WELCOME TO THE
ALLIANCE FOR VIRTUAL LEARNING'S
SUMMER VIRTUAL TEACHING ACADEMY

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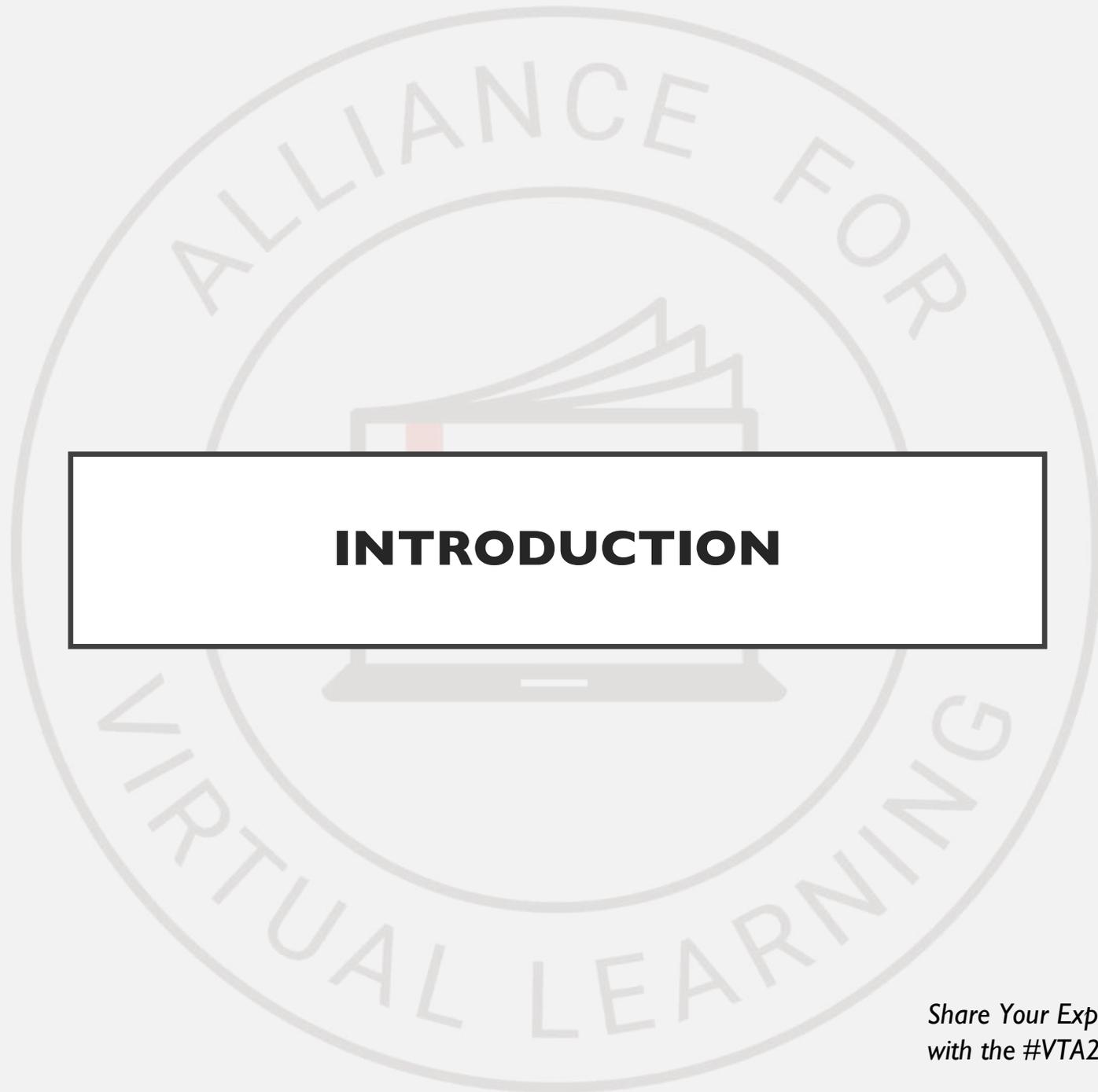
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INTRODUCTION

PRESENTER

Pete Just

Pete Just, CETL, is a lifelong K12 educator. He is Chief Technology Officer for the Metropolitan School District of Wayne Township in Indianapolis and helped launch Indiana's first online school in 1999 and another in 2011. Pete was elected to the CoSN *National Board in 2014 and is the CoSN Board Chair. Dedicated to using technology to enhance learning and opportunity, Pete's passion is in giving all students the chance to fulfill their God--given potential.*

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PRESENTER

Kelly Hermann

Kelly is the VP of Accessibility, Equity and Inclusion for the University of Phoenix. She has worked with students with disabilities first as a speech therapist in a preschool setting and then with college students for the past twenty years. She oversees the accessibility, accommodations and diversity initiatives for the University and co-chairs online learning and accessibility networks for the Association on Higher Education and Disability (AHEAD) and IMS Global respectively.

