



Virtual Advanced Placement (VAP) Program

Madison-Oneida BOCES VAP Program

Program Overview

In brief, district teachers will be selected to develop three online AP® courses: English Literature & Composition; U.S. History; and Calculus AB. Madison-Oneida BOCES teachers will deliver the courses in the 2013-2014 school year. Participating districts may opt for a blended or online-only format. The project will accommodate 300 students across the three courses region-wide. Participating students will have multiple supports to foster success including mobile technology for 24/7 access and college mentors for online tutoring. School staff and faculty will have access to a full array of professional development opportunities throughout the school year so that they may build capacity for providing blended or online AP® courses beyond the grant period. The Consortium is comprised of eight school districts.

Overall VAP Program Goals, Objectives and Strategies

The Madison-Oneida BOCES VAP Program has two primary goals:

Goal 1: Provide greater opportunities for low-income students to demonstrate college and career readiness, as well as mastery of New York State Learning Standards.

Objective 1a. Increase the participation of all students, particularly low-income students, in virtual learning (online and blended) Advanced Placement® courses and tests.

Objective 1b. Provide additional supports to students enrolled in virtual learning (online and blended) Advanced Placement® courses and tests in order to increase the likelihood of academic success.

Strategies: Develop and offer virtual learning AP® courses, work with in-district staff on program marketing and enrollment process, provide students with technology for 24/7 access and college mentors for online tutoring and mentoring

Goal 2: Expand the capacity of the participating districts to offer a virtual learning AP® program to students.

Objective 2a: Maximize resources region-wide so that all districts will benefit and expand capacity.

Program Activities

Services will be provided to eligible students in each of the eight high school buildings.

Professional Development

Strategies: Provide professional development of teachers to develop, deliver and support virtual learning AP® courses to improve content knowledge and virtual instruction capacity; provide professional development to in-district mentors to coach and support a virtual learning program.

Madison-Oneida BOCES will recruit three content area teachers via a District Nomination Process for each of the three online AP® courses to be developed. Each participating district will have the opportunity to nominate teachers for this professional development opportunity.

Each participating district will identify two faculty or staff to serve as in-district coaches for the VAP program. These coaches may be teachers, teaching assistants, guidance counselors, principals, or anyone deemed appropriate by the superintendent. They will participate in all of the offered professional development and become the coaches back in their building. This element is important for two reasons: first, these coaches provide face-to-face support to current students taking the virtual classes and second, it builds knowledge and capacity in the participating schools for offering more virtual courses in the future. If this pilot program is successful, districts will more likely want to pursue it and expand upon it in the future. Those coaches will be the leaders to make that happen.

Throughout the 2013-2014 school year, teachers and in-district coaches will engage in at least ten professional development activities related to virtual learning and supporting the virtual learner. Topics will address the critical knowledge, strategies, and techniques necessary to support student achievement in an online learning environment while aligning to the standards from the International Association for K-12 Online Learning (iNACOL) and the NEA Guide to Online Teaching. Teacher skills required for online teaching are different from the skills used for face-to-face instruction in the classroom. The social dynamics, assessment strategies, and technical challenges are different and will be addressed through the professional development offerings.

Current Status

Informal recruitment efforts have been initiated. The formal recruitment process is in place and the timeline for hiring established. Positions have been advertised. We have sought out external and internal resources for best practices and this research on best practices continues. We have determined a process for training teachers for online course development and delivery. Advertisements have been submitted to newspaper and on-line application system for the VAP Coordinator position.

Program Contact

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