

# PRE-CONFERENCE SESSION DESCRIPTIONS

**Sunday, November 5.....1:00 p.m. – 5:00 p.m.**

## **How to Start a Virtual School**

David B. Glick – David B. Glick & Associates, Educational Consulting

Todd A. Hitchcock – Florida Virtual School

Howard A. Liebman – University of Miami Online High School

Starting a virtual school is a many-faceted challenge, even for seasoned educators. From needs assessment to program evaluation, this session will give you the opportunity to get your questions answered by a range of national experts about visioning, professional development, student recruitment, curriculum purchase and development, policy creation, and more. This session is designed for educators who are new to virtual schooling or in their first two years of their program.

## **Quality Benchmarking: Measuring the Effectiveness of Your Virtual School Program**

Liz Pape – Virtual High School

Matt Wicks – Matt Wicks Associates

Bill Thomas – Director, Southern Regional Education Board

Join our panel as they discuss ways to evaluate the effectiveness of virtual school courses and programs. Learn what measures to use and when. Learn about the necessity for a "common language" of program effectiveness. See examples of data-driven and self-reported indicators of effectiveness. Program participants will:

- hear from virtual school administrators how their program evaluation efforts have evolved
- receive examples of survey instruments used to measure: course, online teaching, professional development, and program services quality
- see examples of data-driven indicators of effectiveness and quality

## **Research on Virtual Schools: A Knowledge-Building Session on What We Know and What We Need to Know**

Bob Blomeyer – Regional Educational Laboratory-Midwest

Peggy Roblyer – University of Maryland University College

Linda Cavalluzzo - Appalachian Regional Education Lab

Barbara Treacy – EdTech Leaders Online

Tom Clark - TA Consulting

In addition to dedicated, committed educators, the success of the virtual schooling (VS) movement will depend on useful, systematic research to inform and shape VS practice. This pre-conference session takes a proactive approach to meeting this need by asking researchers and practitioners to work together to develop a VS research agenda. After brief presentations by researchers on what we already know about effective VS's based on past research (e.g., effective online teachers, successful students, effective curriculum, cost-effective models, scaling up), presenters and session participants work together in facilitated roundtable sessions to identify and report on topics and research questions they feel should be addressed to further the work of VS's and enhance their impact in education.

## **CEO Forum: Innovating High School Redesign**

Hosted by Susan Patrick – President & CEO NACOL

The themes of high school redesign and next generation education are current and becoming more popular. Today, only 40% of high schools in the United States offer a college preparatory curriculum. 80-90% of jobs require at least two years of college. High school graduation rates average 70% nationwide. There is a call for systemic redesign and rethinking of the purpose and strategies for our nation's schools. What are the successful approaches to redesign and school improvement? What are the key strategies that individual foundations, schools and organizations are using to leverage systemic change and redesign? How can virtual schools, online learning, digital curriculum and instruction, laptops and 1:1 initiatives, and new school models help strengthen innovation and school improvement? What do students need to know?

Learn from the people leading key school reform efforts across the country. A key goal of the pre-conference session will involve discussions and smaller working groups to provide feedback, address issues and challenges, identify opportunities to innovate school redesign. A white paper will result with key issues and recommendations. A goal is to inventory a variety of approaches, identify solutions, gaps and opportunities and suggest a new way of combining approaches and rethinking traditional and non-traditional strategies for the 21<sup>st</sup> century learner.

## CONFERENCE BREAKOUT SESSION DESCRIPTIONS

### MONDAY, November 6.....10:30-11:30 a.m.

#### **Southern Regional Education Board Standards for Quality Online Teaching**

Bill Thomas-Southern Regional Education Board  
Dr. Elizabeth Glowa-Maryland State Department of Education

In the 10 years since online courses were made available, the understanding of what is required to be a successful online teacher has increased significantly. SREB convened a national committee to revise the Essential Principles of High-Quality Online Teaching to reflect what is known today regarding the qualities and attributes essential for a quality online teacher. Learn about this document and the materials developed to support virtual schools screen and assess potential online teacher applicants.

#### **Modifying/Accommodating an Online Class for the Student with Special Learning Needs: a Practical Approach**

Annette De Angelis-Marshall, EdD-Illinois Virtual High School  
Mary Latham-Odyssey Charter High School  
Nichole Haaksma-Odyssey Charter High School

The flexibility and accessibility of an online learning class makes it ideal for implementing modifications and/or accommodations for students with special learning needs. This presentation will take a look at two language arts online classes from the Illinois Virtual High School – Beginning Composition and English I – and show you how to meet the needs of students with special learning styles so they experience success like never before. Modifications in other disciplines will also be discussed.

#### **Student Presentation: Online Project Learning**

Belinda Shillingburg-Odyssey Charter School  
Rob Carter-Odyssey Charter School

In keeping with the convention theme, panel participants will discuss and model the methodology and implementation inherent in successful cross-curricular, project-based learning in an online academic setting as it applies to the instruction of students in a collaborative technologically-

based learning experience. Via web conferencing, attendees will listen to a brief presentation by an Odyssey Charter School student sub-panel. Panel participants will also illustrate the breadth of academic expression available within the virtual environment through student/teacher relationship, pedagogy and communication.

### **How to Make Your Online Classroom a Success**

Jamie Nagle-Florida Virtual School  
Anna Coppola-Florida Virtual School

Remember your high school Chemistry Teacher in the tie-dye lab coat “Mr. What’s-his-name”? Do you remember the impression he made on you? How can you make that impression on your on-line students? What does it take to engage, thrill and challenge the virtual student? Let us show you the tools and techniques to make your classroom come alive, ensure your student’s success and make the impact on your students that your favorite teacher made on you!

### **Online Professional Development for Effective Online Teaching**

Barbara Treacy-EDC/EdTech Leaders Online

What’s different about teaching online and why do teachers need specific training? This session will explore the pedagogy of effective online teaching and provide an overview to successful strategies and techniques online instructors use. Participants will explore an online course to train online instructors developed at Education Development Center (EDC) and discuss the key qualities of an effective online instructor.

