Flexible Online Learning Solutions

June 15, 2015
Presenters

Beth Cooper
Principal
bcooper@austin.utexas.edu
(512)471-1838

Judith Berrean
Assistant Principal
jberrean@austin.utexas.edu
(512)475-9641
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)
  • Attention, Relevance, Confidence, Satisfaction

• 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?**

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

Respond at [PollEv.com/bethcooper979](http://PollEv.com/bethcooper979)

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

• Priority focus areas for academic improvement
• Available resources
• Needs of student groups
• Types of online learning or technology
• Training
• Funding
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**

*What is your role in your organization?*

- Respond at [PollEv.com/bethcooper979](http://PollEv.com/bethcooper979)
- Text **BETHCOOPER979** to **37607** once to join, then **A, B, C, D, E...**

<table>
<thead>
<tr>
<th>Role</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>A</td>
</tr>
<tr>
<td>Counselor</td>
<td>B</td>
</tr>
<tr>
<td>Teacher</td>
<td>C</td>
</tr>
<tr>
<td>Designer/Developer</td>
<td>D</td>
</tr>
<tr>
<td>Student</td>
<td>E</td>
</tr>
<tr>
<td>Other</td>
<td>F</td>
</tr>
</tbody>
</table>
Targeted Online Learning Plan:

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

<table>
<thead>
<tr>
<th>Target Student Groups</th>
<th>Identification Criteria and Tools</th>
<th>Person(s) Responsible</th>
<th>Resources</th>
<th>Measure(s) of Success</th>
<th>Timeline (Schedule and Implementation)</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who scored below 70% on fall semester benchmark assessment for EOC Biology.</td>
<td>Identification: Benchmark Assessments Report Data: Individual student mastery analysis report, by objective</td>
<td>Associate Principal, Dept. Chair, Teachers</td>
<td>UTHS Curriculum site license for online Biology course</td>
<td>Session attendance Coursework completion &amp; percentage mastery by objective Performance on Benchmark Assessment &amp; STAAR</td>
<td>October through January Two Saturdays/month 9:00-12:00</td>
<td>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</td>
</tr>
</tbody>
</table>

Strategy: Assign students who failed the benchmark assessment to Saturday School to participate in online learning focused on mastering targeted STAAR concepts and skills.
Targeted Online Learning Plan

• High School
• Middle School
• Elementary School
Presenters

Beth Cooper
Principal
bcooper@austin.utexas.edu
(512)471-1838

Judith Berrean
Assistant Principal
jberrean@austin.utexas.edu
(512)475-9641
References


