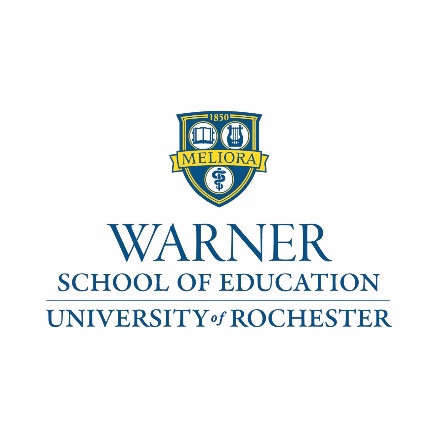
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**NYS Learning Technology Grant**

**Wayne-Finger Lakes BOCES with University of Rochester Warner School of Education**

**Grant Planning Meeting**

**Date:** Monday, March 4, 2019| **Time:** 10:00 a.m.

**Location:** U of R Warner School of Education, Room 419, LeChase Hall

**Present:** Raffaella Borasi, Mike Morone, Kelly Masters, David Miller, Heather Pannucci, and

Laura Payne-Bourcy

Program Overview: EduTech Online Learning (EOL)

The **Wayne-Finger Lakes BOCES** collaborates with the **Warner School Center for Learning in the Digital Age (LiDA)**. Launched in the summer of 2018, the Warner School Center is led by Raffaella Borasi. The Center’s intent is to collaborate with various educational partners to leverage digital resources to improve learning and development in K-12 and higher education settings, as well as across the lifespan in a variety of non-traditional settings. Aligned with the Warner School’s expertise in bridging research and practice, the center seeks to support individual educators and institutions to better utilize digital technology to help students succeed.

**AccelerateU** is a service of the Wayne-Finger Lakes BOCES provided to its component districts. The service offers more than 200 online courses to students in these component districts and to other districts via cross contracts with other BOCES. The online courses offered currently are fully web-based and led by more than 30 New York State Certified teachers.

AccelerateU meets NYSED Part 100.5D Diploma Requirements for Online and Blended Courses. The service unit supports students of all abilities, in many situations – kids who are recovering credit, accelerating, traveling for various reasons (study abroad, sports, etc.), homebound, medically fragile, with special situations, and with IEPs and 504 plans. Component districts include: Bloomfield CSD, Canandaigua City School District, Clyde-Savannah CSD, Dundee CSD, Gananda CSD, Geneva City School District, Gorham-Middlesex CSD (Marcus Whitman), Honeoye CSD, Lyons CSD, Manchester-Shortsville CSD (Red Jacket), Marion CSD Naples CSD, Newark CSD, North Rose-Wolcott CSD, Palmyra-Macedon CSD, Penn Yan CSD, Phelps-Clifton Springs CSD (Midlakes), [Red Creek CSD](http://www.rccsd.org/), [Romulus CSD](http://www.romuluscsd.org/), [Seneca Falls CSD](http://www.sfcs.k12.ny.us/), [Sodus CSD](http://www.soduscsd.org/), [Victor CSD](http://www.victorschools.org/), Waterloo CSD, Wayne CSD, and Williamson CSD.

**Laura Payne-Bourcy Consulting Services** will provide evaluation services to the collaborators as a certified woman-owned business and veteran evaluator of grant-funded efforts in New York State. The team’s work will seek to monitor, track, and support efforts to:

* Expand educational opportunities in rural high school through online and blended learning;
* Increase the availability of STEM courses in science and engineering; and
* Increase the capacity and capability of each district to provide blended and online learning opportunities.

Key Points of Discussion:

Mike clarified that AccelerateU started as a PD platform for adults but is strictly a service to students at this time. Content is currently asynchronous with 300-400 served annually. Enrollment is ongoing and students start and finish content at different points (more than 200 courses are available). In the beginning of serving students, AccelerateU served high achievers. Now the student mix is diverse in terms of academic strengths and includes approximately 50 students with IEPs. The service is well suited for students who are homebound or for students traveling or otherwise unable to attend school in person.

*Professional Development Training for Online Learning Coordinators*

PD will be provided by both the University of Rochester team and AccelerateU for Online Learning Coordinators. These are individuals recruited from each district who will serve in both a leadership and support capacity to meet the grant goals. The Online Learning Coordinators will be taught how to support online courses in their respective districts. Two PD series will be offered and each series will include two 6-8 hour days, incorporating both face-to-face and online learning. Participants will also be required to complete a pre-assignment to familiarize themselves with the online platform (i.e., tutorial introduction), similar to what the student participant would experience.