### **Delivering High-Quality, Online Instruction to Homebound Public School Students through the University of Miami Online High School and eClassroom**

James B. Barnes-eCollege  
Dr. Howard A. Liebman-University of Miami Online High School  
Judy Best-Chesapeake-Indian River High School

Find out how a college-preparatory online high school (UMOHS), public school district (Chesapeake Public Schools), learning management platform provider (eClassroom), online deliver homebound instruction to public school students. This hands-on presentation will outline the school district’s rationale for utilizing a fully-outsourced solution, as well as focus on the implementation, assessment and instructional practices used to create this unique online learning environment for homebound students. In addition, this session will demonstrate a sample of the course content/delivery system within the homebound program, and the Chesapeake public school district will provide feedback on the results of the program.

### **If I Knew Then What I Know Now: Virtual Veterans’ Top 10**

Dr. Tim Snyder-Colorado Online Learning  
Jim Hirsch-Plano Independent School District  
Mickey Revenaugh-Connections Academy  
Julie Young-Florida Virtual School  
Barbara Frey-Connections Academy

As the K-12 online learning movement approaches double-digit longevity, what would those early virtual school innovators do differently if they were starting over again now – and what advice would they have for those about to start the online learning journey? This light-hearted panel discussion provides useful do’s and don’ts with a twist of humor, covering topics from “calculating the cost of ‘free’” to “explaining to your mom what you do for a living.”

### **Serving Fulltime Students Online**

Keith Oelrich-Insight Schools  
 Rebekah Richards-Insight Schools  
 Bill Finkbeiner-Insight School of Washington  
 Frank Walter-Quillayute Valley School District

Insight Schools of Washington, operated by Insight Schools, is the first statewide full-time online diploma-granting public high school in the state of Washington. Our mission is to bring students back into the public school system who may otherwise not attend school. Our team has extensive experience in the online high school industry, and this presentation focuses on the unique aspects of creating, marketing, and operating an online school which serves full-time students, as opposed to serving students who are supplementing courses they take in a traditional high school.

#### **A Collaborative Partnership Aimed at Improving Virtual Schooling**

Dr. Rick Ferdig-University of Florida  
 Kim Mulkey-Bell South Foundation  
 Meredith DiPietro-University of Florida  
 Erik Black-University of Florida

The University of Florida partnered with the BellSouth Foundation to evaluate state-led virtual schools in the nine-state BellSouth region. The outcomes of this evaluation were: a) a database clearinghouse was created to store and analyze virtual school data, including reporting mechanisms for school self-evaluation; and b) evaluation instruments were assessed to create a set of rubrics to improve online teaching and learning. Results from early analyses as well as examples of instrumentation will be presented.

#### **Hybrid Models of Online Learning**

Kelly Pierce-Georgia Virtual School  
 Stephanie Dunbar-Georgia Virtual School

When most people think of online learning, they think of a remote learning experience involving both a student and a teacher in two different locations who interact through the internet. However, as the world of virtual education expands, schools are starting to see and use online learning opportunities in new ways. Some schools might have complete classrooms full of learners facilitated by a non content specialist but taught by a virtual teacher. Still, other schools might take advantage of the wealth of content a virtual course has to offer to support the existing classroom model. There are a multitude of ways that the virtual world can intertwine with the traditional classroom to form some hybrid models of online learning. This session will discuss some of the methods that are being used in Georgia as well as offer an opportunity to discuss other variations that could possibly be implemented in schools across the nation.

**MONDAY, November 6.....1:45 – 2:45 p.m.**

#### **Authentic Scientific Inquiry in Online Science Courses Using Student-Friendly Data Analysis and Modeling Tools**

Dr. Kemi Jona-Northwestern University

Our two-semester online high school Earth Science course demonstrates how a "lab" science course can be delivered at a distance. The course, developed for the Illinois Virtual High School, contains a set of "hand on" investigations using My World GIS, a geographic information system (GIS) developed specifically to meet the needs of students. Our session will present samples of these investigations discuss techniques for fostering a coherent, effective inquiry-based learning experience for students.

### **Meeting Highly Qualified Teachers and NCLB Provision Using Online Learning**

Kristie Clements-Georgia Virtual School

With the implementation of No Child Left Behind, traditional brick and mortar schools are struggling to find highly qualified instructors to teach content rich, standards-based courses. Blended learning easily allows schools to do this while teaching students technology skills to function in the 21st century world. In this session, learn how Georgia Virtual School is helping Georgia schools meet No Child Left Behind requirements and provide quality courses and instruction to all of its students through the blended learning model.

### **Online Team Teaching? How to Make It Work by Role Playing**

Teresa Salafrio-University of Miami Online High School

This presentation engages the audience in the daily operation of the Language Arts Team at the University Of Miami Online High School. Session attendees will role play in scenarios common to UMOHS team teachers, who communicate across distance and time zones to serve the needs of their students. This multi-layered teaching model handles the demands of student learning accommodations, rich and timely feedback on assignments, consistent performance expectations, interactive discussions, pace issues, and academic honesty.

### **Online Learning Programs Designed for Success with At-Risk Students**

David Dwyer, Ph. D.-Apex Learning  
Scott Hornblower-Cincinnati Public Schools

Nationally over 30% of teenagers drop out of high school. In urban districts the number is more than twice that. Schools today are actively seeking new solutions. This session will explore the opportunities for online learning to have an impact with these at-risk students. The design of successful online learning programs for at-risk students will be reviewed and discussed in a panel format with active audience Q&A.

### **Virtual Campus in the Clouds: Infusing the Convergence of New Ideas, Partnerships, and Digital Tools Across an Entire School District**

Joan Peebles-Madison Metropolitan School District  
Kelly Pochop-Madison Metropolitan School District

The catalysts for school redesign and reform strategies can come from unlikely sources. In Wisconsin, structural deficits rather than financial boon have prompted the Madison Metropolitan School District to infuse a convergence of new ideas, partnerships and digital tools. The school district of 30,000 students and staff has created new opportunities for students in online education and new staff developments methods supported by e-learning. Learn about the virtual campus infusion into all aspects of this mid-western school district.

