Living the Possibilities: Excellent Education, Every Day

Expanding Opportunities in Rural Alaska
with Digital Tools and Distance-Delivered Instruction

Presented by Copper River School District
Alaska State Legislature: Joint House/Senate Education Committee
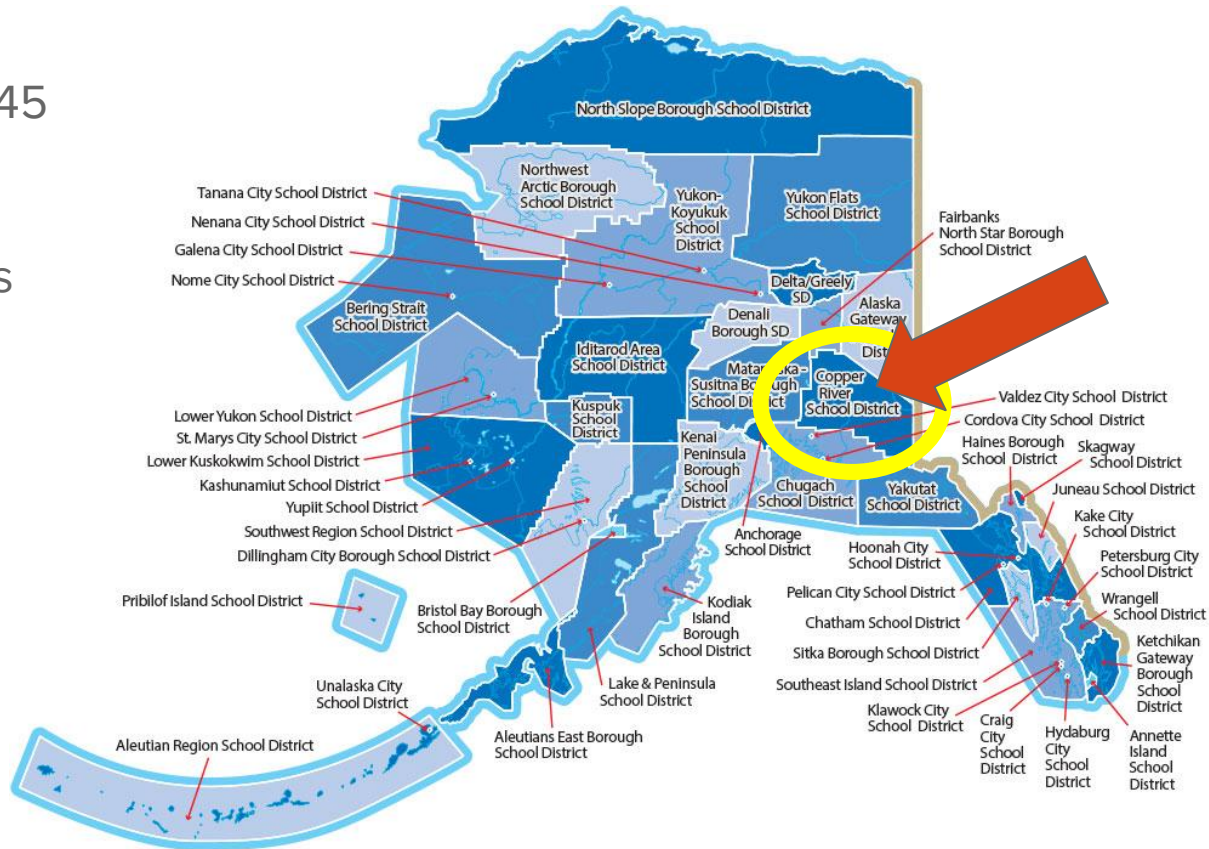February 10, 2017

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Who we are: Copper River School District

District-wide enrollment: 445

- Glennallen School
  - K-12: 282 students
- Kenny Lake School
  - K-12: 72 students
- Slana School
  - K-12: 12 Students
- Upstream Learning
  - K-12: 79 students

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Why we exist:

From limited options...

