MORE THAN A SCHOOL.
ONLINE INDEPENDENT STUDY & MTSS: IT CAN BE EFFECTIVE
WELCOME
I am SO glad you are here!

Jennifer Gaulier
Digital Education Consultant
FLVS
jgaulier@flvs.net
C: (904) 874-4983
MY JOURNEY AS AN EDUCATOR…

- **2003**: Graduated from the University of North Florida with a BAE in Social Sciences, Education 6-12
- **2003 – 2010**: Taught 6th – 8th grade Social Studies and ELA elective courses at Landmark Middle School in Jacksonville, Florida
- **2010 – 2015**: Lead Teacher of the 8th grade US History team at Florida Virtual School (FLVS)
- **2015 – Present**: Digital Education Consultant with FLVS Global
IN THIS SESSION...

• Taking the “Digital Curriculum” Leap with MTSS Learners:
  • Approaching CDE’s MTSS
  • Benefits of an online learning
  • How do online courses measure up?
  • Blending digital curriculum into Independent Study Programs
    • Student Experience
    • Teacher Experience
CALIFORNIA’S MULTI-TIERED SYSTEMS OF SUPPORT

CA MTSS

RtI\textsuperscript{2}

- Universal screening
- Multiple tiers of intervention
- Data-driven decision making
- Problem solving teams
- Focus on CCSS

- Addresses the needs of ALL Students
- Aligns the entire system of initiatives, supports, and resources
- Implements continuous improvement processes at all levels of the system
Max came to FLVS as a home school student in 2016 as he had endured many tragic events and loss in his life in a very short amount of time.

A close friend passed away in his presence and his entire world changed.

He could no longer get himself to go to public school as he dealt with anxiety and depression due to this tragic loss.

FLVS gave him the space, time and TLC to heal emotionally while being able to stay on top of his school work.

He is now back to his public school and working to hear his diploma this year!
BENEFITS OF ONLINE LEARNING
WHO ARE INDEPENDENT STUDY LEARNERS?

• Highly gifted students
• Students who face particular challenges—such as health/mental health issues or the need to work
• Students who have fallen behind in their studies and need an individualized approach to fill in gaps in their learning or make up credits
• Students who want an individualized approach that allows them to delve more deeply into areas of special interest
• At risk of dropping out of school
• Adult education high school diploma programs
THE EVOLUTION OF THE CLASSROOM
THE GROWTH OF ONLINE LEARNING

2000
• 45,000 K-12 students took an online course.

2010
• At least 2+million K-12 students took an online course.

2019
• 50% of high school courses will be delivered online (projected)
REASONS FOR ONLINE COURSE ENROLLMENT

- To raise a course grade
- To take a course needed to graduate on time
- To accelerate graduation/get ahead
- Personal preference
- Homeschool
- Other
- To take a course not offered at my school
- To balance academic and extracurricular activities
- Hospital homebound
BENEFITS OF ONLINE LEARNING

Flexible Pacing
Choice
Mastery-Based
21st Century Skills
21st Century Skills

Learning and Innovation Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability, including Project Management and working with remote teams
- Leadership and Responsibility
STUDENT CHOICE IN COURSE WORK
STUDENT CHOICE IN ASSESSMENTS

ASSessment

It is time to apply what you’ve learned about the structures and functions of the integumentary system.

Choose one of the essay questions.

ESSAY QUESTIONS: (CHOOSE ONE) (5 POINTS POSSIBLE)

1. A neighbor is walking her dog to the park during her lunch break on a beautiful sunny day. Explain how her skin is working to protect her from ultraviolet radiation due to intense sun exposure. Be sure to discuss the specific structures and substances involved in this protection.

2. Mike is beginning his summer football camp today. The temperature high today is 85 degrees with moderate humidity. Discuss two ways the skin’s structures and functions are working to provide homeostasis and temperature regulation in this football player.

3. This weekend you are going camping with your closest friends and family. Thankfully, the layers of your skin will help protect you during this adventure. Discuss at least two ways each layer, the epidermis and dermis, may protect you on this excursion.

Next, create your own scenario.