### **Structured for Success: Online Lessons That Work for Every Learner**

Dr. Steven Guttentag-Connections Academy  
Patricia Hoge-Connections Academy  
Camissa French-Arizona Connections Academy

Learn how a full-time virtual school program uses an innovative five-step lesson structure that blends print and digital materials with synchronous, asynchronous, and “scheduled asynchronous” instructional delivery. Connections Academy’s new middle/high school curriculum uses LiveLessons™, Teachlets™, textbooks, virtual manipulatives, FlashPaper problem sets, and learner interaction to fully engage each student following a consistent five-step approach. Hear

all about it from teachers and kids who demonstrate how this unique instructional design keeps them connected to learning.

### **Using a Content Management System to Develop and Deliver Curriculum Standards and Resources**

Ken Goldstein-Blackboard

Amarillo ISD uses the Blackboard Content System as a means of developing and delivering its curriculum standards and supporting resources. By taking advantage of the tools in the Content System, Amarillo has a living document for our curriculum and resources. This has led to increased adoption where teachers have continuous collaboration to further develop resources and instructional materials. It has also led to online and hybrid staff development offerings in the district. This presentation will show you how Amarillo ISD set up a standards platform and best practices learned.

### **Creating a Sustainable K-99 Framework for Lifelong Learning Delivery**

Bruce Friend-NACOL

David M. Edwards-Lenior County Public Schools

The North Carolina Virtual Public School (NCVPS) is the initial focus of a more strategic distance learning fabric that is taking shape in North Carolina. The NCVPS is being designed from a larger NC Virtual vision whose goal is to provide a comprehensive e-learning initiative that spans the K-99 spectrum. In order to accomplish this vision, the NCVPS and its Advisory Board will be structured to allow for flexibility, accountability, curriculum integrity and strong e-learning standards. Come learn how NCVPS is focusing on strategies that will help them create and sustain a framework for quality, lifelong e-learning.

### **Virtual Schools and the School Library**

Dr. Terence W. Cavanaugh-University of North Florida

Dr. Cathy Cavanaugh-University of North Florida

Under all current K-12 school accreditation guidelines all schools are required to a school library which reflects and supports the school's curriculum and enjoyment of reading. This session will report on an ongoing investigation concerning K-12 distance education schools and their student library services and options. Session will also include information concerning current options for distance learning school libraries including development of an online library, subscription libraries, and use of student local are library.

### **Program Evaluations and the Need for Common Measure**

John Watson-Evergreen Consulting Associates

Donna Vakili-Idaho Digital Learning Academy

Liz Pape-Virtual High School

Mickey Revenaugh-Connections Academy

Matthew Wicks-Illinois Virtual High School

Program evaluations are a key to self-improvement, but the lack of consistent metrics hinders the ability of stakeholders to compare programs and develop appropriate policy. Four programs and a program evaluation consultant will explore how they have developed and used program evaluations, including student/parent surveys, administrator surveys, and phone interviews, to identify areas of success and in need of improvement, and will discuss the need for common measures across programs.

### **Benchmarking Online Course Quality and Best Practices to support Student Achievement**

Leslie St. Pierre-Digital Learning Commons

## Judy Margrath-Huge-Digital Learning Commons

For three years, the Digital Learning Commons has worked with six course providers to create access to high quality online learning experiences for Washington State students. Partnering with multiple providers (and their varied policies and procedures, while supporting the individual needs of our diverse school populations has given us the opportunity to learn what it means to offer high quality resources and to support schools in the implementation of best practices for student success.

### **MONDAY, November 6.....3:00-4:00 p.m.**

#### **Southern Regional Education Board Standards for Quality Online Course Development**

Dr. Elizabeth Glowa-Maryland State Department of Education  
Bill Thomas-Southern Regional Education Board

Recently, SREB convened a national committee to re-examine standards for quality online courses based on the characteristics of learners today and research in effective instructional design. Learn about this work and processes for determining course quality and polices this issue.

#### **Breaking Open the Ceiling: Creating Online Learning for Academically Gifted Students**

Dr. Kemi Jona-Northwestern University  
Paula Olszewski-Kubilius-Northwestern University

The educational needs of academically gifted children, particularly for advanced coursework and contact with intellectual peers, are often not met within their schools. High end courses may not be available and too few students exist to create special classes. Online learning programs have the advantage of not removing gifted children from their regular school and avoid the problems associated with placing younger children with older children. This session explores specific strategies for designing online learning for gifted learners.

#### **Supporting the Online Instructor: Best Practices in Teacher-Training, Community-Building, and Professional Development Online**

Jo Wagner-Florida Virtual School  
Robin Winder-Florida Virtual School  
Janna Vega-Idaho Digital Learning Academy  
Jennifer Quintero-Idaho Digital Learning Academy

Teaching online presents its own special set of challenges and difficulties—what can an online school do to support its teachers and ensure maximum effectiveness? This session considers how to create community and support-structures that meet online teachers' particular needs, as well as feed their enthusiasm. Effective teachers lead to successful students!

#### **Keeping Pace with K12 Online Education Policy**

John Watson-Evergreen Consulting Associates  
Kate Loughrey-Texas Education Agency  
Julie Young-Florida Virtual School  
Mickey Revenaugh-Connections Academy  
Liz Pape-Virtual High School  
Matthew Wicks-Illinois Virtual High School  
Jhone M. Ebert-Clark County School District

Keeping Pace, sponsored and guided in 2006 by Clark County School District, Connections Academy, Florida Virtual School, Illinois Virtual High School, Texas Education Agency, Virtual High

School, and the Wyoming Dept. of Education, explores how well state-level policies and the practices of statewide programs are keeping up with the rapidly expanding virtual education world. The lead author and representatives from the sponsoring partners will discuss findings from across the country and applicability to their states and programs.

