WYOMING DEPARTMENT OF EDUCATION
Jillian Balow, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

WYOMING
DEPARTMENT OF EDUCATION

Virtual Education Advisory Committee

Meeting Information

Date: 07/25/17
Location: Natrona County School District #1 Central Services Building located at 970 N. Glenn Road in Casper
Time: 9:00 a.m. - 3:30 p.m.
Attendees: Brent Bacon, **Shelley Hamel**, Jed Cicarelli, **Kim Morrow**, **Laurel Ballard**, **Robin Grandpre**, **Lori Thilmany**, **Amy Starzynski**, **Andrea Johnson**, **Richard Parker**, Steve Hopkins, Laurie Davis, **Jeff Verosky**, Zeta Anderson, **Angelique Littlejohn**, R.J. Kost, Jamie Christensen, **Summer Stephens**, Senator Ellis, **Representative Freeman**, **Nick Bellack**, Nancy Johnson, and **Katie Swistowicz**
Guests: Alicia Vonberg, Shannon Siebert

Agenda

Time	Agenda Item
9-9:15	Welcome and Overview
9:15-9:30	2016-17 Virtual Education PAWS Results
9:30-10:30	Virtual Education and Other Digital Learning Course Definitions
10:30-10:45	Break
10:45-12	Chapter 41 Regular Rules Revisions a. Virtual education teacher definition b. Enrolling students c. Parent/custodian military service procedure d. Professional development for virtual education teachers
12-1	Lunch (on your own)
1-2:45	Chapter 41 Regular Rules Continued
2:45-3:15	Participation Requirements Subcommittee Report
3:15-3:30	Public Comment

WYOMING DEPARTMENT OF EDUCATION

Jillian Balow, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne WY 82002-0050

WYOMING
DEPARTMENT OF EDUCATION

Meeting Notes

2016-17 Virtual Education PAWS Results
- Discussed the PAWS virtual education subgroup reporting and reasons why they may be performing differently than brick and mortar
  - VE students attending testing are not always comfortable because it is the first time they've met the staff and other students face-to-face
  - Students have to take the assessments in a condensed period of time which is more taxing than the option to spread out the time the tests are administered over a period of days such as in brick and mortar
  - Connections has noticed that VE student math scores are low across the nation and are working on ways to address the discrepancy
  - Reading scores are the highest scoring area possibly due to the students reading several types of content and context areas throughout each day on each subject
  - Students online aren't practicing math as much and it is difficult to tell when students are struggling without being able to see the nonverbal cues
  - The longer students are in a virtual environment, the better they perform, but we don't know when the students who were assessed started in virtual education
  - Coming from brick and mortar, a lot of students don't know what to ask or how to ask for help because they are accustomed to the teacher moving on and they aren't generally given the opportunity to speak up in brick and mortar so they remain quiet in the online course and don't speak up when they don't understand

Virtual Education, Blended and Technology Based Courses
- Discussion of the differences between VE and other courses so we can help districts and others clearly identify what courses are virtual education so it is clear which courses need to be approved and reported for data collections and ADM.
  - Blended learning can be defined at the school level and can look different for each course
  - How a course is blended is up to the teacher, school or district
  - The handout has three examples of blended learning models but it isn't all inclusive of what blended learning can look like

- ○ Nick asked if when a certain percentage of the course goes to blended, does it then become virtual education? The students still have to attend brick and mortar for the course. Summer gave an example when students may not be reporting on campus to have the opportunity for extended learning opportunities such as being with the legislators for two weeks.
  - ○ Summer asked if technology based courses actually exist because there isn't a teacher. Technology based courses are used in situations with an educator or staff member in the room and/or another teachers assigned to the course in the building but all the instruction comes from the software.
  - ○ Summer and Shannon expressed concerns about the technology based definition because so much content can be offered through web-based content.
    - At what point is it blended? When there is an appropriately certified teacher available to provide in person, direct instruction as needed.
    - At what point is it technology based? When the instruction is coming from the program a preponderance of the time and an appropriately certified teacher isn't available as needed.
  - ○ Summer asked if a technology based course can be offered if an appropriately certified teacher isn't available in the school? Appropriately certified teachers are generally assigned to monitor the student progress and record grades.
- This excludes courses purchased by a parent. We are only concerned with courses reported on the WDE638 and WDE684 collections offered directly by the school.

Participation Requirements Subcommittee
- Need to make it clear that participation requirements can be a combination of the items selected and that it will be documented and audited based on a combination of those items.
- Discussed the challenges with allowing seat time as attendance when students are taking a virtual education course in the brick and mortar setting.
- Rules need to be written around the responsibilities of the districts who are purchasing part-time virtual education courses. Laurel suggested that the district with the enrollment would be required to log attendance in the LMS for that student if they want to count seat time as participation. Add a note to the Attendance element that brick and mortar attendance can be used if the district that purchases the course records that in the course LMS.
- We need to create a flowchart of all the scenarios with the varying reporting requirements in each situation.

Regular Rules Revisions

- Virtual Education Teacher Discussion:
    - It was recommended that teacher of record not be used in the rules because it doesn't have any meaning now since it was originally developed for NCLB. Virtual Education Teacher will be defined and used in rules instead.
    - PTSB has a definition for "educator" that we could use language from in our rules.
    - We need to define learning coach as well as teacher.
        - Need to include that districts need policies and procedures for learning coach accountability
- Enrolling Students - District Responsibilities
    - Separate provisions needed for part-time and full-time
    - Distinction between regular and concurrent enrollment is needed
    - Tuition agreements should be drafted by the district claiming the student (aka the district with majority enrollment)

Laurel asked what happens when a student transfers to another district because of more than 50% of courses are VE with one provider and then drop down to part-time? Which district has membership?

- District of Domicile - Determining which district a student is a member of
    - Some districts have 7 classes, some have 8 as a full load
    - More than 50% will default to the course periods in the district of domicile
    - Course periods will be based on the brick and mortar schools students in the virtual education program are assigned to. For example, the course load for a full-time middle school student in WyVA would be based on the Lusk Middle School (not the WyVA program course load).
    - VE providers can find out how many course periods are in the district of domicile by asking for this information in the tuition agreement.
- Military Procedure
    - Where the family pays taxes (If a family pays taxes in Wyoming, then they are Wyoming residents)
    - What constitutes being a Wyoming resident? (in some cases, families may not pay taxes) The department of military should be able to help us define residency.
    - Need discussion with WDE assessment and accountability about how statewide testing and other performance requirements would be met.
- PD Requirements

- PTSB currently requires every teacher obtain 5 renewal credits every 5 years and each .5 credit is 7 hours (1 credit equals 14 hours).
- Nick suggested that the programs be required to submit the PD they provide for approval as a PTSB workshop eligible for renewal credit because there would then be a file of the training.
- Nick suggested that the PD requirements be included in the virtual education program application and program renewal.

Open Action Items

- ❏ Follow up with WDE Assessment and Accountability teams to determine how military students could be tested when parent/guardian maintains residency
  - ■ *WDE Assessment team is discussing this and will provide a response by 8/4/17.*
- ❏ Define Learning Coach
- ❏ Create a participation flowchart of all the scenarios
- ✓ Find out from military department information what constitutes maintenance of residency in a state for active duty
  - ■ *The minimum is the military member's LES which lists their declared state of residency (for tax purposes). This is by far the easiest, most universal document concerning residency for a military member and all I recommend the committee require.*
    William G. Whipple CMSgt, WYANG
    Command Chief Master Sergeant
    State of Wyoming