**PD Series 1 for Online Learning Coordinators:**

Dates: Monday, May 20, 2019 and Monday, June 3, 2019

Times: TBD (6-8 hours per day)

Location: Conference Center, Newark

Type: Blended - Face-to-face and online learning

**PD Series 2 for Online Learning Coordinators:**

Dates: Tuesday, May 21, 2019 and Tuesday, June 3, 2019

Times: TBD (6-8 hours per day)

Location: GVEP, LeRoy

Type: Blended - Face-to-face and online learning

The U of R team will attempt to lay a foundation so that participants understand what high quality online and blended learning looks like, but also frame and facilitate online experiences for these participants – so they experience what students experience.

Related, the AccelerateU team will use part of Day 1 with each group to familiarize the Online Learning Coordinators with the LMS utilized. It is projected that there will be 31 Coordinators – one for each district. For the most part, these staff members are not “teaching” online – they are largely supporting students who are already and will be enrolled in current and new coursework provided as a result of this grant. However, their foundational understanding of quality online learning and what’s difficult and not about learning in these contexts will be impactful.

The evaluation team will work with the U of R to frame a post PD series survey to capture the experiences of the Online Learning Coordinators. The data will illustrate the nuances of what it means to learn in a blended environment and working both synchronously and asynchronously with peers and instructor.

Day 1 will be face-to-face with time dedicated for online/blended learning activities in between another session that may be face-to-face. The U of R and AccelerateU teams will provide a total of 16 hours of training, but some will be face-to-face and some not (just as their students will experience their learning). Key also in Day 1 will be some background on the LMS used by Wayne-Finger Lakes BOCES’ AccelerateU and Padlet (which is used for some of the activities planned by the U of R).

They noted that Zoom could be used as a platform. The evaluation team also uses Zoom and can monitor interaction as a part of its work with the project. The U of R team perceives it will be more impactful if the use of time allows the Online Learning Coordinators to experience learning in hybrid/online contexts as their students will. Related, the U of R team will also create a preliminary activity (prior to the initial face-to-face) as that is typical of design of blended content. In terms of design, it was also noted that key topics (related to the use of online/blended platforms) include assessment, conveying content, collaborative learning, and differentiated instruction.

*Professional Development Training for Teachers*

In addition to this training for Online Learning Coordinators (which are being identified and recruited in the 31 districts now), the U of R team will be designing and facilitating a 4-hour professional development session for up to 15 teachers PER district or 465 participants over the lifetime of the grant. It was proposed, for example, that one of these sessions could be accomplished in June so that those activities/participants are logged into the Year I accomplishments. Likewise, the experience will be initially framed in this first year.

The session may be offered again in the summer and fall to get to the number of sessions proposed along with the number of participants intended. It was noted – as a caution – that doing a session like this with more than 25 participants is challenging and could negatively impact participant’s experiences/learning.

Specific dates and times to be determined. Again, the evaluation team will work with U of R to develop a post PD series survey in an effort to gauge program effectiveness and make improvements to the project to increase effectiveness, efficiency, and scope of the project in Phase II and III.

*Informal Coaching to Online Learning Coordinators*

In Year III, the U of R is being asked to provide 8 hours of informal coaching to the Online Learning Coordinators. Evaluation data may help frame topics/priorities.

Next Steps:

The BOCES needs feedback from the U of R team by March 5, 2019 if the budget discussed is feasible for what’s required. The BOCES will be working to make any budget amendments this first week of March as needed.

It was noted that the evaluation team will:

* Participate in PD provided in order to ground/inform evaluation work;
* Conduct a meta-analysis of data generated as a part of PD participation (projects, preliminary assignments, discussion boards and the like);
* Develop evaluation tools with input from U of R and array such data to inform Year II planning (reflecting synchronous and asynchronous applications/learning); and
* Assist the BOCES in reporting outcomes to SED and in user-friendly formats for other stakeholders such as component Superintendents.

*Next Meeting*

A follow-up meeting to further delineate next steps was scheduled for **April 4, 2019 at 8:30 a.m.** at the U of R.

Bios of Key Collaborators:

**Raffaella Borasi**

Raffaella Borasi served as dean of the Warner School from 2001 to 2018. Under her leadership, the Warner School experienced significant growth, more than doubling student enrollment and research funding. A math educator by training, she has taken leadership roles in several National Science Foundation (NSF)-funded grants (for a total of over $9 million), spearheaded the launch of online courses and programs at Warner – as well as the creation of programs to prepare online teachers – and has been the driving force behind the 2013 opening of Raymond F. LeChase Hall, the new state-of-the-art facility that houses the Warner School on River Campus. Most recently, she was instrumental in forging the University of Rochester's new partnership with East High School.