2012-13 MASTER COURSE SCHEDULE: HIGH SCHOOL / CRSD DISTRICT-WIDE

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Berner	Tech /e-Lrn	Tech /e-Lrn	Tech /e-Lrn	6-8 Exploratory	Computer Tech	Computer Tech
Crow	Integrated Science	Integrated Science	Chemistry	Biology	Integrated Science	Applied Science
Daly	Algebra I	Algebra II	Geometry	Algebra I	Geometry	Pre-Algebra
Gerlach	Math 7	JH Language Arts	JH Language Arts	6-8 Exploratory	English 9/10	English 9/10
Lorence, D.	Art	Govt/Econ	World History	Home Ec	World History	Govt/Econ
Shumway	Standards/ Test Prep English	English 11/12	English 11-12	6-8 Exploratory	JH Social Studies	JH Social Studies
Shop / PE	Metals	Woods	Phys Ed	JH Shop	Phys Ed	Phys Ed
VTC		Trig / Alg II	Oceanography	AP English		
Bandfield	LA 9-10	AK Studies/Health	AK Studies/Health	AP English	LA 9-10	7th Math
Friendshuh	Geometry	Trig	8th Math/Pre-Alg	Algebra I	7-12 Phys Ed	Small Engines
Ownbey	6th Literacy	6th Lit/SS	6th Math	7-12 Home Ec	6th Social Studies	7-12 Art
Proch	Physics	General Science	Oceanography	6-8 Science	eBio	6-8 Science
Voley	JH History	JH Lang Arts	US History	LA 11/12	Graphics	Theater/Media Production

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...To endless opportunities

2016-2017 HIGH SCHOOL MASTER COURSE SCHEDULE: CRSD DISTRICT-WIDE (Students & Parents)

	BASECAMP Period 1 (8:50-10:01)	BASECAMP Period 2 (10:06-11:16)	BASECAMP PLUS Period (11:20-12:02)	BASECAMP Period 3 (12:35-1:45)	BASECAMP Period 4 (1:50-3:00)	TREK PLUS Period (8:50-9:31)	TREK Morning Class (9:35-Noon)	TREK Afternoon Class (12:35-3:00)
Crow, Gene	Algebra I (Math Credit)	Earth Science (Science Credit)		Biology (Science Credit)	Chemistry* (Science Credit)		Robotics / Engineering (Science Credit) (GLN Campus)	Earth Science (Science Credit) (GLN Campus)
Dale, Jared	Trig (College Algebra)* (PWSC MATH 151)* (Math Credit)	Geometry (Math Credit)		Trig (College Algebra)* (PWSC MATH 151)* (Math Credit)	Geometry (Math Credit)		Pre-Algebra (Non-APS Math Credit) (GLN Campus)	Personal Finance / Business Math (Non-APS Math Credit) (GLN Campus)
Friendshuh, Shawn	Algebra II (Math Credit)	Pre-Algebra / Algebra I (Math Credit)	Phys Ed (PhysEd Credit)	Middle School		Phys Ed	Personal Finance / Business Math (Non-APS Math Credit) (KL Campus)	Middle School
Hartman, Robin	Standards Math (Non-APS Math Credit)	Resource		World Literature & Composition (9/10) (English Credit)	British Literature & Composition (11/12) (English Credit)		6-8 Resource	Artistic Entrepreneurship (Fine/Practical Arts Credit) (GLN Campus)
Lorence, Debbie	World History (Social Studies Credit)	Government / Economics ~* (Social Studies Credit)		World History (Social Studies Credit)	World History (Social Studies Credit)		Visual Arts (Fine/Practical Arts Credit) (GLN Campus)	Family & Consumer Science (Fine/Practical Arts Credit) (GLN Campus)
Lorence, Jim	Counseling	Counseling	Phys Ed (PhysEd Credit)	Counseling	Counseling	Phys Ed	Teacher of Record: Aviation Ground School (General Elective Credit) (GLN Campus)	Teacher of Record: Conservation/Outdoor Skills (Science Credit) (GLN Campus)
Popp, Nick	Industrial Enterprise (Woods & Metals) (Fine/Practical Arts Credit)	Automotive / Small Engines (Fine/Practical Arts Credit)		Welding (Fine/Practical Arts Credit)	Construction Trades (Fine/Practical Arts Credit)		Woodworking / Welding (Fine/Practical Arts Credit) (GLN Campus)	Aluminum Fabrication (Fine/Practical Arts Credit) (GLN Campus)
Proch, Mark	Chemistry* (Science Credit)	Oceanography (Science Credit)		Aerospace & Rocketry (Science Credit)	Oceanography (Science Credit)		Intro to Coding & Circuitry (Technology Credit) (GLN Campus)	Aerospace & Rocketry (Science Credit) (GLN Campus)
Shumway, Tim	World Literature & Composition (9/10) (English Credit)	AP English Literature & Composition* (English Credit)		British Literature & Composition (11/12) (English Credit)	Honors World History* (Social Studies Credit)		21st Century Communication (English OR Tech Credit) (GLN Campus)	The American Experience (English Credit) (GLN Campus)
Von Thaer, Jack				Government / Economics ~* (Social Studies Credit)	Government / Economics ~* (Social Studies Credit)		Teacher of Record: Academic Decathlon INSTRUCTOR CANCELLATION (KL Campus)	Guitar / Indie Band (Fine/Practical Arts Credit) (KL Campus)
PWSC		ENGL 111/211* (10:15-11:55 M/W) ENGL 202 / COMM 111* (10:15-11:55 T/Th) (English Credit)		HIST 101* (12:00-1:25 T/TH) (Social Studies Credit)			Contact PWSC for details related to registration details	
VTC	Courses highlighted in purple available district-wide via video-teleconferencing (VTC)							
E-Learning	E-Learning courses are available in supervised e-Learning labs at all campuses throughout the school day.							
STAFF LOCATIONS	Teachers' names are color-coded according to the location of their classrooms during Basecamps: Yellow = GLN; Blue = KL; Purple = VTC. Trek courses are labeled by location, which may differ from a teacher's Basecamp classroom location.							