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PRESENTER

Monte Kalisch

Monte is the Director of Technology of the Jacobs Institute for Innovation in Education at the University of San Diego and co-inventor of Pactful (pactful.org), a free curriculum and tool to teach design thinking & social good innovation with teens.

Monte is the former Chief Technology Officer of Connections Education at Pearson Online and Blended Learning where he spent 15 years helping to create the K–12 virtual public school industry. His contributions included creating an education platform that still serves over 80,000 full-time virtual school students.

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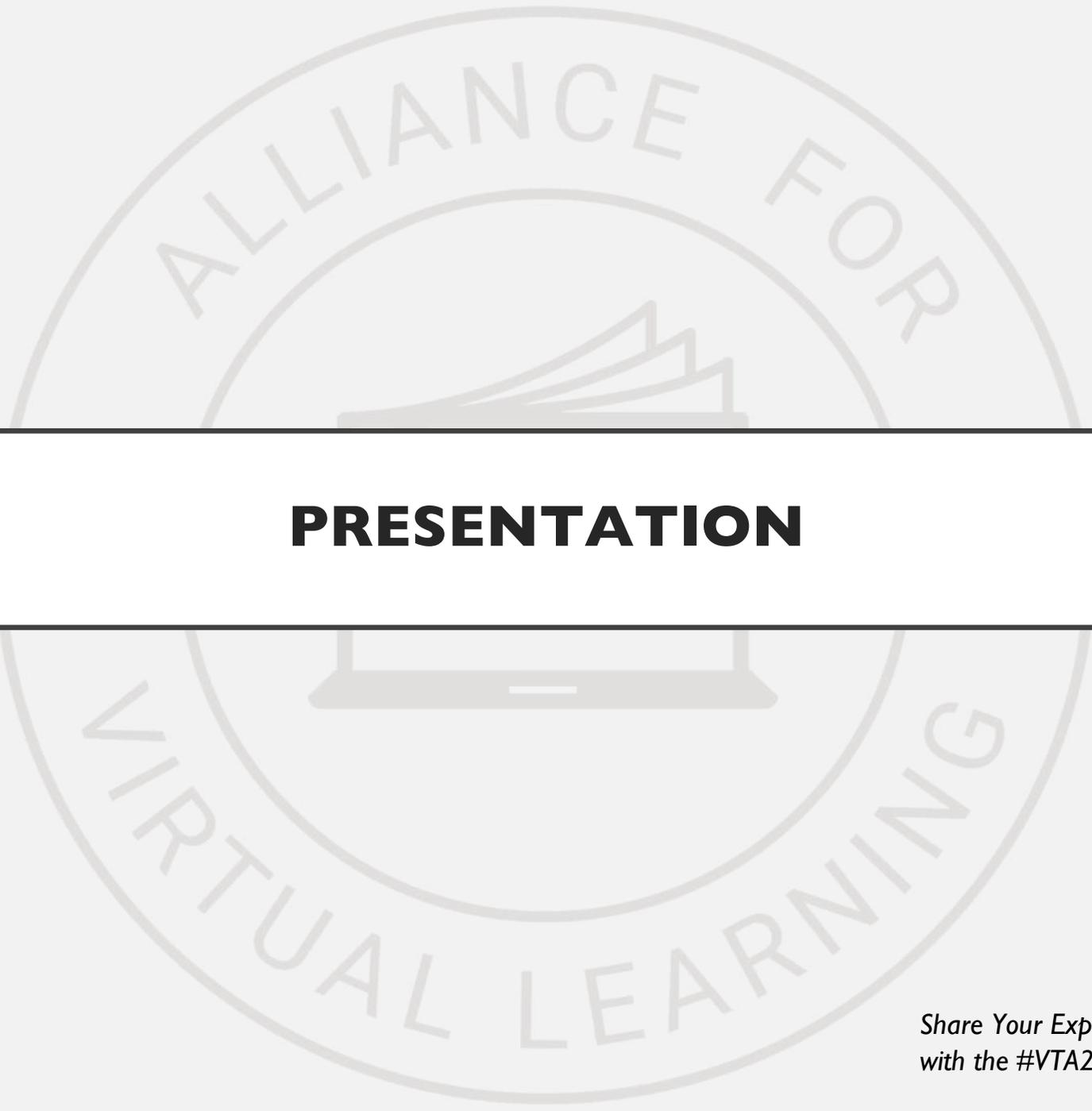
PRESENTATION

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Overview

- Virtual School Technology Ecosystem
- Essential Technology Tools
- Technology Usage Strategy
- Technology Procurement
- Digital Accessibility*