### **Kelly Masters**

Kelly Masters specializes in the analysis of quantitative data, including surveys and questionnaires. She is an expert in statistical analysis and has more than 20 years of experience conducting research studies in various private sector contexts. She is an expert in questionnaire design, data processing, statistical analysis, focus group processing, and reporting. Ms. Masters forms strong relationships with front-line personnel and is customer-focused, particularly related to students' and families’ perceptions of the quality of services provided via grant-funded interventions. She has experience working with six after-school programs in New York State as well as multiple Department of Defense-funded projects. She is a graduate of the Rochester Institute of Technology in Marketing Research. She has spent much of her professional life assessing the utility of programs and products with end users, including K-12 students and parents.

**Dave Miller**

Dave Miller is the director of the [Digitally-Rich teaching program](https://www.warner.rochester.edu/programs/degree/K12-digital-teaching-educational-technology) at Warner. His teaching and practice are focused in entrepreneurship in education, online teaching and learning in higher education, instructional use of 1:1 computing and learning management systems in K-12 schools, and digitally-rich teaching and learning in K-12 schools. Miller has extensive experience in the digitally-rich teaching realm for both K-12 and higher education.

**Mike Morone**

Mike Morone has been the administrator of Online Learning for Wayne-Finger Lakes BOCES for more than 7 years. He was a high school English teacher for a decade in a high-poverty, urban high school as well as in an alternative high school setting. He has six years’ experience as a corporate computer trainer and as an Executive Recruiter and provider of digital tutoring services for after-school program contexts. His mix of private- and public-sector skills position him to oversee online programming for students and teachers. He holds a master’s and doctorate (Ed.D.) from the University of Rochester.

**Heather Pannucci**

Heather Pannucci is the Coordinator of Online Instruction in the Wayne-Finger Lakes BOCES. Previously, she was a high school guidance counselor. She holds degrees from Nazareth College and Roberts Wesleyan College. Her experience working with students and understand diploma requirements in NYS as well as work with teachers well positions her to support this project.

### **Laura Payne-Bourcy**

Dr. Laura Payne-Bourcy, Founder, holds a Ph.D. in Education from Syracuse University where she defended her 2001 dissertation with distinction. She has served at Syracuse University and SUNY Oswego where her research and development work focuses on organizational improvement in high-needs communities and populations. Holding NYS certification in school administration (SDA), English teaching (7-12), and elementary grades from nursery school to grade 6, Dr. Payne-Bourcy is a consultant to higher education, not-for-profits, and public schools, has presented her work at the state and national levels, and published her findings in peer-reviewed journals. She conducts studies and program evaluation to ensure appropriateness, adherence to quality standards, and continuous program improvement in schools, government agencies, and foundation settings serving urban and rural high-needs communities.

APPENDIX A (Proposal Narrative)