### **Addressing Student Achievement in an Online Environment**

Regina Brown-Virtual Community School of Ohio  
 Teddi Lewis-Hotopp-Virtual Community School of Ohio  
 Jim Cooper-Virtual Community School of Ohio

Degree granting virtual schools are not exempt from NCLB requirements for student achievement, but they have unique needs not often addressed in traditional school improvement models. In addition, it has been our experience that degree granting online schools often enroll the most at-risk or disadvantaged students. The combination of our at-risk student population and a virtual environment have challenged us to create a replicable model that has begun to address critical issues in student achievement.

### **Special Education's Own "E-Learning Revolution"**

Marjorie Rofel-Connections Academy  
 Jennifer Sims-K12, Inc.

It's no surprise that virtual learning holds great promise for many students with special learning needs. Find out from those on the actual frontlines of virtual special education how e-learning can best serve these students, from personalized learning strategies to adaptive technologies to partnerships for face-to-face services. Special educators from the nation's leading full-time virtual school providers share best practices and case studies that reveal what works for virtual special learners – and what doesn't.

### **Implementing Live Synchronous Tools in an Asynchronous Model**

Robert Letcher-K12, Inc.  
 Jeff Pitcher-PA Virtual Charter School

During SY 05-06, K12 instituted several pilots of the use of a live synchronous classroom tool to enhance academics and to build community within the student, staff, and school population. In this session, one of these pilots will be examined, outlining the tool itself, how buy-in was established, training of 100+ staff was achieved, and the tool was successfully implemented in significantly enhancing instruction and building community in the school.

### **A Global Perspective on E-Learning: A Summary of the NACOL International eLearning**

Susan Patrick-NACOL  
 Allison Powell-Clark County School District Virtual HS/NACOL

This session will provide participants with the results of the NACOL International E-Learning Initiatives Survey. International K-12 online learning leaders will present their country's current E-Learning initiatives as well as how their country develops online courses, trains teachers, recruits students, funds their program, and several other aspects of E-Learning. Participants will interact with one another and the international leaders to develop strategies for global online school and student collaborations as well as future trends for K-12 online learning.

### **Virtual Clubs: Building a Sense of Community**

Teresa Salafrio-University of Miami Online High School

Have a virtual club experience! This presentation will enable the audience to participate as students in virtual club meeting simulations. Session attendees will learn out how an extra-

curricular virtual club can innovate their curriculum and provide peer-to-peer collaboration and interaction. They will also discover how technology can lift the constraints of place, day and time on club members, and why community service can be an achievable goal for all club members.

### **21<sup>st</sup> Century Approaches to Learning: What Does a Consortium Approach to Blended Learning Offer Us?**

Jed Friedrichsen-blendedschools.net  
Mike Marsh-Blackboard, Inc.

Blendedschools.net is a consortium of 110 small and rural school districts in PA, designed to inexpensively provide the robust Blackboard Academic Suite, professional development and a vast suite of online content to members. The consortium is systemically changing teaching and learning in traditional classroom, expanding local offerings, and enhancing student proficiency. We provide opportunities for sharing online courses, instructional materials, and learning objects. Our session will concentrate on lessons learned and plans for the future.

### **Expanding Online Education: Michigan's Bold New Online Student Requirement**

Jamey Fitzpatrick-Michigan Virtual University  
Robert Currie-Michigan Virtual University

In this session attendees will gain insight into how Michigan's new online graduation requirement, the first in the nation, became law in April of 2006. The session will also focus on the research and planning that led to the legislative approval, the impact it will have on students and schools, and new initiatives, (Mandarin Chinese and Career Development in a Global Economy) that Michigan Virtual University has developed to assist students in achieving this requirement.

## **MONDAY, November 6.....4:15-5:15 p.m.**

### **High School Science in a Distance Learning Setting**

Andrea Noonoo-Odyssey Charter School

As distance education becomes more prevalent at the high school level, teachers may feel overwhelmed by the task of incorporating technology and internet based material into teaching science, a predominantly hands on subject. This presentation will address this problem and provide practical tips for course design and implementation.

### **Academic Recovery & Online Credit Recovery: Reading at Risk Students**

Jim Benitez-Aventa Learning  
Dawn Nordine-Wisconsin Virtual School  
Allan Jordan, Ed. D.-CCS Web Academy  
Janet Kehoe-CCS Web Academy

Online Credit Recovery classes are designed for students who failed required classes and need to make up credits for graduation. Although they did not pass the classes in the first place, they learned enough to meet standards without repeating the entire course. In these classes, students can test out of the material they have already learned and focus on what they need, to demonstrate achievement on the essential content standards.

### **Building World-Class Courses with Learning Objects**

Dr. Chuck Friesen – Class.com

Teaching with learning objects offers users the ability to create flexible curricula that can be customized or manipulated in a variety of ways. Learn how an industry leader in using learning objects to meet student needs, faculty preferences, state assessments, and special interventions. The benefits and applications learning objects will be emphasized in this session.

### **Training and Evaluating Online Teachers**

Sue Steiner-Kiel eSchool  
Heidi Smith-Kiel eSchool  
Terri Breyman-Fairfax County Public Schools  
Nancy Hoskins-Fairfax County Public Schools

Interaction between students and teachers affects achievement and the overall success of an organization or program. This presentation will provide an overview of various online teacher training options and describe models for monitoring and assessing online teachers.

### **Differentiating Instruction to Meet a Variety of Learning Needs**

Gabrielle Bray-Gwinnett County Online Campus  
Cheryl Mitchell-Gwinnett County Online Campus

This session will cover how to differentiate instruction and content for each individual student based on their learning needs. Attendees will be shown examples of how to use learning contracts, interactive virtual classrooms and content management systems to provide each student in a class with a unique learning environment and a unique learning experience.