ESSAY QUESTIONS: (10 POINTS POSSIBLE)

Next, create your own scenario. It can be one of your own real experiences or one you make up. Use imagery in your writing to give your instructor a clear image of the setting and an action taking place in your writing. Explain the structure and functions of the skin at work in your scenario.
STUDENT CHOICE IN LEARNING ENVIRONMENT
**FLEXIBLE PACING**

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“Time is the variable & learning the constant” ~ Prisoners of Time
Protection from Adverse Consequences

- Lab simulations give students an opportunity to interact with the content.
- They can manipulate situations, reflect on the consequences of their actions, pose questions, listen to explanations, and work with the simulations over and over again to gain mastery of the concept.
“Blending the best of online and on-site learning can work better for students and teachers.”

Tom Vander Ark, Getting Smart CEO & Director  iNACOL
10 Reasons Teachers Love Blended Learning

“We knew it was the right thing to do. We are now providing our students with a rigorous and 21st century skill set education that we were not able to do before.”

Julie Moore
Stanislaus County Office of Education
Director II
Educational Options Division
IT’S OK TO FREE YOURSELF AND YOUR STUDENTS…

FROM THE “TRADITIONAL” LEARNING ENVIRONMENT! 😊
HOW DO ONLINE COURSES MEASURE UP?
• Curriculum is designed to increase student engagement, participation and mastery.

• Activities facilitate success through gradient levels from low risk-taking rehearsal to high-risk individual performance.

• Strategies to build competency include chunking information into smaller segments and multi-sensory reviews.
RIGOROUS CONTENT

**Student-Centered Engagement**
- Teacher-driven instruction
- True personalized learning
- Higher-order thinking skills
- Standards-based content mastery
- Robust and rich assessments
- Academic integrity

**Vibrant Learning Communities**
- Multiple learning modalities
- Interactive elements
- Real world relevance
- Student-student collaboration
- Project-based learning
- Built in literacy strategies

**Assessment Variety**
- Portfolios
- Discussion-based
- Peer review
- Self-reflection
- Student-created content
- Labs and simulations
- Collaborations and projects
ENGLISH 1

Welcome

SEGMENT 1
Getting Started
Segment One Collaboration
Journey to the Unknown
Journey to Identity
Journey to Equality
Honors Lessons: Segment One

SEGMENT 2
Segment Two Collaboration
Journey to Achievement
Journey to Opportunity
Journey to Understanding
Honors Lessons: Segment Two
<table>
<thead>
<tr>
<th>Lesson Title</th>
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<th>Description</th>
<th>Duration</th>
<th>Points</th>
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<tr>
<td>Welcome</td>
<td>02.00</td>
<td>Identity for All 20 mins</td>
<td>25 pts</td>
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<tr>
<td>Getting Started</td>
<td>02.01</td>
<td>What Makes You Who You Are 90 mins</td>
<td>50 pts</td>
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<tr>
<td>Segment One Collaboration</td>
<td>02.02</td>
<td>Choosing Your Path 90 mins</td>
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<td>Journey to the Unknown</td>
<td>02.03</td>
<td>Discovery Through Questioning 120 mins</td>
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<td>02.04</td>
<td>Identity Shaped by Conflict 90 mins</td>
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<td>02.05</td>
<td>Moving Toward Identity 120 mins</td>
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<td>Honors Lessons: Segment One</td>
<td>02.06</td>
<td>The Heart of the Journey 150 mins</td>
<td>175 pts</td>
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<td>02.07</td>
<td>Discussion-Based Assessment 90 mins</td>
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<td>Journey to Achievement</td>
<td>02.08</td>
<td>Author’s Toolbox Setting the Scene 90 mins</td>
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<td>Journey to Opportunity</td>
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<td>Author’s Toolbox Laying the Groundwork 180 mins</td>
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<td>Author’s Toolbox Ready for Publishing 180 mins</td>
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<td>02.11</td>
<td>The Right Word 60 mins</td>
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</table>
“No single decision you ever made has led in a straight line to where you find yourself now. You peeked down some roads and took a few steps before turning back. You followed some roads that came to a dead end and others that got lost at too many intersections. Ultimately, all roads are connected to all other roads.”

– Deepak Chopra

Objectives

After completing this lesson, you will be able to:

- explain how responding to conflict shapes identity
- use conflict to infer details about characters in literature
Scope is a nonprofit organization that provides disabled people with opportunities to reach their full potential. This organization created the video you watched, which was aired on televisions across Australia. Why? To raise awareness of a group of people who are often judged, isolated, and even mistreated.

Activists, whether organizations like Scope or individuals like Martin Luther King Jr., speak, write, and act on behalf of those who are excluded from the majority.

