Arizona eLearning Task Force

Minutes of the Meeting
Wednesday, January 20, 2010
10:00 a.m. – 12:00 p.m.
Arizona Department of Education
Conference Room 417

Members Present:

Coy Ison
Kim Flack
Ted Kraver
Sandi Grandberry
Joseph O'Reilly
Mark Nichols
Matt Morales
Cathy Poplin, Chair

Members Not Present:
Rosy Escandon

Handouts:

- Agenda for January 20, 2010
- ARRA EETT Competitive Grant Reviewer Application
- Eb00104eLearning Decade – Ted Kraver
- Review and Revise Draft Rubric/Application for AOI
- Draft Guidelines for AOI
- Arizona Online Instruction Draft Application
- Changes to TAPBI law
- NACOL – National Standards of Quality for Online Courses
- iNACOL – National Standards for Quality Online Programs
- NACOL – National Standards for Quality Online Teaching
- Arizona eLearning Consortium – Standards for Online Courses

Welcome and Introduction – *The meeting is recorded and is available for full review.*
Cathy Poplin called the meeting to order at 10:00 a.m. Cathy welcomed those in attendance and began with the introductions and member updates.

- Ruth Catalano, ADE Consultant, introduced herself and gave a brief update on an article in the local newspaper regarding online courses.

State and Federal Legislative Updates
Cathy interrupted the introduction and member updates to allow Art Harding, Education Legislative Liaison for the Department of Education, to update the ELTF on the state legislative agenda.

Art introduced himself and began by informing the ELTF of current state legislative updates.

- State Budget: $1.4 billion dollar deficit in the current year; some of the deficit may be offset due to the sell/lease back option of state buildings. The Governor has released her proposal; the Governor's proposal includes cuts to K-12 and university education to the 2006 levels. The budget proposes to eliminate full-day Kindergarten, which is an estimated $218 million in savings. There will also be cuts to soft capital, which will save

an estimated $180 million. The majority of the Governor's cuts are outside K-12 education.

- Cuts to state services: Significant cuts to the Mental Health system, and significant cuts to AHCCCS by reducing the eligibility requirements which include adults and children. Budget will close the State Department of Juvenile Corrections by passing those responsibilities onto the local Counties.
- 1% sales tax: A one cent transaction privilege tax, by the 4th quarter 2010. Due to prop 108, the legislature cannot raise taxes unless there is a two-thirds vote. Should the Governor receive the majority of votes needed, the 1% tax will be implemented immediately on all purchases.
- Current Bills: Bills are still coming out and Art has not had a chance to review all of them. The ELTF may be interested in the Digital Curriculum Bill 2413. There will probably be additional changes to the AOI law. Questions have been raised on the funding side of the bill; how it was written last year, and how it has been interpreted. There is now a hard definition of what determines a full-time and part-time student. Full-time being 900 hours or more and part-time being 899 or less. For 899 students, the school will receive partial funding. If a full-time student is absent one day and their hours for the month are 899 or less, the school receives partial funding. However, if the full-time student's hours for the next month are 900 or more, the school will receive full-time funding. The Arizona Department of Education (ADE) will calculate student hours throughout the school year to ensure schools receive the correct ADM.
- Investment: Art spoke briefly on the Florida accountability model, technology and data. Art informed the ELTF that they will see pieces of the Florida model throughout various proposals. Art stated he continues to remind legislatures and advisors to look at the Florida model as a whole and not in pieces. For legislatures to keep in mind that the Florida model may be cheaper than Arizona, but Florida has had significant interventions they did with their students and a significant drop in test scores during the first several years of the implementation process, prior to seeing the benefits.

- Questions from the ELTF to Art Harding:
    - Ted – Sen. Huppenthal gave a presentation at GAZEL last Monday and spoke on eight major initiatives and eight minor initiatives that he and Rep. Crandall are working on. Ted asked Art if he had any information regarding those initiatives. Art replied he has heard talk about eight initiatives, but has not received any hard information. Art did state one of the eight initiatives is called Move-On-When-Ready. When a student meets certain benchmarks, they will be allowed to "move on." Art also mentioned Move-On-When-Reading, a Gubernatorial initiative, students should be able to read by the third grade, part of Race-To-The-Top; no specifics available as of today.
    - Ted – A lot of mandates will be coming out. Will there be funding attached to those mandates? Art replied more mandates with less funding. Some of the mandates may show up as a result of Race-To-The-Top and in those instances, yes there will be additional funding for those mandates.
    - Joe – Asked Art if he could review what was in the Race-To-The-Top application. Districts committed to it but still need to know more. Art replied that he did not have that information and to contact the governor's office. The application is attached to the press release on the P-20 Council's website; around 300 pages. Results for the first round of funding will be made available in April.