### **Effective Methods for Training, Supporting, and Retaining Quality Online Instructors**

Lisa Watkins-Georgia Virtual School  
Sandra Richards-Georgia Virtual School  
Jamie Sachs-Georgia Virtual School

Identifying and retaining quality online teachers are essentials for any online program. In this session, learn how Georgia Virtual School trains and supports its online instructors using its learning management system and robust chat tool. Collaborative work with the Georgia Professional Standards Commission and the Southern Regional Education Board will be highlighted. In addition, teaching standards and processes for training and supporting teachers will be shared and professional development mechanisms discussed.

### **Taking it Global: Skills in the 21<sup>st</sup> Century Online and in the World**

Emily Kornblut-TakingITGlobal

Learn how an online community of global educators and youth leaders is promoting learning of 21st Century Skills around pressing global issues. We will share strategies for facilitating engaging, online cross-cultural collaborations that foster interpersonal communication, critical thinking, and problem-solving skills, and discuss the transferability of these skills between online and face-to-face interaction. Participants will leave with ideas for implementation across the curriculum and access to online tools and content on a range of topics.

### **Taking it From Good...to Better...to Best in Online Course Design**

Michael Barbour-University of Georgia  
Linda Behling Gillis-Education Technology, Region 4, Houston, Texas

You've gathered high-quality content and activities, developed authentic assessments and planned for human interaction. This session will discuss instructional design issues commonly

overlooked when developing online course content. Universal Design guidelines for addressing ADA issues will also be addressed. Theory and practice will be combined in an informative way to provide participants with doable, useable, and affordable solutions.

### **Adding Power to Instruction with Purposeful Communication & Deliberate Response Strategies**

Jan Mitchell-LincoTower Associates, LLC  
Joan Redalen-LincoTower Associates, LLC  
Jean Parmer-Plano Independent School District

Improving the quality of online instruction involves understanding the necessity for purposeful communication, developing teacher presence and teacher voice, and creating response strategies to match student need. High school students will be featured through a threaded discussion used to frame a collaborative workshop format during which session participants will practice using specific response strategies, will analyze sample responses to rate effectiveness, and share relevant personal experiences.

### **Starting a Virtual School Program for your District**

Mr. Kim Ross-Houston Public School and Minnesota Virtual Academy  
Gary Lewis-Lawrence Public School and Lawrence Virtual Academy  
Steve Hollingsworth-K12 Inc.  
Kay Anderson-Rapid City Area Schools  
Kelly Jacobs-Rapid City Area Schools  
Kimbell Kenner-Rapid City Area Schools  
Deb Steele-Rapid City Area Schools  
Vito Amato, Ph.D.-Cisco Systems, Inc.

What does it take to successfully start a virtual school program? This presentation and panel discussion by school district administrators, teachers, and an industry expert who collectively have experience in 40 virtual school programs in 14 states will answer that question. Topics will include prep work, maximizing enrollment, communicating with parents, handling geographic dispersion, special education placement, staff development, hidden pitfalls, and keys to a successful launch. Demonstrations, Q/A session and "how to" handout included.

### **An Innovative Preservice Program to Prepare Virtual Teachers**

Niki Davis-Iowa State University  
M. D. Roblyer-University of Tennessee-Chattanooga

A federally funded collaboration of Iowa State University, the University of Florida, the University of Virginia, and Graceland University, this project is developing innovative strategies and materials to prepare virtual teachers (<http://projects.educ.iastate.edu/research/projects/tegivs/homepage.html>). This presentation demonstrates products and methods the project has developed to date to foster competence in each of three levels: facilitator, teacher, and designer. Presenters will ask VSS participants to contribute to the project's methods and join its growing community of practice.

## **TUESDAY, November 7.....10:30-11:30 a.m.**

### **Pushing Virtual Learning to the Limit: Interactive Online Global Projects**

Allison Powell-Clark County School District Virtual High School  
Tom Stanley-Clark County School District Virtual High School

This program is designed to move the traditional online schools into the global environment. We will address our school's philosophy of interactivity, and vertical and project-based learning and how we have implemented these philosophies on a global level. We will share our contacts and

some sample lessons that we have used on local, national, and international levels. Participants will have the opportunity to hear student, teacher, and facilitator perspectives. Attendees will receive resources and will be invited to participate in these interactive online global projects.

### **A National Challenge, in Need of Quality Teachers, and Online Professional Development**

Vicky Zygouris-Coe, Ph.D.-University of Central Florida

The Florida Online Reading Professional Development (FOR-PD) project is Florida's first large-scale online model for building and supporting teacher expertise in reading (K-12). Since 2003 FOR-PD has been servicing over 23,000 K-12 educators in Florida. Join this session to find out about this innovative model and to also discuss ways to deliver quality online professional development to K-12 teachers. Information about the structure, content, support, online facilitation, and results will be shared in this session.

### **Doing Laboratory Science Online: PART ONE - A Panel Discussion (Part Two at 1:00 p.m.)**

Kemi Jona-Northwestern University

To provide participants with exposure to both the breadth of issues and in depth insights on current and emerging practices, this session will consist of two parts: a 60 minute panel discussion and a 60 minute hands-on demonstration session. A panel of experts will discuss policies, research data, current practices and emerging technologies for doing high quality laboratory science in online courses. Following the panel discussion will be a hands-on demonstration session where approximately 10-15 developers of different types of online science courses will be invited to set up their laptops and lab equipment and allow participants to see first hand the various inquiry activities used in their courses.

### **Online Program Perceiver Instrument (OPPI)**

Ben Vogel-Appleton eSchool and East High School

Connie Radtke-Appleton eSchool

The Online Program Perceiver Instrument allows stakeholders of developing or existing online schools/programs the opportunity to take part in a comprehensive self-assessment process. The instrument examines eight core components and their key elements that have been determined to support online student success. Participants in this session would work in small groups, each examining one of the components and its elements, providing feedback to the developers to enhance its effectiveness in further beta testing.