Building & Leveraging
A Digital Learning Environment

A series of products working together to facilitate the needs of instruction
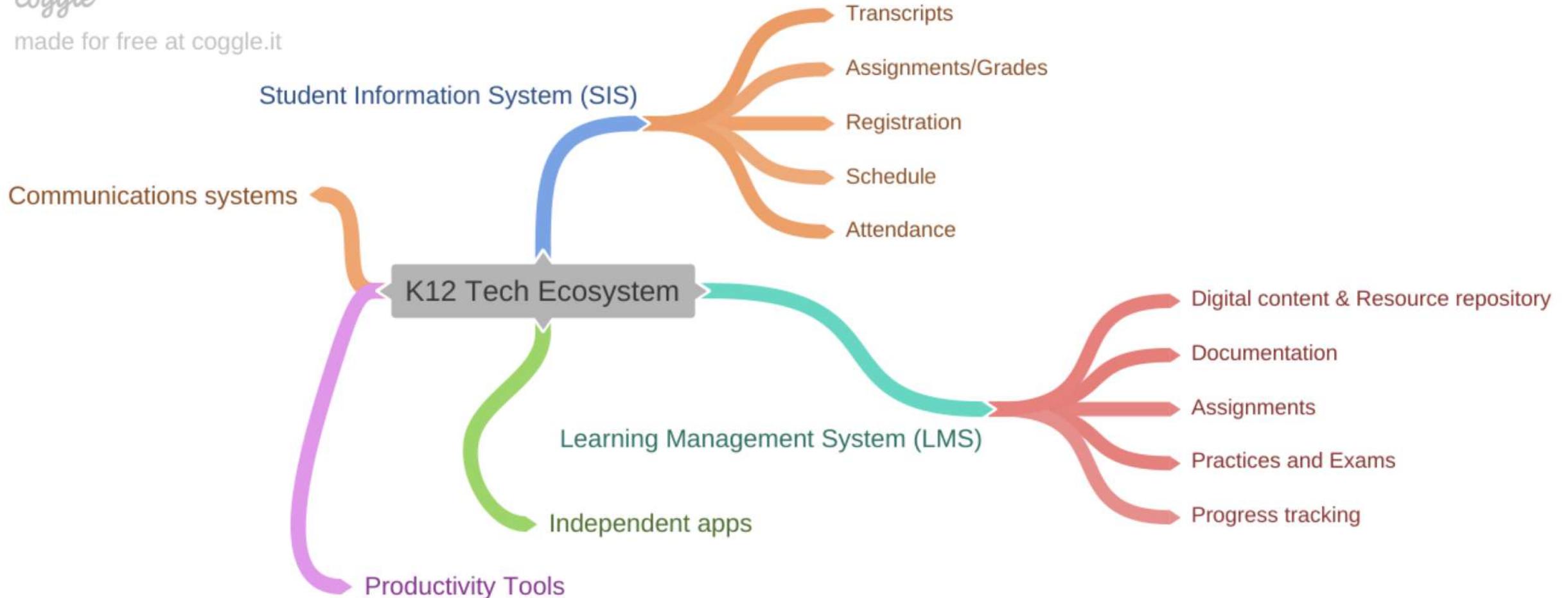
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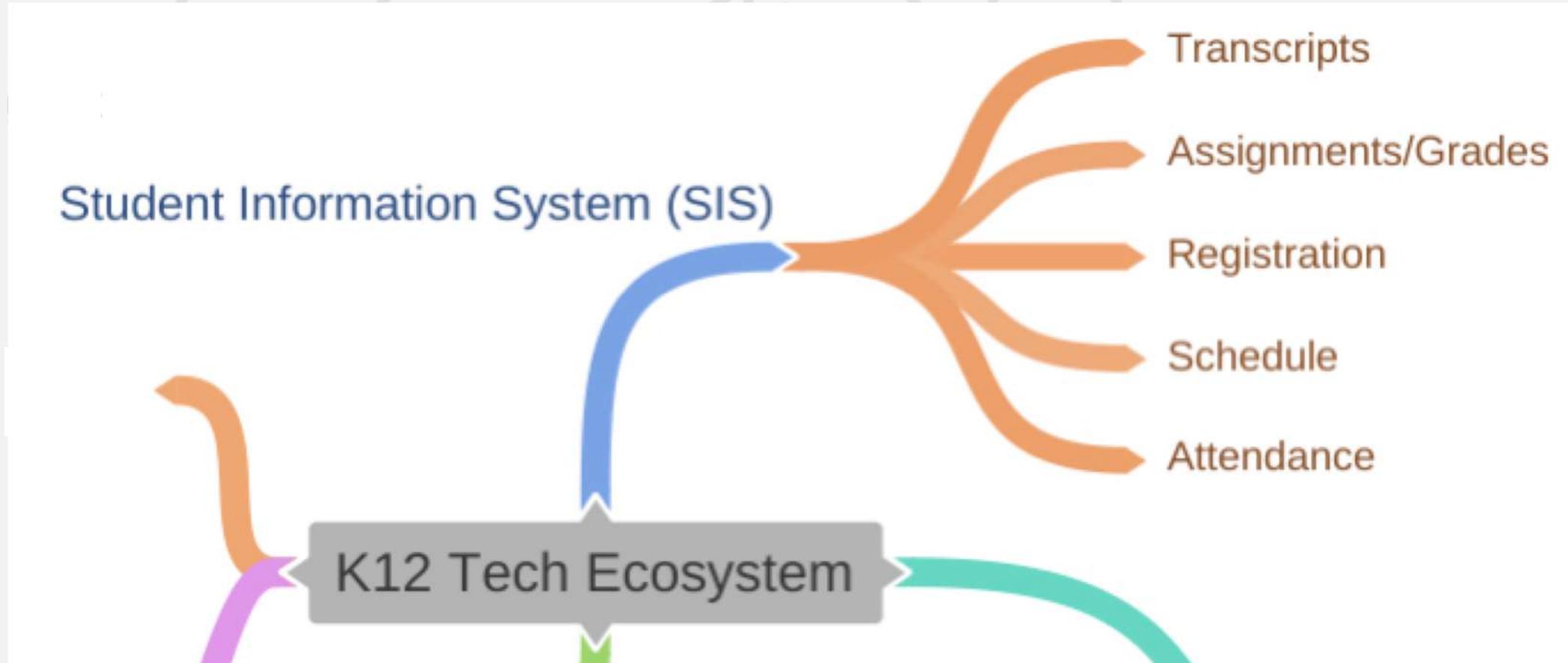
Building & Leveraging a Digital Learning Environment

