation available to students in the Fall of 2013

SETTING THE STAGE

- ▶ Basics of online education delivery
 - ▶ What are we “loose” and “tight” with
 - ▶ What questions do you have? Information do you need?
 - ▶ Discuss future meeting dates
 - ▶ Begin needs identification (time permitting)
- 

BASICS OF ONLINE DELIVERY

- ▶ In-house created delivery system(moodle, etc) (taught by in-district educators or out-of-district educators contracted by the local school district)
- ▶ Purchased delivery system (taught by in-district educators or out-of-district educators contracted by the local school district)
- ▶ Contracted-out: Delivery system and educational oversight provided by an outside agency (e.g. Insight School, Connections Academy, Aventa, ...)

IN-HOUSE APPROACH

Pros

- ▶ Teaching staff are intimately involved in the curriculum development, planning, and preparation

Cons

- ▶ Extremely prohibitive on any large scale due to cost, time, and energy
- ▶ Requires far more teacher-energy to instruct (grading, progress checking, monitoring of students)
- ▶ IT intensive (designing, hosting, etc)
- ▶ Constantly updating the coursework to meet standards adjustments
- ▶ Extremely difficult to make “appealing” and often looks more like an online textbook than online instruction

PURCHASED APPROACH

EXAMPLES INCLUDE APEX, AVENTA, PLATO...

Pros

- ▶ Teacher becomes a facilitator of learning rather than a deliverer of learning
- ▶ “Programming” work is done by the software developer rather than internally
- ▶ Digital curriculum is usually kept up to date and more current
- ▶ Interface and curriculum is often much more engaging and interactive

Cons

- ▶ The curriculum may not match the “bricks and mortar” curriculum as well as “in house”
- ▶ Costs may or may not be more expensive

OUTSOURCED APPROACH

Pros

- ▶ Limitless course availability for students
- ▶ Little to no district energy or time spent to offer the courses
- ▶ Districts may be better able to maintain student enrollment in the resident district

Cons

- ▶ The most costly (district flows through most of the State \$ to the educational provider)
- ▶ No control over curriculum or instructors
- ▶ No opportunity to promote blended learning options
- ▶ Does not maximize use of local staff, facilities, and opportunities

HOW CAN WE CAPITALIZE ON THE BEST OF EACH OF THE DELIVERY SYSTEMS?

▶ In-house advantage

- ▶ Can we find a system which allows teachers the ability to manipulate (if needed) the curriculum to meet their program needs?

▶ Purchased advantage

- ▶ Can we find a system that is engaging, cost effective, and can be used by local teachers to facilitate learning (both pure and blended)?

▶ Outsourced advantage

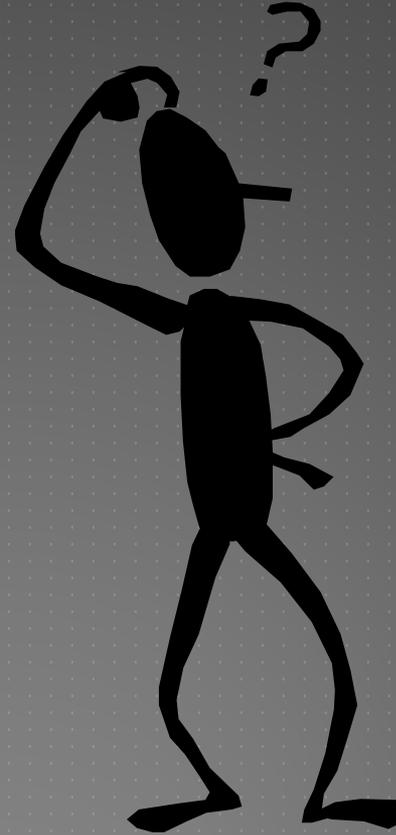
- ▶ Can we find a system which allows us the flexibility to purchase select courses and the educational facilitator if we don't have the local resources to provide it internally

SETTING THE STAGE - COMMITTEE POWER & LATITUDE

- ▶ Primary Charge
 - ▶ Recommend to the Superintendent best “program(s)” from teacher, parent, board, student, and administrator perspectives, to meet our district’s needs.
- ▶ What are we “loose” on and what are we “tight” on
 - ▶ Tight
 - ▶ Selection and implementation timeframes
 - ▶ Program(s) selected must align with identified needs (established Mtg. #2)
 - ▶ Program must provide curriculum software and communication interface allowing teachers to facilitate the learning rather than having to create it from scratch
 - ▶ Ensure that whatever program(s) we select provides the opportunity to purchase facilitators if we don’t have any local teachers available/willing
 - ▶ Loose
 - ▶ Everything else... 😊

WHAT DO YOU NEED FROM US?

- ▶ Questions?
- ▶ Information?



MEETING DATES



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