- Hank asked Art if he know what this phrase "extent to which schools intend to develop partnerships" meant for the new AOI law. Art replied that he was not sure; however, it is similar to the TAPBI laws original language. The general purpose was to allow the approving body the option to award points for partnerships when reviewing applications.

Welcome and Introduction continued

The ELTF continued with the welcome and introduction portion of the meeting.

- Hank Stabler, ADE Consultant, introduced himself with no updates.
- Coy Ison, Executive Director of AzTEA, introduced himself and informed the ELTF of the upcoming 18th Annual Teaching and Technology Conference this Saturday, January 23rd, at Empire High School in the Vail School District.
- Brett Hinton, Director of Educational Technology with ADE, introduced himself and informed the ELTF that the Educational Technology unit released the 21st Century Classroom Grant application in December 2009. The applications are due February 5, 2010. Brett predicts that around 50 districts and schools state will apply for this grant. Joe O'Reilly asked Brett how many applications will be approved. Brett responded that it depends on what the districts/schools state as the amount needed for their projects, with a maximum award of $500,000. Cathy asked the ELTF if anyone is interested in becoming a part of the review team for the 21st Century Classroom grant to complete a grant reviewer application. Reviewers will receive a stipend. Reviewer applications were passed out to those interested.
- Joe O'Reilly, Mesa Public Schools, introduced himself and shared with the group that Rosy Escandon is on the cover of EDTECH Magazine.
- Mark Nichols, with ASU/IDEAL, introduced himself and informed the ELTF that the KIDEAL winter courses begin today. There are 12 courses for professional development and 7 SEI courses. Any teacher wanting to register may do so through the IDEAL website and enrollment is still open for those interested. Mark also reported on a meeting he attended with ADE personal on how to develop content and professional development throughout IDEAL. Professional development trainings held by ADE were normally face-to-face but due to the current budget cuts those trainings may not be provided. To address this issue it has been discussed to use IDEAL to deliver quality professional development.
- Kim Flack, with Arizona PBS Eight & ASSET, attended the Arizona Dropout Prevention Leadership Summit on Friday, January 15th at the Desert Willow Conference Center hosted by Community and Schools. Harry Mitchell spoke in the morning and Rep. Crandall delivered the noon time address where he spoke on his Move-On-When-Ready bill Art Harding addressed earlier. Kim attended a breakout session presented by Maxine Daily related to dropout prevention and the planning that can take place with an unfunded mandate related to career readiness. Frontline Digital Nation airs February 2nd at 9:00 p.m. on PBS. The Arizona Digital Nation is in progress, with response solicitations going out to the community, parents, students, teachers, etc., to address the impact of technology in their lives. Responses must be submitted to the station in the form of a video, all types of video responses will be accepted.
- Ted Kraver, with eSATS, introduced himself and asked Kim if the video PBS took at the AzTEA Conference be included on the program airing on February 2nd. Kim replied, not on the primetime edition but it will be part of their website. Ted informed the group that Sen. Huppenthal presented at the GAZEL organization a week ago and announced his

candidacy for Superintendent of Public Instruction. Ted will be doing a blog a week for the next 4 - 8 weeks on the legislature. Due to the open meeting laws, Ted will provide copies of his blog to Cathy to share with the ELTF. Copies of his current blog were passed out to the task force.

- Matt Morales, with GITA, introduced himself and provided an update on the applications for stimulus funding. Every application except one or two has been submitted, and the Broadband mapping grant was approved. GITA is working with the Land Division to accomplish and complete the grant objectives. The library/Community Centers grant was approved, which represents one of seven nationally that were funded. The next big grant GITA will be working on is the BTOP grants with the Navajo Nation for second round funding.
- Cathy Poplin, Deputy Associate Superintendent for Educational Technology with ADE, introduced herself and stated the October meeting minutes require a few corrections thus they were not ready for approval. Once the corrections are complete, Cathy will send the minutes out to the members for electronic approval. Also, ADE and Intel® Teach Program won the National Governors' Association Public Private Partnership award. Last year, ADE and Intel® received a similar award from ABEC for best local partnership, a press release will be issued. SETDA is focusing on the reauthorization of ESEA and how educational technology will play a part. The national technology plan and national broadband plan are still in progress. The national technology plan is due to be release by the first of February.

Cathy asked the guests in attendance if they would like the opportunity to speak to complete a Request to Speak form and guests will be allowed to speak at the end of the meeting.