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Essential Tech Tools -
Environmental Considerations
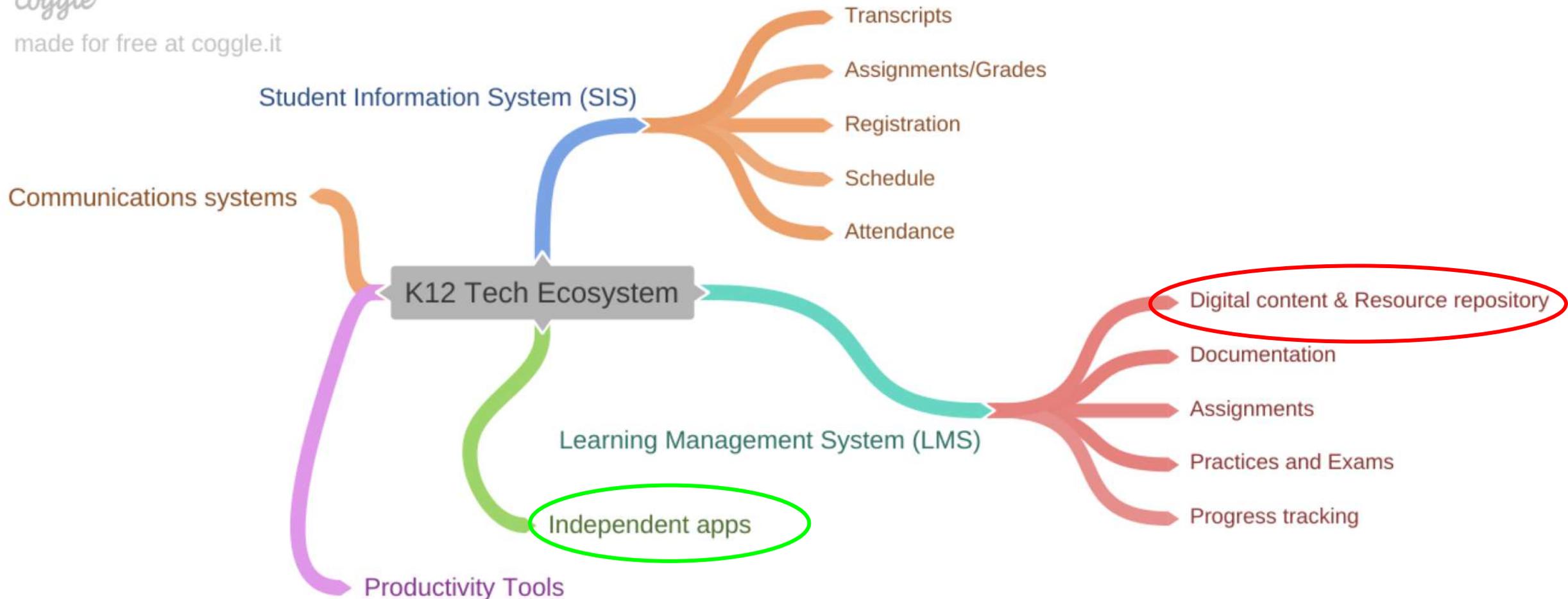
Essential Tech Tools -
Environmental Considerations

Rostering considerations-

How do users get put in and taken out?

