

Response to Osprey Wilds Site Visit Feedback

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A team of 3 individuals from Osprey Wilds conducted a virtual site visit with our online program on May 10. We recently received their report from their visit which is shared with you in this board packet. I wanted to address some items based on their feedback:

1. ***“Having each teacher define norms in their classroom may help with engagement levels this school year.”***

I agree with this completely! This year one of my main goals is Consistency and Rigor. We started the school year with training for staff on virtual classroom expectations, using the acronym BOTS:

22-23 GOAL 1: Consistency & Rigor

BOTS - Student Norms & Expectations

- **Be** in a Learning Space (Dress for success, quiet place, no distractions, wait to eat, turn camera off if surroundings are distracting)
- **On** Time and **On** Task (not on their phones or doing other things, focus on the meeting/discussion)
- **Take** Your Turn (Raise Hand/Mute)
- **Sit** Up and **Join** In! (don't be in bed/laying down, participate, camera on when you can)

We are hopeful that these expectations will be clear and help create more consistency in student experiences.

2. ***“CCS may want to consider ensuring that staff have robust internet connections and high quality hardware in order to enrich the learning experiences of the students.”***

This came about after a staff member they were observing went outside to show students her beehives. The feedback was that while the students were excited to see the beehive, were engaged, and asked questions, the wi-fi connection was not strong. It seems reasonable that the internet might not be as strong outside. I'm unclear as to what type of technology would make that better and/or if the school has capacity to provide that for all our online staff. Staff are encouraged to reach out to me or the Technology Coordinator if they are having any tech issues or need additional hardware to better do their jobs, and we have addressed these requests quickly and successfully.

3. ***“A more rigorous expectation for attendance may be something to consider in order to increase student engagement.”***

One of the reviewers suggested to a staff member that students who do not meet our attendance expectations should be dropped from the school. This is against the law. I would love to hear some suggestions for what some legal and reasonable expectations might be. I'm very open to input and ideas as attendance is something we work on and struggle with consistently every year.

4. ***“Teachers expressed that engagement was more anecdotal than data driven.”***

I completely agree with this statement. My other big goal this year is Student Engagement Data Tracking. We have started doing “mini-PD” sessions with staff to explore this complex issue.

Additionally, our new Student & Family Engagement Coordinator role is critical in helping us understand and use our student engagement data

23-24 GOAL 2: Student Engagement Data Tracking

We want to know what works best to engage our online students. 5 D's!

1. Determine what data points we believe are critical to track - what do we think leads to better outcomes for our students? - September
2. Develop a user-friendly system to track these data points - Sept/October
3. Do it! October-April
4. Data analysis - May
5. Decision making about what our needs are for the future - June

5. "Teachers expressed that they received quality professional development on gender identity that they found helpful...however there was no discussion of professional development related to online instruction or EE."

I'm curious whether they asked about those professional development topics and heard that, or whether they remarked on that just because it didn't come up in discussion. Our staff had training in both those elements of online instruction and EE. See the end of this document for our SY23 Professional Development schedule and topics.

6. "Students expressed that they would like to have the ability to work at their own pace on content, allowing them to review content they struggled with. However, according to students, the current platform does not enable this."

This is another point of feedback that baffles me! Our entire program allows students to work at their own pace. I'm unsure what happened in this discussion and don't have any input besides that this isn't the case.

SY23 PD Calendar & Topics

Date	Topic	Format	Hours
Aug 31	MTSS	Synchronous	1.0
Sept 6 - Nov 7	Becoming Trauma-Informed: A Primer for Educators - complete first 2 units by October 3	Asynchronous	8.0
Oct 3	Discussion - Becoming Trauma-Informed: A Primer for Educators	Synchronous	1.5
	Time to work on Becoming Trauma-Informed		
	NSQL (National Standards for Quality Online Learning) observation and rubric training		1.0
Nov 7	SAEBRS (core subjects and coaches)	Synchronous	3.0
	Discussion - Environmental Ed	Synchronous	1.0
	Time to work on EE teaching project	Asynchronous	4.0
	Time to work on Becoming Trauma-Informed		
Feb 6	Discussion - Environmental Ed	Synchronous	1.0
	Time to work on QM - Gauging Your Technology Skills	Asynchronous	
	STAR Staff Training - Interpreting data	Asynchronous webinar Synchronous discussion	1.5
March 1 - 8 OPTION 2	Quality Teaching Online Certificate course (QM) - Gauging Your Technology Skills	Asynchronous during 9-day period	8.0
Mar 6	Discussion Quality Matters - Gauging Your Technology Skills	Synchronous	
	English Learner Continuing Ed training - Due by April 1		1.0
May 1	Gender Inclusive Schools - LGBTQIA+	Synchronous	2.0
		TOTAL HOURS	30 to 33