### **Redesigning Education Through Powerful Partnerships & Facilitation**

Lisa McClure-iQ Academies at Wisconsin-KC Distance Learning

Kristine Diener-iQ Academies at Wisconsin-School District of Waukesha

Ross White-LEARN NC

Jessica Fowler-LEARN NC

KC Distance Learning and Waukesha Schools have partnered to plan, launch, and support a unique virtual program combining comprehensive curriculum, technology, parent support and choice to meet individual learner needs. KCDL provides the school management, courseware and infrastructure freeing district staff to concentrate on instructional issues. Using this successful partnership as a model, participants will identify their own core strengths and begin to develop a list of partner characteristics to seek in their own partnerships.

### **U.S. Department of Education: Technology, Systems Approaches and Data**

Tim Magner-Director, Office of Educational Technology, U.S. Department of Education

The world is changing around us in ways we cannot even imagine; it is not just the science but the careers that our students must prepare for don't even exist today. This fact makes it even more crucial than ever that we don't keep technology on the shelf as a special subject but demand that technology must be interwoven as a tool for global education. Come to learn about federal initiatives and engage in questions and answers about best practices and trends across the country in educational technology.

### **Virtual Schools and Outcomes for the 21<sup>st</sup> Century**

Ken Kay-Partnership for 21<sup>st</sup> Century Skills  
Kim Mulkey-BellSouth Foundation  
Karen Cator-Apple

Virtual schools are well positioned to integrate 21<sup>st</sup> century skills-the skills students need to succeed in work, school and life-into their online learning environments. From a panel of members of the Partnership for 21<sup>st</sup> Century Skills and through audience participation, attendees will learn what 21<sup>st</sup> century skills are, why they are important and how they can be the outcomes of virtual schools.

### **eLeadership: Success Factors in Implementation of Online Learning**

Bev Bradford-Idaho Digital Learning Academy  
Dan Grabowska-Salmon School District  
Nick Hallett-Idaho Digital Learning Academy

This session will focus on the leadership component for successful implementation of elearning at a state level. A superintendent from a small rural school district in Idaho, a board member from a virtual school, a regional coordinator, and an online principal will discuss the key components of leadership at the various levels of elearning. The panel will share factors and strategies that lead to successful completion, student learning, and acceptance by the greater education community.

### **Online PE: Not Just a Virtual Workout**

Katie R. Carone-Carone Fitness

Skeptics might scoff about the idea of online physical education, yet online PE courses provide opportunities for students to achieve optimal fitness on a more personal level and in a "real world" environment. Find out more about the benefits of an online physical education program, how it can be successfully implemented, how to accurately assess student fitness in a virtual setting, and explore the latest in fitness technology.

### **What Works in K-12 Online Learning**

Cathy Cavanaugh, Ph.D.-University of North Florida  
Rick Ferdig-University of Florida  
Sharon Johnston-Spokane Virtual Learning  
Susan Lowes-Institute for Learning Technologies  
Rosina Smith-Alberta Online Consortium  
Robert Blomeyer-Regional Educational Laboratory-Midwest  
Tom Clark-TA Consulting

Learn how effective online programs work, based on the research and on the experience of leaders in the field. In this session, panelists will discuss topics such as what works in: elementary classrooms, online learning in the content areas, online discussion, teacher preparation for online teaching, and teaching exceptional learners. The information is presented by the authors of a new book from ISTE, What Works in K-12 Online Learning.

### **Online Instruction: An Integral Component for Campus-based Academic Initiatives**

Cathy Galloway, EdD-Plano Independent School District

With the vision of providing a path for college readiness for all students the public school community has accepted the challenge to close the achievement gap. This goal of excellence, coupled with budgetary constraints and changing accountability systems, has campus level administrators searching for creative initiatives to meet the wide range of needs presented by an increasingly diverse student body.

## **TUESDAY, November 7.....1:00-2:00 p.m.**

### **Development of an Online Study Guide for High Stakes Testing**

Thomas Fletcher-ECOT

Karin Knowland-ECOT

Maria Boyarko-ECOT

Sarah George-ECOT

The purpose of this presentation is to share the product-an online graduation test study guide to prepare virtual and traditional school learners for state mandated graduation tests. Developed by certified teachers and subject area experts, the online Graduation Test Study Guide prepares students with a true representation of what to expect on high stakes graduation tests. The study guide offers lessons, guided practice questions, and practice tests to empower students to gain knowledge and skills in the areas of reading, writing, mathematics, science and social studies. This learning tool is designed to help students gain academic knowledge and skills in order to attain a diploma for graduation.

### **Online Foreign Language**

Pam Birtolo-Florida Virtual School (Facilitator)

Rebekah Richards-Insight Schools

Allan Jordan-Cumberland County Web Academy

Natasha Shirley-Florida Virtual School

Linda Pittenger-Kentucky Virtual School

*Come join this panel of online language experts and learn the secrets of teaching foreign languages online. Geared toward those interested in world languages, this panel will go behind the scenes and tell the stories of delivering Spanish, Latin, Chinese and other languages in the online environment. Panelists will explain their language program and entertain questions from the audience.*

### **Sakai: An Open Source Alternative**

Zach Thomas-Texas State University

*Sakai is an open source system for collaboration and learning on the web. It began as a joint project of MIT, Stanford, Indiana University, and the University of Michigan. It has since grown to encompass the efforts of over a hundred educational institutions and more than a dozen commercial affiliates. Zach Thomas will discuss how Texas State University is deploying Sakai, and highlight the special challenges and advantages of joining a large collaborative community.*

### **Courses Built From Learning Objects: A Powerful Tool for Teaching and Learning**

Dr. Gary W. Lopez-Monterey Institute for Technology and Education

*The common currency of education is “the course.” Although the content for general education subjects (i.e., algebra) varies little between teachers, schools, or states, each instructor’s course is unique, a reflection of the teacher’s approach and the student’s needs. Multimedia-based courseware is powerful education tool not only because of its interactive qualities and ease of distribution via the web, but also because it can be easily tailored to the needs of every teacher and learner.*

**Delivering High-Quality, Academic Advisement  
to Ensure Student Success at the University of Miami Online High School**

Dr. Howard Liebman, Principal & Chief Operating Officer (COO)-University of Miami Online High School

Mr. Jose Sabat, CEO-BocaVox LLC

*Find out how the Academic Advisement Program at the University of Miami Online High School (UMOHS) ensures high student completion rates and academic success. This hands-on session will offer a "sneak" preview of UMOHS' student information system and demonstrated a sample of data utilized to ensure student success. Examples will also include school population data, teacher class loads, communication documentation, academic data, and other scalable information necessary for successful operation of an online high school.*

**Online Professional Development: How to Identify Quality Online Courses**

Bobby Hobgood-LEARN NC – UNC School of Education

Online professional development courses address numerous challenges for improving the knowledge and skills of educators. Unfortunately, most online courses resemble little more than an online textbook. This session will help you become an educated consumer of online professional development with a researched checklist for quality online courses and insight into how courses should be integrated into a school or district's professional development plan.