- Hand entry by teacher
- Nightly uploads from Student Information System (SIS)
- Fully automated
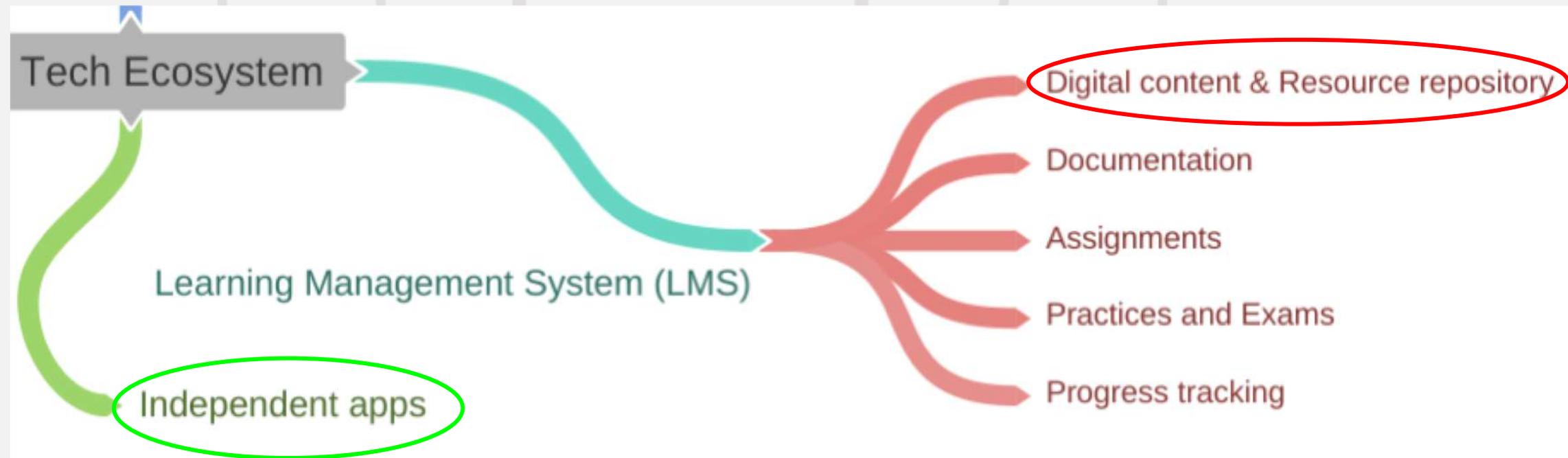
Tech Ecosystem

Digital content & Resource repository

Documentation

Assignments

Learning Management System (LMS)

Practices and Exams

Progress tracking

Independent apps

Building & Leveraging a Digital Learning Environment

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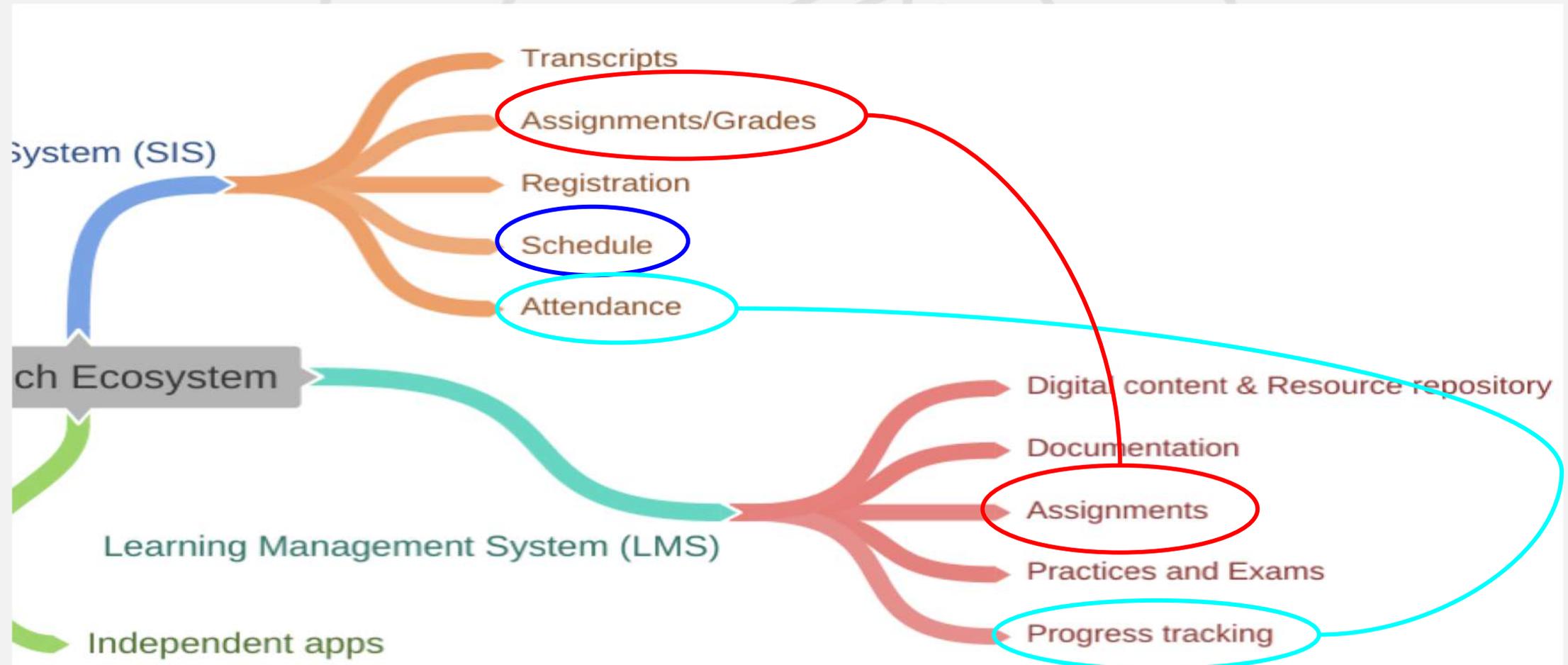
# Building & Leveraging a Digital Learning Environment

