

Internship Log

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EDG 659

Dates	Time/ Hours	Task Description <i>Indicate the level at which the task was completed: Elementary (E), Middle (M), Secondary (S)</i>	Reflective Analysis	PDE Core (C) & Corollary (CL) Standards & Special Education (SP) Competencies
1/15	1.5	Face to Face Meeting Cabrini EDG 659		
1/16	3.5	Schedule Matrix Q3 courses (E) (M) (S)	While very time consuming, creating a schedule that works for the most number of students is critical in meeting the needs of our students. This requires a lot of strategic planning and unfortunately some mistakes, in order to come up with a system that meets the needs of the learning population, and the abilities of the staff.	C1,C3 CL2,
1/17	1.0	Conduct staff meeting/ planning for staff member prolonged absence (E) (M) (S)	Planning and sharing information is a core component for ensuring smooth operation during prolonged staff absences This required strategic planning. A few weeks prior to the meeting staff were asked to track the types of jobs that they depend on the 'missing' team member to do. This list was compiled into a google doc a couple of days before the meeting. From this, a list of responsibilities and tasks was created. This list targeted the kinds of duties that required a level of expertise. At the meeting the person who would be on leave then shared out his method and practice for each of the tasks. The tasks were then dispersed to the remaining members based on 'best fit' model. This process instilled an appreciation for team members as well as increased the working knowledge base of all members.	C1,CL2, CL3, CL4, CL6
1/17	1.0	Student Interview/ Issues with truancy and 10 day drops (S)	Interviews for the program are conducted with a focus on informing the parent and the student through the use of data and examples, what the expectations are in the program. Information is also gathered prior to the meeting about the student's past performance in the traditional setting, grade, test scores, attendance etc. are all reviewed. These are also entered into the discussion and are used as a starting block to build the structure and expectation of the online program. This data helps to drive decisions on the courses, timeline, content adjustments as well as other program expectations. This is especially true with students with IEPs. Identified student's IEPs help to drive the delivery of the instruction as well as monitoring in the online environment. Parents and students share in the rationale behind all modifications. Students with attendance issues present a greater challenge as most have already been away from the	C2, C3, CL3, CL4, SP2, SP3

			learning routine and need more support to get them back on track.	
1/22	2.0	Interviews new students (E) (S)	Interviews for the program are conducted with a focus on informing the parent and the student through the use of data and examples, what the expectations are in the program. Information is also gathered prior to the meeting about the student's past performance in the traditional setting, grade, test scores, attendance etc. are all reviewed. These are also entered into the discussion and are used as a starting block to build the structure and expectation of the online program. A particular challenge is that parents and students have a predetermined idea what online school is like. Most think that it is flexible, accessing at any time, the program is not like that. During these sessions parents and students are educated on the format and rationale for our particular program. For those parents with elementary students, parents must also understand that they are direct partners in the student's education, in that the student (in most cases) cannot complete the expectations without in person support and direction.	C3, CL1, CL3, CL4, SP3
1/23	3.0	Interviews new students (S)	(see above)	C3, CL1, CL3, CL4, SP3
1/23	1.0	Orientation new students/ procedures/ Parent information session (S)	Over the years we have developed our orientation model. Orientation allows the student and the parent the opportunity to experience what the student will experience on a daily basis. As the session progresses the expectation for achievement, growth and participation are woven throughout the presentation. Data is shared, behavior is modeled, parents are engaged in the process.	C1, C3, CL1, CL3, CL4, SP3
1/25	1.0	Project write-up (P)	Designing the project required me to think about overarching ways that I can impact the current format of the online content. I reviewed current data that I have collected for the program in the areas of grades, attrition, application patterns, grade level patterns, as well as district based scores and achievements at all levels also served by the online content. Based on the data, this project seemed to have the potential for the most positive impact on all areas.	C1, C2, C3, CL2
1/30	.5	Project Mentor review meeting (P)	Mentor conversations offer a sounding board, where experience and expertise help shape the decisions making for the project direction.	C1, C2, C3, CL2, CL3, SP1
2/1	.5	Begin collecting text materials for LA program grades 1-6/ Brief Meeting with Curriculum Director (P)	As I start collecting materials it has become apparent that I need to create a clear methodology for sorting, organizing and comparing data and information. Part of the project will now include a framework for that task.	C2, C3, CL2, CL3
2/4	.5	Q2 Report Card cover letter creation. (E)	Creation of cover letters are geared toward the student level as well as general information. I found that starting out with a positive, encouraging statement draws in the reader. Giving too much information (log letter) loses most readers, and the goal is to make sure that the parents are informed and understand what is shared. Included are upcoming dates, general reminders of procedures, and as always we encourage them to reach out when they need help.	C2, CL1, CL3
	.5	Q2 Report Card cover letter creation. (M)	Restated letters as above with emphasis on the MS	C2, CL1, CL3
	.5	Q2 Report Card cover letter creation. (S)	Restated letters as above with emphasis on the S	C2, CL1, CL3