Activists who want to get their audience’s attention structure their messages with the following:

- clear claim
- strategic support
- purposeful delivery

Learn more about each of these elements by selecting the student below.
02.01 Impact of Colonization—411 File

Part 1: Complete Native American Impact Chart
Complete for each area as you read the lesson. Use the chart below to explain how European colonization affected Native Americans. Rank the impact each item had on Native Americans, with #1 being the most impactful. An example has been provided for you.

<table>
<thead>
<tr>
<th>Category</th>
<th>How it affected Native Americans</th>
<th>Rank importance (#1 being most impactful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Spanish and French missionaries tried to convert natives. Some had religion forced on them.</td>
<td>6</td>
</tr>
<tr>
<td>Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population Decline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CORNELL NOTES

- Main Ideas
  - Key concepts
  - Create questions
- Notes
  - Select the most important sentences
  - Re-create any important graphics or charts
  - Use abbreviations and shortcuts that you will remember
  - Highlight, bold or underline key concepts
- Summary
Assessment Instructions

Like protest songs, letters can be an effective way to cause change. In this assignment, you will analyze Martin Luther King Jr.’s “Letter from Birmingham Jail.” Complete the King’s Words Light a Fire Analysis Chart to show what you have learned about how writers use figurative language to effect change. Your work will be evaluated according to the grading rubric.

Assignment 03.02

1. Complete the reading for this lesson.
2. Check your understanding of important concepts by completing the self-checks in the lesson.
3. Submit the King’s Words Light a Fire Analysis Chart in 03.02 Words Light a Fire.

Lesson 03.02 Grading Rubric

<table>
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<tr>
<th>King’s Words Light a Fire Analysis Chart</th>
<th>Good to Go</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>Complete Analysis</td>
<td>10 points</td>
<td>0-9 points</td>
</tr>
<tr>
<td>Organizer is complete.</td>
<td></td>
<td>Organizer is incomplete.</td>
</tr>
<tr>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurate Identification of Figurative Language</td>
<td>12-15 points</td>
<td>0-11 points</td>
</tr>
<tr>
<td>At least five out of seven figurative language examples are correctly identified. All examples are correctly identified for full points.</td>
<td></td>
<td>Three or more figurative language examples are incorrectly identified.</td>
</tr>
<tr>
<td>15 points</td>
<td></td>
<td></td>
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<tr>
<td>Insightful Analysis of Meaning, Tone, and Mood</td>
<td>20-25 points</td>
<td>0-19 points</td>
</tr>
<tr>
<td>Analysis of meaning, tone, and meaning is insightful.</td>
<td></td>
<td>Analysis of meaning, tone, and meaning is attempted but may be inaccurate or basic</td>
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<tr>
<td>25 points</td>
<td></td>
<td></td>
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</table>
Congratulations, you are greater than halfway to course completion! Make sure you have reviewed your notes and reflections. Complete the 3-2-1 chart for module 2 and module 3 before calling your instructor for the Discussion-Based Assessment. The discussion will include content from modules 2 and 3. The chart will guide your discussion and help you remember questions about the lessons you may wish to ask.

Please view the rubric before completing this activity.

1. Complete the reading and any interactives for this lesson.
2. Review your notes and reflections from module 2 and 3.
3. Complete the 3-2-1 Chart.
4. Complete the Discussion-Based Assessment with your instructor and submit to 03.08 Discussion-Based Assessment.
You are required to submit one collaboration assessment in each segment. If you choose to collaborate more than once, you will only earn credit for one collaboration activity.

**SEGMENT ONE**

Collaboration Options

- Lesson 02.08: Developing Body Paragraphs (asynchronous)
- Lesson 03.08: Narrative Essay Draft (asynchronous)
- Check with your instructor regarding possible synchronous collaboration opportunities being provided.

**SEGMENT TWO**

Collaboration Options

- Lesson 05.05: 20th Century Poetry Presentation (asynchronous)
- Lesson 06.07: Research Findings (asynchronous)
- Lesson 07.08: Argument Essay Draft (asynchronous)

For each segment's collaboration, complete the Collaboration Reflection Worksheet and Guide for Peer Review and submit it for grading. Your collaboration reflection will be evaluated according to the Collaboration Rubric.
READ ALOUD

Text to talk ability in courses: read-aloud

Rhythm

The way a poem sounds is often just as important as what it says. Poets select and place words intentionally to establish rhythm in their work, which enhances meaning and makes the poetry memorable. Nursery rhymes like, "Jack and Jill Went Up the Hill," are easy to remember because they use a repetitive sing-song rhythm. The majority of the songs that end up stuck in your head probably also have an infectious rhythm.