A series of products working together to facilitate the needs of instruction
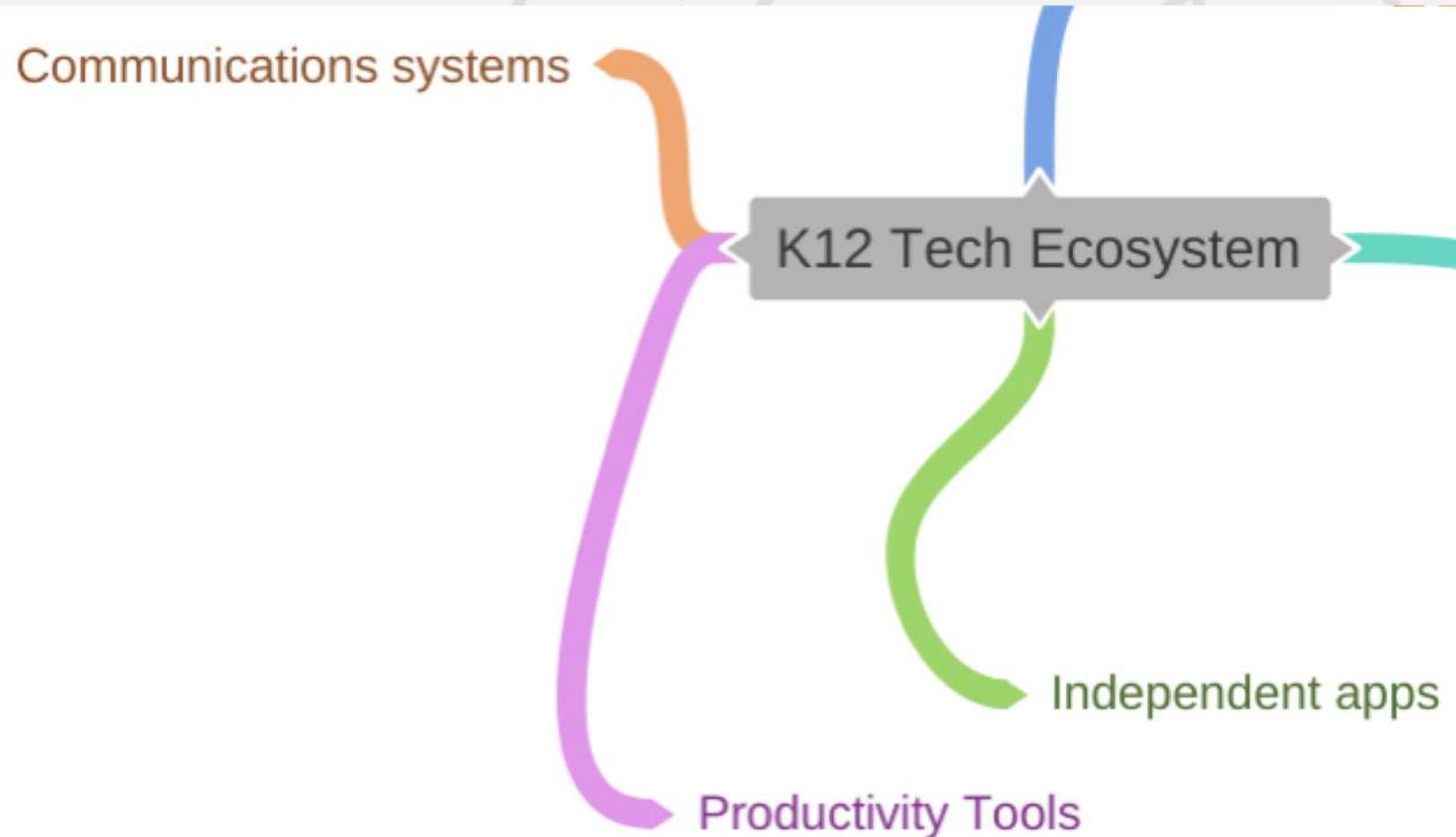
Building & Leveraging a Digital Learning Environment

Each component in an ecosystem has connections to other components

They need to "play nice" with each other!

