



# Virtual Advanced Placement (VAP) Program

## Ulster BOCES - K12LN - BOCES Consortium VAP Program

### Program Overview

Ulster BOCES is the LEA lead applicant on behalf of the BOCES Consortium, comprised of Dutchess BOCES, Orange-Ulster BOCES, Sullivan BOCES, Ulster BOCES, ONC BOCES, and WSWHE BOCES and their eligible participating school districts, hereafter called the K12LN. This consortium has a long, successful history of working together to increase student learning. Ulster BOCES, through the K12LN, has provided extensive training to deepen technology skills for area educators and administrators, online course development, leadership development, data interpretation and resulting differentiation strategies to increase student learning. Through this project, the K12LN will service students in 13 counties from 31 districts encompassing 58,216 students, of which 46% live in poverty.

### Program Activities

The K12LN has identified three goals for this project based on the needs in our consortium:

1. To provide six fully online classes that supplement current Advanced Placement offerings to low income students for a repository to be shared statewide;
2. To provide professional development to teachers, administrators, and technical staff with regard to the development, instruction, and support of virtual Advanced Placement courses, and
3. To improve targeted access to virtual Advanced Placement (AP) courses and increase AP opportunities for low income students.

In response to these goals, K12LN will develop six online AP courses and supplemental teaching material, provide professional development to teachers, and improve low-income student access to Advanced Placement courses. This will expand course offerings and provide teachers with the fundamentals of online course design and instruction. It will also build the capacity of participating districts to offer online courses by providing opportunities for school leaders and technical staff to learn how to evaluate and support online instruction. The classes to be developed in Moodle include Psychology, Art History, Statistics, Computer Science A, Human Geography, and Comparative Government and Politics.

### Professional Development

Training will be provided through a variety of methods including face-to-face, online, hybrid training, and Summer Institutes. Participating teachers trained as part of the proposed project will be able to teach fully online courses to students or use the content created as a supplement to their classes. These teachers will have the ability to become turnkey trainers in the area of online course development.

Professional development will be available beyond the grant for teachers not trained during the grant period. This training will be available both online and face-to-face and provide the fundamentals of teaching in an online environment. The training will be provided by the six participating BOCES. Online professional development resources will be housed on our project website and be available for download and use by districts and BOCES across New York State.

K12LN will create a plan for course development following the guidelines of the College Board. The social authoring philosophy will be the basis of the course design. Social authoring guidelines delineate three key roles: core authors, contributing authors, and supporting authors. This plan is based on years of extensive research and practical experience in course development. These three roles, which will be filled by participating teachers, will work together as a team led by an e-Learning specialist with expertise in creating class content, engaging student experiences, and developing formative/summative assessments. There will be three e-Learning specialists and eighteen teachers who will be supervised by one of the project co-coordinators. Each e-Learning specialist will develop two courses in Moodle with the assistance of the teacher teams who are content specialists. An information facilitator will help support the technology, website and develop videos and audio to be included in the courses. The Advisory Committee will ensure course rigor and alignment. The Model Schools and Technology Departments at Ulster BOCES will support these teams. After the courses are developed and reviewed, the project coordinator will work with teachers to submit the courses to the College Board for approval. The courses will be offered, in the fall of 2013, to low income students in the participating districts.

### **Program Contacts**

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