Review and Revise Draft Rubric/Application for AOI – Hank Stabler and Cathy Poplin
Cathy asked Hank to report on the AOI draft. The ELTF was given the task of reviewing the draft rubric and application for the new AOI law which will help the State and Charter School Boards with determining how they will qualify the applications. Hank referred to the AZ Online Instruction Draft Application and Draft guidelines for AOI. Hank created a three part/point rubric and informed the ELTF it does not state the application has to be aligned to State Standards. Hank suggested re-enforcing the application must be aligned to State Standards. Cathy was asked to get recommendations from the ELTF by the end of this week for the State Board of Education.

The ELTF reviewed and discussed the draft guidelines for AOI recommendation and questions to be submitted the State Board of Education (SBE).

Questions and Recommendations (Comments in *italics* are from the eLearning Task Force) (Comments in blue from charter school association)

The Boards shall sponsor charter schools *and traditional public schools* to be Online Course Providers (OCP) or Online Schools (OS).

- "Online course provider" means a school other than an online school that is selected by the state board of education or the state board for charter schools to participate in Arizona online instruction pursuant to this section and that provides at least one online academic

course that is approved by the state board of education. (What is an SBE approved course?)

- *Can the provider/school be outside of AZ?*
  - *Other states have online schools that provide services nationwide.*
- *Can the provider be a commercial vendor?*
  - *Does this exclude using Plato or another commercial vendor to help with credit recovery credits?*
  - *What flexibility exists to support the traditional classroom with online learning?*
- *What constitutes an **academic course?** And what is the guideline SBE uses to approve a course.*
  - *Do the courses have to align to Arizona Standards?*
  - *Do online learning courses include those that meet CTE standards?*
  - *What is considered a non-academic course?*
- *How does supplementary digital content for brick and mortar schools fit into the online course provider? Does the AOI include blending online learning within the traditional classroom?*

- "Online school" means a school that provides at least four online academic courses or one or more online courses for the equivalent of at least five hours each day for one hundred eighty school days and that is a charter school that is sponsored by the state board for charter schools or a traditional public school that is selected by the state board of education to participate in Arizona online instruction. (Because this is a "school" and not a course provider, would the expectation be that the menu of courses would meet minimum course of study and competency requirements established by the SBE?)
  - *Is this only for schools within AZ?*
  - *What is considered an academic course?*
    - *Does this include CTE courses?*
    - *Where do electives fit within the academic course definition?*

The standards for the approval of the OCP and OS must be based on specific indicators identified in statute. This would seem to imply that the application must incorporate these indicators and establish a minimum standard for each.

- *The eLearning Task Force (ELTF) recommends that any OCP or OS applicant show evidence that they meet the iNACOL (International Association for K – 12 Online Learning) National Standards for: Online Courses, Online Programs and online teaching. These standards can be found at* http://www.inacol.org/research/nationalstandards/ *Also consider using the Standards for Online Courses created by the district TAPBI schools.*
- *ELTF also recommends that representatives from the existing 14 AOI (formerly TAPBI) schools be brought together to help guide the creation of these guidelines.*
- *The ELTF also recommends that any OCP or OS applicant provide their own accountability plan to meet all the requirements and to show student achievement which necessitates that the reporting requirements be disclosure during the application.*

1. Depth and breadth of curriculum choices.
   - Credit recovery course(s) that meet at least one graduation requirement (OS and OCP)

- Honors/AP courses (OS and OCP)
- All courses required to meet minimum course of study and competency requirements for each grade served (OS only)
- *Syllabus with specific outcomes for each course*
- *Courses align to Arizona Content Standards, CTE standards, etc.*

2. Variety of educational methodologies
   - Computer assisted learning systems (What constitutes a "learning system"? Is there a difference between computer assisted and computer based?) *A working definition is needed. ELTF has offered some definitions. See the bottom of this document for definitions*
   - Virtual classrooms – "remote learning communities using computers" (Does this require interaction between a teacher and students either though video streaming, instant messaging or some other electronic, immediate response source?)
   - Virtual laboratories (What constitutes a "lab"?)
   - Electronic fieldtrips
   - Email (Isn't this incorporated into #5?) *ELTF agrees*
   - Virtual tutoring (How is this different than Virtual help desk?) *Virtual tutoring seems to be directed to helping a student with academic challenges.*
   - Virtual help desk (How is this different than Virtual tutoring?) *Virtual help desk seems to support student with technical issues with being online.*
   - Group chat sessions (Are these monitored, and if so, then are they considered part of the virtual classroom experience?)
   - Non-computer based activities performed under the direction of a certificated teacher. *(Is this teacher face to face with students? Can the certificated teacher an online teacher out of state? Is this how online learning can support the regular classroom?)*
   - *ELTF recommends the inclusion of Formative Assessment capability*

(This section also requires the OS/OCP to address the "unique needs and learning styles of the targeted population"? This implies that the OS/OCP would be required to identify a targeted population.)