The intentional adoption of resources should fit together to best serve students.
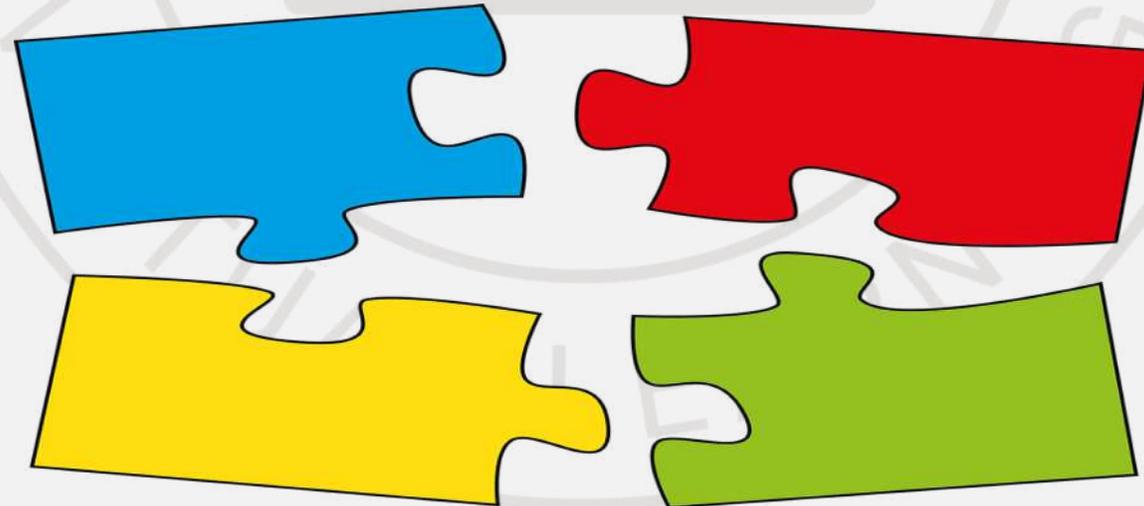
Essential Technology Tools - LMS

Why?

Consistency & Equity

- Everyday starting point for students and families

Accountability

- Learner analytics

What?

A Learning Management System (LMS) is an online tool that facilitates a type of "virtual classroom" that can be used to engage students, share class information, track class progress, and more.

Essential Technology Tools - LMS

Common Features

- Course Dashboards
- Lesson Delivery
- Assignments & Assessments
- Gradebooks
- Attendance
- Progress Tracking
- Mastery Reports
- Discussions/Message Boards
- Communications

Essential Technology Tools - LMS

Examples

Not a Complete LMS Solution

Essential Tech Tools - Communications

Why?

- Sharing of resources and information
- Fostering connection and engagement with students and families
- Providing clarification and guidance regarding class activities and expectations

What?

- Email, web reminders and announcements in learning tools, parent/student apps, Remind and other text communications for students and parents/guardians.

Essential Tech Tools - Webinar

Why?

- Synchronous communication
- Fostering connection and engagement
- Clarification of content
- Classroom discussions and group work

What?

- Virtual meeting tools to allow for real-time communication using video and audio as well as shared viewing of content and text-based chat.
- Examples - Zoom, Google Meet, Bb Collaborate, MS Teams

Concerns:

- Accessibility - need for captions as well as other concerns
- Bandwidth and internet access
- Video concerns - both accessing a student's home environment and the length of time needing to be on camera

Other Tech Tools - Classroom/Independent Apps

Why?

- Your ecosystem may be missing something that would improve learning

What?

- Any app or software with a specific content or capability focus

Concerns

- Apps that don't integrate with the LMS can introduce access concerns, data inconsistencies, and student data privacy issues.

Tech Usage Strategy

Why?

- Consistent expectations of technology use create a better user experience and consistency across classrooms.

What?

- A technology usage strategy is clear guidance how technology tools are to be used.

Tech Usage Strategy

Questions the School, District, and its Teachers should ask:

- How do we measure student engagement?
- How are communications intended to be tracked with students/families?
- What are the min/max expectations for using synchronous sessions?
- Do we expect students to always be on camera?
- How do we handle academic integrity issues online?
- How are teachers supposed to handle tech support questions?
- How do we handle inappropriate behavior online?

Tech Procurement Considerations

- Why do districts (and teachers) need a system?
- Is free really free? "Freemium" concerns
- Is student data collected? Who owns/ controls it?
- District strategy and PD approaches
- Considering accessibility
- Integration with your ecosystem
- Rostering of users

Adoption of digital resources need to consider all of these

Content Integration Complexity

P. 1

Content Integration Complexity

P. 2

Not in the Hub

Access to Platform Only Rosters/Identity Management

No Set-Up from IT

Authoritative SSO with Identity Management

Anonymous Web Apps

Teacher Hand Entry

Access/Login Identity Management Portal Only

Access/Login Custom Vendor Landing Page

Rostering Method Determined

Identity Management Provisioning

Determine icon to be used in portal

Design custom landing page

Determine and Communicate Access (Grades, Users, etc.) to IT Services

Determine and Communicate Access (Grades, Users, etc.) to IT Services

Coordinate with vendor's technical contact

Coordinate with vendor's technical contact

Time line for implementation with staff/students and priority levels

Time line for implementation with staff/students and priority levels

Connect vendor to Identity Management support

Connect vendor to Identity Management support

Communicate with data team on data requirements for data export

Communicate with data team on data requirements for data export

Vendor and Identity Management Configure and Test

Vendor and ID Auto Configure and Test

Vendor contact for data requirements

Vendor contact for data requirements

Implementation and Production

Implementation and Production

Automated account creation and password synchronization for the software for integration with Identity Management