**Reaching Out – And Knowing You Touched Someone!**

Dawn Nordine-Wisconsin Virtual School

Participants will join Wisconsin Virtual School in exploring the best methods and tools to apply in reaching out to at-risk and reluctant learners. We will also discuss the best ways to track student progress and achievement, a particularly important emphasis for struggling students. Participants will benefit from WVS' six years of experience, actual student and teacher feedback, and materials that will help them reach out to underserved populations while expanding their programs' reach and effectiveness.

**Doing Laboratory Science Online: PART TWO - A Hands-On Demonstration (Continued from 10:30 a.m.)**

Kemi Jona-Northwestern University

To provide participants with exposure to both the breadth of issues and in depth insights on current and emerging practices, this session will consist of two parts: a 60 minute panel discussion and a 60 minute hands-on demonstration session. A panel of experts will discuss policies, research data, current practices and emerging technologies for doing high quality laboratory science in online courses. Following the panel discussion will be a hands-on demonstration session where approximately 10-15 developers of different types of online science courses will be invited to set up their laptops and lab equipment and allow participants to see first hand the various inquiry activities used in their courses. ensure student success. Examples will also include school population data, teacher class loads, communication documentation, academic data, and other scalable information necessary for successful operation of an online high school.

### **Plan for Virtual Education Success: Collaboration is the Key**

Gary Lewis-Lawrence Public Schools and Lawrence Virtual School

*Your virtual school is up and running. What will make it successful? Gary Lewis, Administrator, Online Learning, Lawrence (Kansas) Public Schools and its Lawrence Virtual Academy (LVA), focuses on the successes that collaboration brings. Expectations and interactions of all players in a successful virtual program will be discussed and demonstrated in scenarios by LVS K-12 students, teachers, and parents. Video clips and online web conferencing will engage the audience with LVS teachers, parents, and students.*

### **Supplementing Classroom Curriculum with Online Options**

Sue Steiner-Kiel eSchool  
Heidi Smith-Kiel eSchool  
Barbara Creveling-Washoe County School District (WCSD)  
Kevin Jones-Advanced Academics, Inc.

Using online curriculum materials effectively involves a whole lot more than when you purchase a new textbook. Things to consider include assessing the quality of the online content, the course management system that will host the online course or materials, online pedagogy and methodology, web conferencing software, web-based supplementary materials, online teacher/facilitator training, etc. No matter how experienced your teachers may be, when they begin to teach online they all are first year teachers.

## **TUESDAY, November 7.....2:15-3:15**

### **Can We Really Teach Math Online?**

Jill Dickinson (Moderator)-Florida Virtual School

Come ask this panel of online math teachers everything you ever wanted to know about the successes and challenges of teaching mathematics online. From seeing the light bulb go on to supporting them through the I-can't-do-it phase, come find out how learning really takes place in an online math course.

### **Gagne, McTighe, & Wiggins: Course Development Models That Work**

Sharon Johnston-Spokane Virtual Learning

Discover how Robert Gagne's Nine Events of Learning and Jay McTighe and Grant Wiggins' Understanding by Design benefit the development of virtual curriculum. The presenter will engage the audience in using these models as guides for developing dynamic, student-centered curriculum.

### **Literacy Enhancements for a Web-Based School**

Dr. Mark Geary-Pace High School

This presentation will focus on simple but effective techniques and strategies online and web-based schools can use to improve the accessibility of their courses for low level readers. Participation will help you meet the needs of your at-risk learners.

### **A Comprehensive Criteria for Examining Online Content as a Resource**

Thomas Fletcher-ECOT  
Greg Anderson-Class.com

Maria Boyarko-ECOT

This presentation will provide comprehensive criteria for evaluating online curricular content. Criteria will be shared by an administrator, teacher, and a product developer. Attendees will be asked to rank criteria in order of importance.

### **Emerging Technologies**

Hall Davidson-Director of the Discovery Educator Network, Discovery Education

10 Staggeringly Useful New Things You Need to Know: Once again, we're on the bubble on new things. A wild, fast tour of PowerPoints into iPods, cell phone podcasting, Geocast videos, Google tricks and applications, fantastic media sites, iTunes in education, home media libraries, digital media for fundraising, and putting kids into videos with technology, et al.. Not for the faint of heart. Both platforms served here.

### **21<sup>st</sup> Century Teaching and Learning Skills: How Can They Teach What They Don't Know?**

Susan Leavey-Virtual High School

Recent research indicates that taking professional development training and then teaching a course online positively impacts the quality of a teacher's f-2-f instruction. How so? Come learn what the research says about a teacher's need for 21<sup>st</sup> century teaching skills! Learn the skills teachers need for online teaching and how to develop those skills, as well as how students will become more engaged in online and classroom instruction.

### **Improving Data and Accountability**

Todd Hitchcock-Florida Virtual School

Jeff Murphy-Florida Virtual School

The presentation is designed for anyone interested in instructional management in a virtual program. Florida Virtual School will provide best practices that result in failsafe accountability for the virtual learning environment. After almost a decade of virtual instruction, FLVS has learned a few things about successful online instruction.

