Flexible Online Learning Solutions

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Presenters

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UTHS Mission

(1) provide opportunities for students to continue their formal education at their own pace and to obtain a high school diploma. (Authority for this action is the Texas Education Code §11.351.)

(2) support students, schools, and districts in Texas by providing accessible and high-quality online courses, assessments, and support services.

Participants Poll: Question #1

At which district or organization do you work?

Respond at **PollEv.com/bethcooper979**

Text **BETHCOOPER979** to **37607** once to join, then text your message

Online Learning: Types

- Independent
  - Synchronous
  - Asynchronous
- Blended
- Collaborative

Online Learning: Research

Online learning should…

- include high authenticity, high interactivity, and high collaboration (Ring & Mathieux, 2002)

- apply the ARCS model (Keller & Suzuki, 1988)
  - *A*ttention, *R*elevance, *C*onfidence, *S*atisfaction

- vary learning activities to accommodate learning needs (Anderson, 2008)

Online Learning: Research

Online learning…

- should offer students an opportunity to transfer learning to real-life applications (Anderson, 2008)

- requires students to take more responsibility for managing their own learning (Moore & Kearsley, 2012)

- Success is influenced by the student's characteristics (Meyer, 2003)

Participants Poll: Question #2

Which grade level students do you support?

Respond at **PollEv.com/bethcooper979**

Text **BETHCOOPER979** to **37607** once to join, then **A, B, C, D, or E**

College/Adults	**A**
K-12	**B**
High School	**C**
Middle School	**D**
Elementary	**E**

Campus Needs Assessment

- Priority focus areas for academic improvement

- Available resources

- Needs of student groups

- Types of online learning or technology

- Training

- Funding

Activity

Campus Needs Assessment: Sample Focus Areas

- STAAR Scores

- Early Intervention

- Student Groups

- Credit Recovery

- Acceleration

Online Learning: Targeting Student Needs

- Classroom Blended Learning

- Targeted STAAR Prep

- Credit Recovery

- Course Acceleration

- Flexible Course Scheduling

Online Learning: Classroom Blended Learning

- Whole Class

- Flipped Classroom Approach

- Centers/Stations/Labs

- Student Groups

- Interventions

Online Learning: Targeted STAAR Prep

- Identification Tools
  - STAAR Results
  - Diagnostic Assessments
  - Benchmark Assessments

- Learning Goals
  - Concept and Skills Preview/Pre-Teach
  - Concept and Skills Review
  - Concept and Skills Reteach/Relearning

Online Learning: Targeted STAAR Prep

- Structure
  - Varied Groupings
    - Whole Class, Small Groups, or Individual
  - Schedule
    - Before School, After School, In-Class, Pull-Out

- Resources
  - Available Staff
  - Funding

Online Learning: Credit Recovery

- **Assess Student Needs**
  - Courses
    - Course Credits
    - Online Course Availability
  - Student Learning Preferences
- **Support Systems and Structure**
  - Progress Monitoring
  - Check for Understanding
  - Self Reflection

Online Learning:
Course Acceleration

- Identify Student Group's Needs

- Courses, Subject Areas, Concepts & Skills

- Individualized Educational Plan/Personal graduation Plan

- Policies

Online Learning: Flexible Course Scheduling

- Learning Commons/Media Center

- Learning Lab

- Before, After, or Saturday School

- Independent/Off-Site

Participants Poll: Question #3
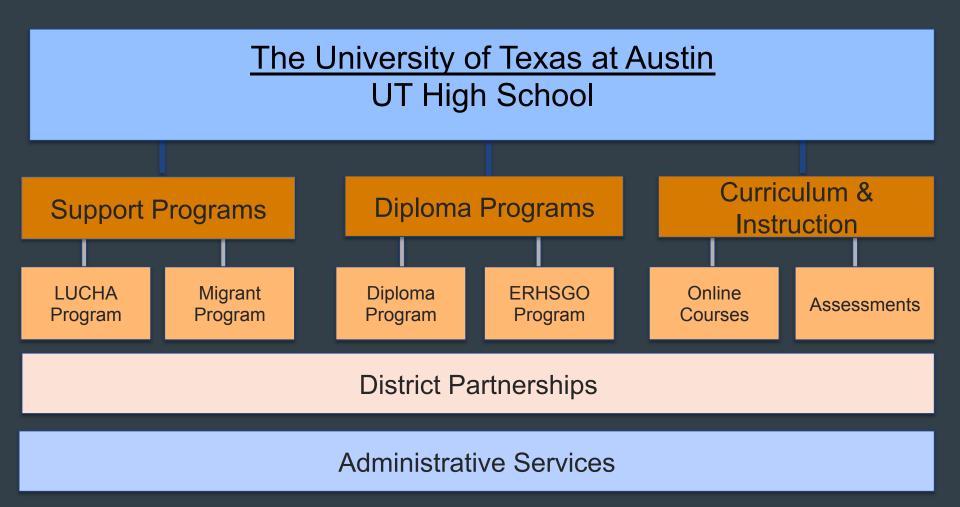
Targeted Online Learning Plan:

Objective: Improve students' benchmark and STAAR performance using online learning as targeted intervention.

Target Student Groups	Identification Criteria and Tools	Person(s) Responsible	Resources	Measure(s) of Success	Timeline (Schedule and Implementation)	Costs
Strategy: Assign students who failed the benchmark assessment to Saturday School to participate in online learning focused on mastering targeted STAAR concepts and skills.						
Students who scored below 70% on fall semester benchmark assessment for EOC Biology.	*Identification:* Benchmark Assessments *Report Data:* Individual student mastery analysis report, by objective	Associate Principal, Dept. Chair, Teachers	UTHS Curriculum site license for online Biology course	Session attendance Coursework completion & percentage mastery by objective Performance on Benchmark Assessment & STAAR	October through January Two Saturdays/month 9:00-12:00	Curriculum $75/student x 50 students = $3,750 Teacher pay = 3 teachers x $25/hr x 6hr x 4 mo = $1,800 **Total = $5,550**

Example

Targeted Online Learning Plan

- High School
- Middle School
- Elementary School

Activity

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