3. Availability of an intranet or private network to safeguard against predators and pornographic elements of the internet. (How is this accomplished?) *Require that they show how they are meeting the federal laws of protecting children online. This can happen better at a school site than at home. It would be up to adult supervision to safeguard against predators and the like.*

4. Availability of filtered research access to the internet. (Does this work in conjunction with the intranet or private network?) *Again the applicant must show evidence that they are abiding by federal online safety laws: Protecting Children in the 21st Century Act and Children's Internet Protection Act*

5. Availability of private, individual email between pupils, teachers, parents and administrators to protect confidentiality of student records. (How is this accomplished?) *Most online learning systems have built in email or instant messaging system. Does this*

have to be integrated or a stand alone? Each applicant must follow the existing record retention required by the state which includes electronic messaging.

6. Availability of faculty members experienced with computer networks, the internet, and computer animation. (Does the term faculty instead of staff implied "teachers" as opposed to "IT" personnel? One identified individual or all faculty?) *This sounds more like a technical support person instead of a faculty member which infers instructional background with teaching certification. Suggest a change in the bill language to include the availability of technical support personnel to faculty members. Why is computer animation separated? Do they need to be able to create it or utilize it or what? The ELTF recommends that the applicant show evidence that all online teachers meet the iNACOL National Standard for online teaching.*

7. Partnerships with universities, colleges and private businesses. (For what purpose?) *Explain what "the extent to which the school intends" means. Define partnership? Does this infer or imply exchange of funding or services or what?*

8. The services provided to developmentally disabled populations. (Since the OS/OCP is operating as a public school, it would be required to provide all services identified in an IEP. Is there a broader definition of developmentally disabled populations? Is there an intent that specific services be highlighted as advantageous for certain populations or rather a statement as to how services would be provided to any identified individual?) *The correct wording would be students of special needs. Also OCP or OS needs to abide by a student's IEP which takes precedent to anything else.*

9. Grade levels to be served.

Annual reporting mechanism:

The OS/OCP will be required to demonstrate academic integrity to be removed from probationary status. The annual report could require all OS/OCP to include a statement of its goals related to improvement in academic performance of its students as measured by the state's accountability system (AZ Learns? Growth Model?) Compared to itself in previous year? Improvement compared to state overall? Improvement of individual students from one year to the next? Sustained improvement of continuously enrolled students?

School should be able to provide documentation of conference with parents of students whose academic performance is declining. *The reporting requirements should align with the nine requirements detailed above and should be clearly stated.*

The ELTF also provided definitions for the SBE.

eLearning is the network-enabled transfer of skills and knowledge. eLearning refers to using electronic applications and processes to learn. eLearning applications and processes include: Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM. There are two subsets of eLearning:

- Online learning: Education in which instruction and content are delivered primarily via the Internet. Online learning is a form of distance learning. Learning delivered by Web-based or Internet-based technologies.
- Blended learning: A pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. In other words, blended learning should be approached not merely as a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:
    - A shift from lecture- to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions);
    - Increases in interaction between student-instructor, student-student, student-content, student-outside resources;
    - Integrated formative and summative assessment mechanisms for students and instructor.

Public Testimony
Cathy allowed the guests in attendance to speak:

- Mary Platner – retired Special Education teacher, suggested when making recommendations to the SBE, do not use the verbiage "developmentally challenged" use instead "students with special needs". Public schools have to keep on file "highly qualified" teachers, use public or charter school definitions. Mary informed the ELTF California has free online text books aligned to their state standards. California adopted an initiative for K-12 open courseware with approximately 8-10 books (mostly high school Math and Science) already evaluated.
- Jeff Sawner, with Ed Options, recommended looking at last year's Charter School online course guide. Refer to the Race-To-The-Top standards to state what Arizona has already agreed to. "Providers" should go through the schools.

Other Guests in attendance

- Dana Eriksson with Education 2020
- David Reed with Ed Options
- Mark Corff with Odyssey Ware
- Heather Zemacki with Dom Policy Group
- Andrew Bauer with Dom Policy Group

Next Meeting
Cathy informed the ELTF the next meeting will be February 19, 2010.

Adjourn
Cathy asked for a motion to adjourn. Ted Kraver made a motion to adjourn; Joe seconded no opposition. Cathy adjourned the meeting at 12:00 p.m.