Opening doors to the world:

- "Blended" learning in traditional classroom settings, K-12
- Distance-delivered, synchronous instruction via video-teleconferencing
- Fully online, asynchronous courses
- Variable-term high school scheduling model

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Personalized Instruction through "Blended" Learning

"Blended learning" is a formal education program in which a student learns:

- at least in part through online learning, with some element of student control over time, place, path, and/or pace;
- at least in part in a supervised brick-and-mortar location away from home;
- and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.

Source: The Christensen Institute
http://www.christenseninstitute.org/blended-learning-definitions-and-models/#sthash.rT494O3w.dpuf
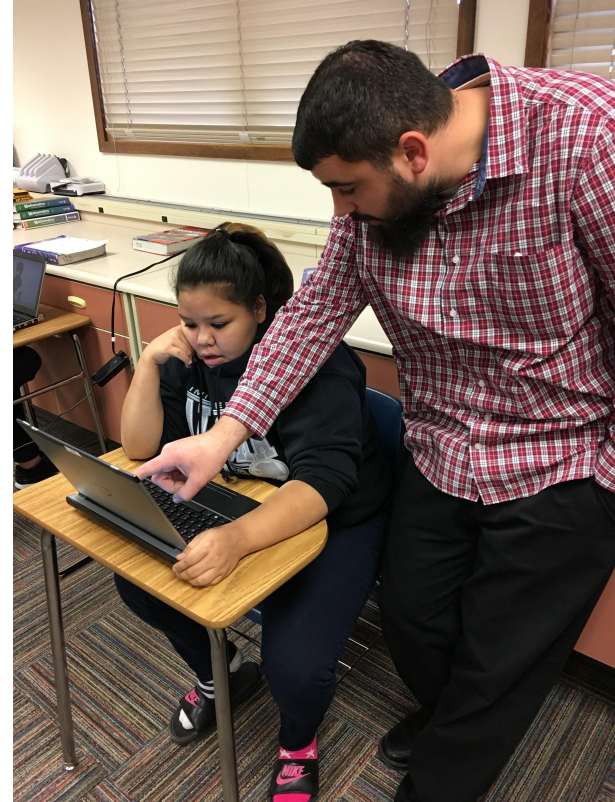
Digital tools & equipment we use to "blend":

- i-Ready
- Edgenuity
- IXL
- Actively Learn
- Nearpod
- G Suite for Education (Google)

- Laptop computers
- iPads
- Polycom VTC Equipment
- Promethean Boards

Benefits of blending:

- Guaranteed & viable curriculum
- Extends reach of the teacher
- Content adapts to student needs
- Rich, real-time data
- Portability of instruction
- Transparency & accountability

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Real-Time Distance-Delivered Instruction

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Instructional Advantages

Loren Holmes/Alaska Dispatch News

Real-time distance delivery offers the opportunity for us to deliver high-quality, focused direct instruction to students in an interactive environment.

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Instructional Advantages

Content-management systems (even free ones such as Google Classroom) can facilitate distribution of instructional materials.

Lessons can be recorded easily and quickly made available to students to access wherever they are.

Feedback

Direct instruction is important, but our mantra has become, "The feedback is the teaching."

Personalizing through feedback.