### **Virtual Schools: What They Cost, How They Are Funded, and Policy Issues That Surround Them**

Amy Berk Anderson-Augenblick, Palaich, & Associates

Bill Thomas-Southern Regional Education Board

Julie Young-Florida Virtual School

John Watson-Evergreen Consulting Associates

Amy Anderson will share with the group findings from a study on virtual school funding that her firm recently conducted on behalf of the Bellsouth Foundation. The presentation will include a description of the resources required to start, operate and grow various types of virtual schools, serving diverse student populations, and the funding mechanisms and policy issues that support or hinder the ability of such schools to successfully serve their students.

### **5 Myths of the Mind**

Dr. Bror Saxberg -12 Inc.

What do cognitive science researchers know about the mind from the last 40 years of research, and how does this affect how virtual education should be designed and run? Hear about five commonly held myths about the mind, why they are wrong based on the cognitive science research literature, and what impact this has on the structure and conduct of the most effective forms of virtual education.

### **Lessons Learned in Virtual Schooling: The Newfoundland Experience**

Michael Barbour-Dept. of Ed Psych & IT, University of Georgia

This presentation focuses upon the development and delivery of virtual school opportunities to students in Newfoundland. Through eight different qualitative, quantitative, and mixed method studies, the researcher has captured the experiences of students, teachers, course developers, and administrators in the formative years of a new virtual high school. Issues such as the role of school-based staff, course design, student benefits and challenges, use of instant messaging, student learning styles, and achievement difference are explored.

**TUESDAY, November 7.....3:30-4:30 p.m.**

### **Online Tutoring: Experience and Strategies for a Successful Implementation**

Jill Dickinson-Florida Virtual School

Bruce Friend-NACOL

Online tutoring can be a valuable resource to provide to both online and traditional school students. For those who may be considering online tutoring services, this session can help provide answers to some questions about how to implement an online tutoring program. This session will house round table discussions focusing on a variety of topics and issues surrounding tutoring online students.

### **Chicago Public Schools: A Model for Online Student Success**

Dr. Sandi Atols-Chicago Public Schools

The Chicago Public Schools is implementing a model for online students' success. Although CPS allows all students, the accelerated, mainstreamed, alternative learners, as well as those with special needs, to benefit from distance learning opportunities, evidence indicates the same conditions required for success apply to all learners. The strategy to arrive at this best practice model is building a strong system of support for its learning organization whether administrators, counselors, teachers, mentors, or online students.

### **Learning How Schools, Teachers, Parents, and Children can benefit from Free High Engaging K-12 Courseware**

Nick van Dam – eLearning For Kids Foundation

Ned Davis - LearnNet

The e-Learning for Kids Foundation ([www.e-learningforkids.org](http://www.e-learningforkids.org)) is a global non-profit organization that is dedicated to opening doors to education worldwide. e-Learning for Kids is a free learning platform on the Internet where children can learn and grow. It is a place where children aged 5-12 can access the best e-learning courseware-from anywhere in the world-to build basic skills in reading, math, science, keyboarding, English, and health and life skills. e-Learning for Kids has launched more than 40 courses to date in English and Spanish-and new titles are published on a monthly basis. Courseware will be translated into other languages, including French and Mandarin among others.

### **ACCESS Distance Learning and IP Video**

Vito Amato, Ph.D.-Cisco Systems, Inc.

Melinda Maddox, EdD.-Alabama Department of Education

How has the development of a new statewide distance initiative restructured high school programs to fundamentally broaden educational opportunities for students, especially students in

rural and underserved schools? This presentation will outline the impact of distance education in terms of the systematic changes that evolved in schools who participated in the ACCESS Distance Learning program.

### **Students Perceptions of Online Learning**

Michael Barbour-Dept. of Ed Psych & IT, University of Georgia

*With the growth of virtual schools, there is a concern that online learning may not be suitable for all students, which begs the questions: do students find taking these courses challenging and what about it do they find challenging. A research study that investigated the helpful and challenging components of online learning will be discussed. The findings, based on student's own experiences, will assist with strategies for those who design virtual school learning opportunities.*

### **Course Design for At-Risk Students**

John Adsit-Aventa Learning

Instructional design using accepted best practices improves student interest and learning. Ironically, field experience indicates that these very practices can increase student failure rates because of a conflict in student expectations and actual course design. This is especially true when dealing with at-risk students. If online course developers and instructors understand the reasons for this paradox, they can take effective steps to overcome it.

### **How to Individualize an Online Instructional Program to Meet State Standards**

Erin Scott-eSchool Consultants, LLC  
Coletta Musick-eSchool Consultants, LLC

Learn how eSchool Consultants, a service provider/manager, designs and develops an online instructional program to meet state standards. The purpose of this presentation is to familiarize participants with a comprehensive approach to designing curriculum and presenting it entirely online. Participants will learn how eSchool Consultants reaches their targeted goals by providing a standard based model to our clients.

### **Online Inservice – New Strategies**

Robert Lamons-FCPS Online Campus  
Sandy Todd-FCPS Online Campus

FCPS Online Campus delivers online learning in distinctive ways. Faced with the challenges of weather, absenteeism and traffic, we partnered with the K-12 Science Coordinator to produce a virtual teacher in-service. Several "headaches" of large in-services were resolved using the online environment. By collaborating with high schools and Special Education Services, unique options were created to resolve difficult student placements and to meet the NCLB requirement for highly qualified teachers. This presentation offers significant opportunities for using online courses to compel high schools to discover new strategies in obtaining course credit.

### **Students “Speak Up” about Technology and Learning for the 21<sup>st</sup> Century**

Julie Evans – CEO, Project Tomorrow-NetDay

What if we asked today's students to design a new school for 21<sup>st</sup> century learners? For the past three years, the NetDay Speak Up online surveys have asked students about their ideas for designing a school for students just like themselves, the new 21<sup>st</sup> century learners. In this session we will share the data findings from the Speak Up surveys and contrast how students are using technology for learning with how their teachers are using technology for teaching. Special

topics covered in this session include student and teacher views on online learning, communications tools, obstacles to technology use in school and personal use of technology to explore and learn.