2/4	1.0	Student & Parent Meeting Truancy (S)	Information is gathered prior to the meeting about the student's past performance in the traditional setting, grade, test scores, attendance etc. are all reviewed. Data is then compared with that of the online. Patterns are shared and possible solutions are offered. In this case a compact of expectations was drawn up for the student and signed by all.	C2, C3, CL3, CL4, SP2, SP3
2/5	2.0	Review Recorded Board meeting session from Jan 2019	Recently our district was in the National Media due to an incident that occurred at an elementary building. The main thing that I gleaned from the incident and the subsequent turmoil that followed was that the Media often gets things wrong, and in this case after having the facts, it showed that the Media, due to statements made by a public official prior to having all of the data reviewed, caused more issues, then had the media not received, or jumped on the sensational, yet wrong information. This emphasizes several things: Administration MUST review all facts before responding to media (this included public officials), and Administrators and districts MUST align standards and procedures for such incidence across the district. To the credit of District Administration, they did attempt to support the person(s) wrongly accused of not following procedures.	C3,
2/5	2.5	Creating a definitive list of online courses to pull scope/ sequence and standard and start mapping them to courses offered in the buildings by course catalog (P)	Finding that this project will be more intricate that I had planned however, as stated before, starting with a clear plan of attack and keeping the information organized is helping. The issue is coming up with a uniformed way to represent the information so that it is usable across formats.	C1, C2, C3, CL2, SP3
2/6	.75	Review Attendance policy with student and parent (E)	Information is gathered prior to the meeting about the student's past performance in the traditional setting, grade, test scores, attendance etc. are all reviewed. Data is then compared with that of the online. Patterns are shared and possible solutions are offered. There was no need at this time for compact as parent had a clearer sense of what needs to occur and also a concrete plan in place at home with support of family members.	C2, C3, CL3, CL4, SP2, SP3
2/6	2.5	Committee Meeting on Superintendent Selection Process	This was the initial meeting, there were several board members in attendance, what I started to see unfortunately was the same pattern that I have seen in the past, the board and certain members are steering the meeting, the process and (most likely) the selection of the key components in this process already, and not really allowing for stakeholders to have direct input.	C3, C1, C13,
	25.25	Total Hours to this point		
2/10-2/13		Attended PETE & C Conference in Hershey representing my School District		CL6 (for event)
2/11	1.0	Fostering Student Collaboration Online (session)(E, M, S)	This session was directly related to some of the issues that we have in the cyber program. Many of the students in our program are in it because they had issues in the classroom with other students. While we know that students need to learn collaboration as a life and job skill, not just a school skill, it is difficult to provide opportunities in Cyber. We are trying some of the methods shared with our students. Many of the methods would also work with adult learners, or more specifically teachers. I would like to see teachers and administrators collaborate via technology from building to building at regular intervals instead of waiting for ACT 80 days.	C1,C3,CL1,CL2, CL5, SP3