Interactive tools over the 15 years have gone from fax machines to real-time collaboration.

- Actively Learn
- Google Docs

Feedback

Meaningful, personalized instruction can happen when it is most meaningful - while the student is still engaged in the learning process, not after the fact.

imagery and tone. The speaker wishes to be remembered or to live on such as the song of the nightingale.

Keats' diction changes with the tone throughout the poem. These changes of diction start to show the speaker's strain to understand mortality. The speaker feels as if life is insufferable. The joy that the nightingale's song brings him is what causes these diction changes, and forces him to realize there is very little happiness in the world "Where but to think is to be full of sorrow."

We see imagery through many aspects of the poem, such as the nightingale's song, but what stands out the most is the speaker's intoxicated mind. Keats hints that the speaker is under the influence whilst making sense of this trace of happiness he is receiving from the nightingale's tune. He mentions the speaker has a "purple-stained mouth." The speaker wishes to be remembered but not by his life but by his poetry, "Away! away! for I will fly to thee, / Not charioted by Bacchus and his pards, /But on the viewless wings of Poesy."

The tone Keats' creates is mostly a feeling of sorrow but is joyful for a brief moment in the beginning. Keats' creates this dismal tone to show the romantic aspects of "Ode to a Nightingale." The changes in the tone show the spontaneity of his thoughts and emotions, as he

Nicole Friends... Resolve
10:45 AM Jan 24

You should include some evidence from the poem to back up with claim

Tim Shumway
11:04 AM Jan 24

Yes - it is a solid claim, but does need support!

Nicole Friends... Resolve
10:46 AM Jan 24

Where's your transition for this quote?

Tim Shumway
11:05 AM Jan 24

Agreed - give this some context. It is a good quote to support your idea, it just needs to be tied in smoothly.

Tim Shumway Resolve
11:07 AM Jan 24

I think this is where the disconnect occurs. What is the effect of this possible intoxication? What does he suggest is a better way to achieve that "high"? You mention it at the end (the posey instead of Bacchus), but you don't connect this. Make sure you come back to his conclusion that art/poetry can be that escape.

Feedback

Compared to your other courses, how timely is the feedback you receive on your work in this course?

In order for feedback to be meaningful for students, it needs to be timely.

- Much faster
- Faster
- About the Same
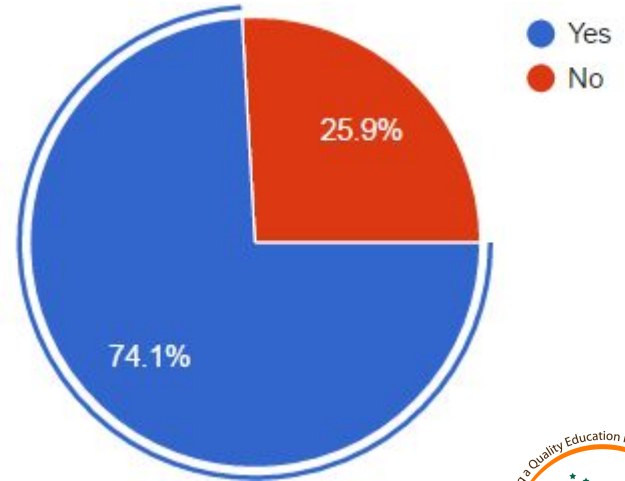- Slower
- Much Slower

48.1%
14.8%
37%
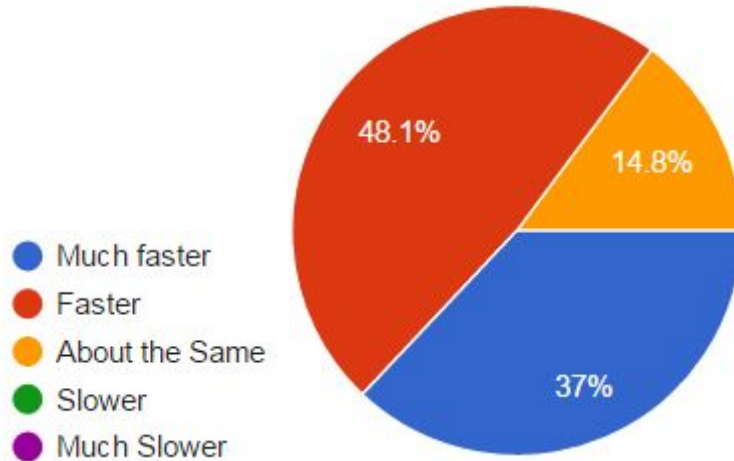
Communication Advantages

Creates more ways for students to engage with the teacher:

- Email
- Interactive Tools
- Google Hangouts
- Raising a Hand

In your VTC class, do you use alternate communication tools to ask questions that you *otherwise would not ask* aloud?

