



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

**TO:** P-12 Education Committee  
**FROM:** John B. King, Jr.  
**SUBJECT:** Online and Blended Learning Panel  
**DATE:** January 3, 2011  
**STRATEGIC GOAL:** 1, 2, 3, 5, 7  
**AUTHORIZATION(S):**

## SUMMARY

### Issue for Discussion

At the December meeting of the P-12 Education Committee, background information and draft regulations (see attached) for awarding credit for online learning were presented. To provide a better sense of what such learning looks like, the panel below will provide different examples which include vendor supported and locally created options.

### Panel Discussion: **Examples of Online and Blended Learning Programs**

### Panel Members

- **George Kiley**, Superintendent of Schools, Hornell City School District, Hornell
- **Chris Weinman**, Executive Director of Career and Technical Education, Greater Southern Tier (GST) BOCES

The Hornell City School District, working in conjunction with GST BOCES, has created a blended learning program to assist lower achieving students achieve academic success. 164 students are currently enrolled in their program.

- **Arthur VanderVeen**, Chief of Innovation Research & Development, iLearnNYC, New York City Department of Education

iLearnNYC offers online learning in three different forms to students in over 40 schools in New York City. The current options include: Advanced Placement courses with more than 300 students participating; Credit Recovery programs for

overage undercredited students with more than 500 students participating; and blended learning programs within a mix of online and face-to-face settings with more than 2000 students participating.

- **Ken Ford**, Director, Information and Technology Center, Oneida-Herkimer-Madison (OHM) BOCES, Utica

OHM BOCES, working with science teachers from its constituent districts, has developed an online course to supplement the teaching and learning of Regents Physics. The course incorporates strong pedagogy, rich media content, utilization of the OHM BOCES digital media streaming, virtual reference library, and other digital content, as well as offering immediate feedback to students.

## Discussion Questions

### Student Support

- How do online and blended courses improve student learning and achievement in your district?
- Which students would benefit the most from online and blended courses?
- How are students selected to participate in these courses?
- How do you help students to be successful in these classes?
- How is such help different from assistance provided to students in traditional classroom environments?

### Professional Development

- How are teachers selected to teach these courses?
- What training and assistance is offered to teachers who teach online and blended courses?

### Assessment and Evaluation

- How is student achievement assessed and documented in these courses?
- How is teacher performance assessed and documented in these courses?
- How do you evaluate the success of your courses or programs?

### The Future

- What are your plans to expand your online and blended learning program?
- How should the New York State Education Department support online and blended learning?

## Questions from the Board

**DRAFT**

Proposed addition of section 100.5(d)(10) of the Regulations of the Commissioner of Education, relating to Awarding Units of Credit for Online and Blended Courses

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 208, 209, 305, 308, 309 and 3204 of the Education Law.

Paragraph (10) of subdivision (d) of section 100.5 of the Regulations of the Commissioner of Education is added, effective June 8, 2011, as follows:

(10) Awarding Credit for Online and Blended Courses. Students enrolled in a school district, a charter school or a registered nonpublic school may earn units of credit towards a Regents diploma through online and blended course study, pursuant to the following:

(i) To receive credit, the student shall successfully complete a unit of study and demonstrate mastery of the learning outcomes for the subject, including passing the Regents examination in the subject or other assessment required for graduation, if applicable.

(ii) The school district, charter school or registered nonpublic school shall ensure that:

(a) courses are aligned with the applicable New York State Learning Standards for the subject area;

(b) courses provide for documentation of student mastery of the learning outcomes for such subjects, including passing the Regents examination in the subject or other assessment required for graduation, if applicable;

(c) instruction is delivered by and/or under the direction/ supervision of: (1)

a school district teacher who holds a New York State teaching certificate in the subject area (“certified teacher”); or (2) a certified teacher from a BOCES that contracts with the school district to provide instruction in the subject area pursuant to Education Law §1950; or (3) a certified teacher from a school district who provides instruction under a shared service agreement; or (4) a teacher of the subject area in a registered nonpublic school or charter school;

(d) includes regular and substantive interaction between the student and the teacher providing direction and/or supervision pursuant to clause (c) of subparagraph (ii) of this paragraph; and

(e) instruction satisfies the unit of study and unit of credit requirements in sections 100.1(a) and (b) of the Regulations of the Commissioner of Education.