Review with vendor (after school year ends) for any changes in data or process

Determine data updates and timeline

Creating action sets for integration

Determine data updates and timeline

Review with vendor (after school year ends) for any changes in data or process

# Feeding the Horse and Hitching the Cart

Tech Support

Integration with other systems

Professional Development

User entry (Rostering)

Are ALL easier with a thought out ecosystem!
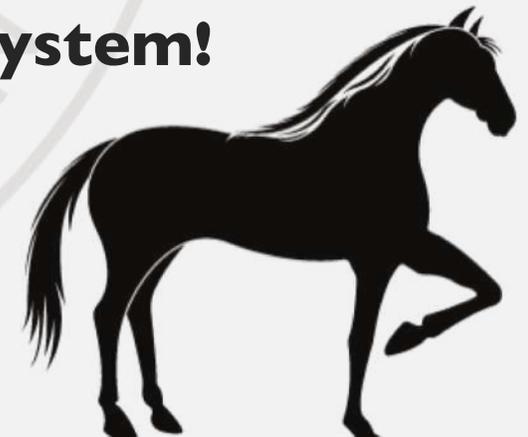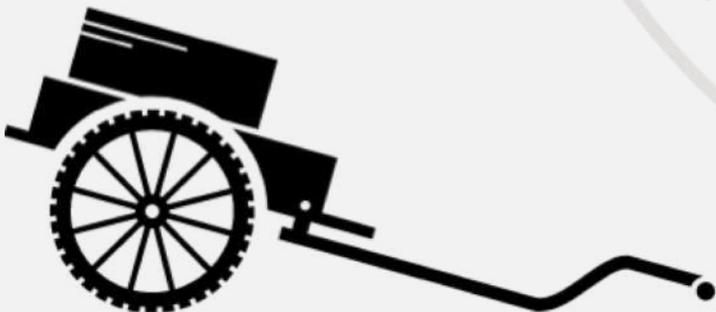
Accessibility in Procurement - Essential Questions

Ask these:

What accessibility standard has your company adopted for your products?

How has your company verified the accessibility of your product?

Do you use screen readers in testing your product?

What accessibility documentation do you have for your product?

Don't ask these:

Is your product ADA compliant?

Does your product meet ADA regulations?

Can you provide me with a statement that you meet ADA requirements?

Evaluating Accessibility Information

First, you need to know how the product will be used and what it is designed to help the students do.

Look critically at accessibility documentation provided by the vendor - do they conduct testing using assistive technology? Have they contracted with an accessibility vendor to do their documentation (such as a VPAT)?

Do they have an accessibility road map for future product releases?

Can you see alternatives for non-text content? Captions? Alternative text on visual/graphical content?

What does the user interface look like? How is color used? Are there timed elements that trigger activity or inactivity warnings?

How about multiple inputs? Can you navigate the tool using basic keyboard shortcuts?

Digital Accessibility Strategy

Determine your who, what, when, where and why.

1. What standard will you follow?
2. When will you ask key accessibility related questions, provide alternative formats as needed and ask vendors/suppliers for needed resources?
3. Where are your stakeholders (students, parents, general public) accessing your resources and how does that influence accessibility?
4. Who is responsible when something is not accessible?
5. Why is this important for your class, school or district? Do you know your stakeholders and their needs? Are there students without obvious disabilities who may benefit from accessibility features?

Consistency is key - knowing your standards and how your school is going to meet them is critical to the student and parent experience.

Building a culture of accessibility

Starts first with understanding the current climate and culture of the school or district

School/district-wide approach – what is your standard?

Standards allow all teachers & leaders to know what you are asking for, especially from vendors and outside partners

"What's in it for me?" - why are we doing this?

Professional development opportunities

Policies and procedures aren't enough - where are the resources?

Infusing accessibility questions/considerations into all activities

Essential Accessibility Steps

- Share videos that have captions and transcripts. Be careful of automatically generated captions - they often aren't accurate ([YouTube Caption help](#)).
- Include a transcript of all audio files and podcasts (More information on [Captions, Transcripts and Audio Description from WebAIM](#)).
- Images and graphics need to have effective alternative text descriptions ([WebAIM alternative text guidance](#)).
- Create accessible documents: [MS Office document accessibility](#) and [Accessible PDFs from Adobe](#). Use built in styles and templates, especially in MS Office documents.
- Share descriptive hyperlinks instead of long web addresses (see examples above and more information on [WebAIM's link page](#)).
- Do not use color as the only means of conveying meaning and make sure there is sufficient color contrast ([WebAIM's color contrast checker](#)).

SIGN UP FOR UPCOMING SESSIONS IN THE SUMMER VIRTUAL TEACHING ACADEMY

https://go.blackboard.com/virtual-teaching-academy

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