Legend: Yes, No

25.9%

74.1%

Student Voices

Opportunity: Equitable Access Through Collaboration

Loren Holmes/Alaska Dispatch News

Alternative to e-learning

Collaboration between small rural districts could provide more course offerings *with* consistent teacher support.

Increased rigor in small schools when students are in appropriate courses.

Opportunity: Teacher Quality & Retention

Leverage exceptional teachers, and allow them to focus on specific content.

Provide the best possible educators to all students, regardless of their physical location. Students in rural areas deserve expert teachers in each content area.

Empower generalist teachers in small rural schools to serve as mentors, coaches, and interventionists.

Removing the burden of planning instruction for numerous content areas and grade levels would allow them to focus on relationships and support for students with unique needs and challenges.
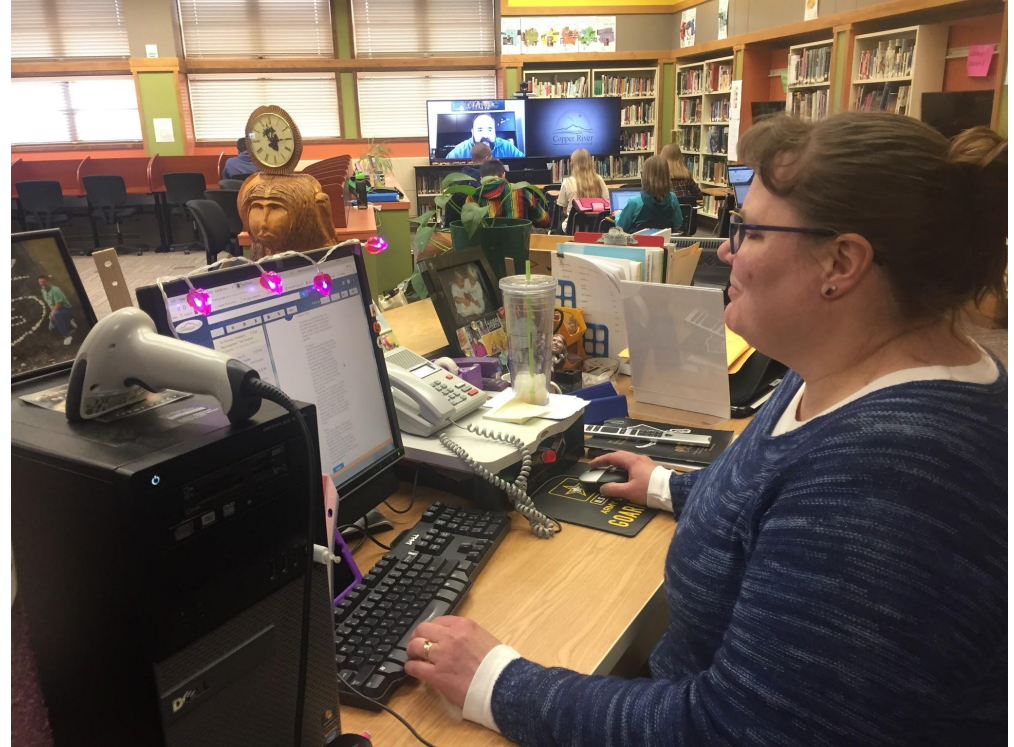

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Our Vision: A ConnectED Alaska

An essential element: The PEOPLE

- "The role of the teacher is almost always more central, indeed *fundamental*, than it was before the introduction of technology."

--Michael Trucano (2015)

Source: "Will technology replace teachers? No, but…"
EduTech (February 24, 2015)
http://blogs.worldbank.org/edutech/tech-and-teachers

A sense of urgency...

"We are the ones we have been waiting for."

--Hopi Elders

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For more information:

Tamara Van Wyhe: tvanwyhe@crsd.us / 907.822.3234 / @Tch2LrnAK

Superintendent / Director of Teaching & Learning Support

Tim Shumway: tshumway@crsd.us / @ShumwayAK

District-wide English & Social Studies Teacher / Digital Tools Integration Specialist

Learn more at: www.crsd.us/connected-alaska

Follow us on Facebook & Twitter: @CRSDak

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