Limericks are humorous poems that follow a specific, memorable rhythm. Listen to this limerick by Edward Lear for an example:
NATURAL READER
Copy and paste with audio; choose speed

https://www.naturalreaders.com
Alex had been bullied in middle school for many years; an event in gym class made his parents pull him from school to home school him with FLVS.

He had a hard time socially with other students, so home school was the best fit for him at the time.

For years, Alex took FLVS courses and took care of his parents who were disabled; he took FLVS courses until age 16 when he decided to take his GED.

He passed the GED with flying colors and went straight onto Palm Beach State College and is currently in his 3rd semester.
PROVIDE STUDENTS THE OPPORTUNITY TO SUCCEED
TYPICAL DAY FOR AN ONLINE STUDENT

- Log in and read announcements from instructor
- Review Gradebook for returned work and feedback from instructor
- Check Individualized Pace Plan to see what lesson to work on next
- Click on Lessons to access lesson content
- Complete lesson and corresponding Assessment
<table>
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<tr>
<th>Time</th>
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<td>Digital Photography</td>
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<td>Digital Photography</td>
<td>Spanish 3</td>
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<td>Weekly Meeting w/IS Facilitators</td>
<td>US History</td>
<td>Chemistry Lab</td>
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<td>Spanish 3</td>
<td>Elective Course Review</td>
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Customized for each student. Adjust if needed. Keep copy in files.

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### INDIVIDUALIZED PACE PLANNER (IPP)

#### Biology

**Student Name:** Abby  
**Start Date:** Thursday, July 31, 2014  
**End Date:** Monday, June 22, 2015  
**Estimated Hours Per Week:** 2.35 hours  
**Estimated Time To Complete:** 47 weeks

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</tr>
<tr>
<td>01.00: Welcome to Biology</td>
<td>60</td>
</tr>
<tr>
<td>01.01: Checklist</td>
<td>10</td>
</tr>
<tr>
<td>01.02: Exploring Life</td>
<td>60</td>
</tr>
<tr>
<td>01.03: New Technology (This assignment is continued in the next week)</td>
<td>11</td>
</tr>
<tr>
<td><strong>Items for Completion Week Of Aug 07, 2014 to Aug 13, 2014</strong></td>
<td></td>
</tr>
<tr>
<td>01.03: New Technology (This assignment is continued from the previous week)</td>
<td>79</td>
</tr>
<tr>
<td>01.04: Properties of Water (This assignment is continued in the next week)</td>
<td>62</td>
</tr>
<tr>
<td><strong>Items for Completion Week Of Aug 14, 2014 to Aug 20, 2014</strong></td>
<td></td>
</tr>
<tr>
<td>01.04: Properties of Water (This assignment is continued from the previous week)</td>
<td>58</td>
</tr>
<tr>
<td>01.05: Earth's Early Atmosphere (This assignment is continued in the next week)</td>
<td>83</td>
</tr>
</tbody>
</table>
PERSONALIZED LEARNING EXPERIENCE

For this assignment, you will be completing one of two options. You may choose to complete a Discussion-Based Assessment with your instructor on material covered in the course or you may choose to attend a Collaborative Lesson. All students must complete at least one Discussion-Based Assessment and participate in at least one Collaborative Lesson in each segment of the course.

Discussion-Based Assessment

Collaborative Lesson

Option 1

Option 2

**Individualized Experience**
- Choice in assessment
- Additional resource exploration
- Individualized feedback
- Scaffold opportunity for mastery
MULTISENSORY INSTRUCTION

Meet Nolan

"I read through all of the lessons. I never miss a page! But when it is time to study for my exams, I don't know what to start."

"I'm overwhelmed by the thought of re-reading every page of the lesson to review. My studying holds scattered, and I know in my eam's drawn, I do not have a system, and I need to get organized."

"It's predicting a future disaster on an oddly specific date"
THE TEACHER EXPERIENCE
Michelle Lux, FLVS Physical Science teacher, worked with a student who is a quadriplegic. He is confined to a wheelchair and only has movement in his hands to about his elbows. He was not able to take notes on his own, so he and Michelle would meet in a live classroom and use a phone for audio; she would pull the course up and navigate it for him. He would read and answer the questions and together they would write down what he thought was important on a word document. This student also had visual impairments; Michelle was able to increase the font size to make the necessary accommodations for him. Together, they found a formula that worked for him and his other teachers followed it.
ONLINE TEACHER TASKS

How will you approach things differently in a virtual classroom?