**Professional Development**

**A.1. Professional Development Plan**

1. **Required resource:**  Training will take place in the WFL BOCES Conference Center for WFL BOCES Districts and at the GV Educational Partnership Conference Room for GV Educational Partnership districts. The classrooms will have Smart Boards, computers, and projectors to allow demonstration of techniques during the training.  WFL BOCES Staff Development will provide blended learning experienced trainers.  Dr. Dave Miller of the University of Rochester will assist in the development and implementation of training. The Project Director and Online Coordinator will lead the development of the curriculum and coordinate the professional development.  Once trained and coached, Online Learning Coordinators will assist in the professional development process as they will provide coaching and guided practice to Teachers. We will also provide webinars to teachers.
2. **How topic(s) have been/will be identified:** Professional development topics will be based on best practices as described by research from iNACOL (The International Association of K12 Online Learning), and the iNACOL Standards for Quality Online Teaching. Dave Miller, University of Rochester’s Director of K12 Digitally Rich Teaching Program, will also help identify relevant topics. We will also survey Online Learning Coordinators for topics of need or interest once the Online Learning Coordinators are identified.
3. **Target audience(s):** The target audience will be one Online Learning Coordinator for each high school and cohorts of 14 teachers each year who will receive instruction, coaching, guided practice, and participation in a professional learning community.
4. **Structure(s) / Delivery method(s):**  1) Initial robust classroom professional development for Online Learning Coordinators; 2) Initial professional development for teachers; 3) Follow-on coaching for Online Learning Coordinators; 3) Once trained, Online Learning Coordinators will provide coaching and guided practice to teachers; 4) all will participate in a professional learning community; and 5) Follow-on scaffolded professional development, coaching to include on-site coaching from AccelerateU staff, guided practice, and a professional learning community that will continue past the grant funding. In addition to this, Dr. Dave Miller, Dr. Mike Morone, Heather Pannucci, the Online Coordinator, and our Blended Learning Coordinator will provide at least eight hours of coaching to each Online Learning Coordinator in the second and third year. Also, in the second and third year, Online Learning Coordinators will receive a one-day training with Dr. Dave Miller and AccelerateU staff, which is sequenced and scaffolded based on their previous learning.
5. **Provider(s):** AccelerateU will coordinate for trainers from our Professional Development Department, who are experienced instructors who have taught teachers in blended learning. We will also contract with Dave Miller for two days of training.  The Project Director and Online Coordinator will provide follow-up personalized coaching sessions at each site.
6. **Expected outcome(s):** Based on the pre- and post-survey based on the iNACOL Standards for Quality Online Teaching, teachers will increase their rating from by 0.5 points on average for Standard A through Standard J.
7. **Timeline:** The Professional Learning Community will be formed in May 2019, and initial classroom professional development will be provided to Online Learning Coordinators and Teachers in separate sessions beginning in May 2019.  In July 2019 and on-going, coaching will be provided to Online Learning Coordinators from the Project Director, Online Coordinator, and Dr. Dave Miller. The Online Learning Coordinators will begin working with Teachers in September 2019 to provide coaching, and guided practice. Each year follow-on scaffolded professional development will be provided to include a full-day training for Online Learning Coordinators.  Online Learning Coordinators will receive at least eight hours of coaching to each Online Learning Coordinator in the second and third year.
8. **Evaluation measure(s):** Our external evaluator will develop pre-and post-surveys to assess participants gains in knowledge.
9. **Standards or evaluation rubric alignment:** The districts in this project use the NYSED-approved Charlotte Danielson’s Framework for Teaching Evaluation Instrument as their teacher practice rubric. This rubric includes Domain 2a – Establishing a Culture for Learning. This project will provide teachers with skills to improve in domain 2 to include: improving teacher interactions with students.  Also, this project improves Domain 3c - Engaging Students in Learning.
10. **Additional supports:** Online Learning Coordinators and Teachers will receive on-going and on-site coaching, and guiding practice, and through video conferencing and a collaborative Website will participate in the professional learning community.
11. **Materials** that will be created and made available on the awardee’s Website: All materials, including Q&A discussions, will be maintained on AccelerateU’s Website.

**A.2. Professional Development Decisions Rationale**

AccelerateU staff will survey Online Learning Coordinators and Teachers on professional development needs and interest.  We will also perform an online assessment of their skill level so we can meet them where they are in their skill levels. The online assessment will also provide Online Learning Coordinators and Teachers with opportunities to provide input into the professional development.

Professional development will occur at the end of year 1, during the beginning of Phase II with teachers.  We will provide robust training to each high school’s Online Learning Coordinator.  The Online Learning Coordinators will receive follow-on coaching so that they in turn to can provide follow-on coaching and guide practice to each cohort of teachers we provide professional development.  In Phase II with the support of Online Learning Coordinators, teachers will have opportunities to implement online learning with guided practice as we provide each high school with their regular online learning from AccelerateU along with nine new online courses.  Research has shown (Joyce and Showers, 2002) that guided practice of particular skills, either in simulated settings or actual classrooms with coaching supports can produce desired changes in instruction.

At the beginning of Phase II, we will also form a Professional Learning Communities (PLC) that will allow online teachers to meet, in person or virtually, to share experiences and expertise, and focus on what really works to ensure students are actually learning.  These PLCs will help reinforce and improve the skills and capabilities of the teachers participating in this project.  Research on PLCs has shown that when professional learning communities are used and focused on student learning, shared values, innovative ideas, and instructional practice, teachers are more likely to adopt new pedagogical practices that improve student learning (Louis et. al., 2010). Also, teacher collaboration increases collective efficacy, improves attitudes toward teaching, and fosters a greater understanding of students (Miller et. al., 2010).

Professional development will align directly to the program goals. The professional development plan will be developed by AccelerateU staff, but guided by:

* industry research and best practice (iNACOL);
* Dave Miller, University of Rochester’s Director of K12 Digitally Rich Teaching Program;
* webinar topics developed by Florida Virtual Schools Global, a leading worldwide vendor of online content with 20 years of experience;
* suggestions from current AccelerateU online teachers;
* suggestions from current district online learning coordinators; and
* suggestions from former AccelerateU online students (those who have been successful and those who have not).