- Grading student work
- Composing/answering email
- Student communication
- Tracking student progress
- Professional Development
- Meetings
- Regular duties as assigned
- Chunk time!
COMMUNICATION EXPECTATIONS

• **Welcome Call/F2F Meeting** with student & parent/guardian
• Learn parent **contact preferences:** Email, text (Google Voice), Skype, etc.
• Keep **consistent and meaningful weekly contact** with students & parents
  – Scheduling weekly F2F appointments with students
  – Monthly communication with parents
• **Response expectations:**
  – **24 hour** on calls-emails-texts
  – **48 hour** on quality grading
WEB-CONFERENCING TOOLS

- Blackboard Collaborate
- Today's Meet
- Google Hangouts
- anymeeting
- GoToMeeting
- BigMarker
- Cisco Webex
- Vyew
- BigBlueButton
- FreeConferenceCall.com
- MeetingBurner
- Zoho Meeting
- Yugma
ESTABLISHING THE ONLINE ENVIRONMENT

Announcements Area

- Name & your picture
- Office Hours
- Contact Information
- FAQ Items
- Links to Events
- Celebrations
- Student Highlights
- Personal Touches
WEEKLY UPDATES

MJ SOCIAL STUDIES TEAM WEEKLY UPDATE

OCTOBER 29TH - NOVEMBER 4TH

THIS WEEK IN HISTORY:

OCTOBER 30, 1873: P T BARNUM’S CIRCUS, THE “GREATEST SHOW ON EARTH,” DEBUTS (NYC)

OCTOBER 31, 834: 1ST ALL HALLOWS EVE (HALLOWEEN) OBSERVED TO HONOR THE SAINTS

NOVEMBER 1, 79: POMPEII BURIED BY MT VESUVIUS

THE ANCIENT CITY OF POMPEII

TECH TIP OF THE WEEK

FLVS MOBILE APP FOR YOUR SMART PHONE -- CHECK IT OUT!

PERUSE THE COURSE CATALOG, SET CUSTOMIZED MONTHLY CALL AND ASSIGNMENT REMINDERS, CHECK OUT THE EVENTS CALENDAR, GET ONE CLICK ACCESS TO OUR WEBSITE, BROWSE OUR MOBILE LEARNING APPS, AND CONNECT WITH US, ALL ON THE GO! DOWNLOAD THE FLVS MOBILE APP TODAY! AVAILABLE AT: ITUNES OR ANDROID STORE

flvs
CELEBRATE STUDENT ACHIEVEMENTS

- **Organize** monthly or quarterly celebrations
- **Create** certificates
- **Organize** administrative recognition through announcements
- **Post** announcements and reminders
- **Post** the Pace Chart and goals
- **Get creative!**
GRADING BEST PRACTICES

- Consider a 48 hour turn around time on grading
Guided Pacing

- Use prescriptive pace for each student
- Be clear and specific
  - Example:
    - 3 assignments each week in each core course; 2 assignments in each elective course
COLLABORATIVE ASSESSMENTS

Asynchronous

Synchronous
ENCOURAGE STUDENT CREATIVITY IN PRODUCT CREATIONS
EXPLORE COLLABORATION ACTIVITIES WITH STUDENTS
KEEPING STUDENTS HONEST

How to Avoid Plagiarism

Purpose of the tutorial:
• Understand the meaning of “plagiarism”
• Learn how to avoid plagiarism when writing assignments

Tutorial topics:
• Definition and examples of plagiarism
• Avoiding plagiarism by using quotation, paraphrasing, and citations

Academic Honesty means this: work you submit is created by you and is an original representation of your work.

YOU SUBMIT IS YOURS.

Abraham Lincoln
ACADEMIC INTEGRITY

- Discussion-based Assessments
- Project-based Assessments
- Module tests & Final exams
- Test banks
- Proctored exams
- Teacher Expertise
- Web-based plagiarism detector
  - Turn It In (http://turnitin.com/)
- Properties/IP Addresses
ULTIMATE GOAL

Educating students in ways to help build student-centric and personalized learning environments!
THANK YOU FOR ATTENDING!

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