2/11	1.0	Engaging Leaders of Today	This session centered around the idea that all teachers, and students have the potential to be leaders. It focused on identifying what leaders look like, and how we can instill those qualities in others. I did gain some ideas to use with staff and teachers that I work with.	C1,C2,CL3,
2/12	1.25	Keynote: We Teach the Future	The conference had two strong currents, one was authentic learning, then other which was highlighted in this day's keynote, was that we are teaching students for a world with jobs that don't even exist yet! Technology has changed the face of learning and redirected the path that we need to take to allow our students to be successful in life. This keynote only served to reinforce the idea that we need to keep moving forward and not rely on old ways of teaching or thinking about learning. We need to be student centered and data focused.	C1, C2,CL3,
2/12	1.0	A Conversation with Alice Keeler	Alice is a powerhouse of energy and is an expert with all things Google. In this smaller session, she shared many techniques through hands on learning. She continued with the underlying theme of the conference, Authentic learning, by involving the audience in the learning experience. I leaned not only from the content but more importantly from her approach.	C1, CL1, CL2, SP3
2/12	1.0	Blended Learning Tools and Techniques	This session presented many tools that are available now, without cost, or with little cost. Incorporating some of these easy techniques and tools can increase learning and understanding, as well as increase participation of learners.	C1, C3, CL1, CL2, CL3
2/12	1.0	Harnessing the Power of Social Media	While many school are operating a BYOD policy and have students / teachers that are actively embracing social media as an avenue of expression and opportunities to get students involved in learning, many districts like ours, is still very hesitant to release control of the school network. It is an old mindset, but I believe one that is a by-product of the fact that we are a poor minority district. Our kids miss out on a lot because we don't have the money to compete, or the mindset to challenge our students. No one wants to take any risks.	CL3
2/13	1.0	Student Perseverance in Online Education	This session shared some techniques for helping students to stay focused and on task in an online environment. While some things applied and could be used to help focus our students, the presenters represented the post-secondary learning environment, adult learners. So many of the specific situations and examples did not apply.	C1, CL1, CL2, SP2 SP3
2/13	1.0	Building HQ Blended & Cyber Courses	This was the most rewarding presentation, as it was given by another school district's personnel. They have a cyber program, but have taken it far in advance of where we are with our program. While they are a much wealthier district, and thus had the ability to do far more with the professional development, stakeholder buy-in general funding etc., the one thing that stood out was their emphasis on authentic tasks as methods of evaluating the learning.	C1, C2, C3, CL1, CL2, CL3
2/13	1.5	Keynote: Improbable to Unstoppable Fredi Lajvardi / S.T.E.M.	This was an incredible presentation. Fredi Lajvardi and his students were the subject of the movie: Spare Parts, and the documentary Underwater Dreams. Using robotics, he lead his class to a university lead, underwater robotics competition, where they ended up defeating leading colleges including MIT. This	C1, CL1, CL3, CL5

			STEM initiative is still in place at the school today and has led the way for those students to realize their potential. It was very inspiring!	
2/14	.5	Plan In-Service Day Meeting with staff	There were a number of items that we needed to consider for in-service. There are activities at the HS but we also needed to work and plan Cyber curriculum and online classes. We ended up planning the time to use to share some of the best practices that we learned at the conference, including, but not limited to authentic evaluation methods. We started to design some ways to use this in the live class sessions as well as in Google Classes to replace some online quizzes and tests.	C3, CL1, CL2, CL3, CL6
2/15	1.0	In-Service Meeting & Finalize Field Trip arrangements (E, M, S)	We worked on the authentic classes, as well as finalized transportation, and all other aspects of the Cyber trip.	C3, CL1, CL2, CL3, CL6
2/15	1.0	Processing 10 Day Drop Students. Working with HS principal and creating letters and processing equipment return procedures (S)	Throughout the year, any student age 17 and over with 10 consecutive absences is dropped from the district rolls. In the past the Cyber program was a stand-alone program, and I did all of the student accounting and drop procedures, however, two years ago the district elected to roll the Cybers into the buildings in the student system. This means that we have as many homerooms as we have sending buildings, but now the we only process attendance entries daily and each building sends out the truancy and 10-day drop letters. The letters that the building send do not apply to the Cyber students so I have to create letters to go out to the parents of the students being dropped. This all have to be coordinated through the person at each building who is tasked to process the drop lists and letters. This was not always a good process, and still has many inconsistencies, but this year, the current AP is communicating regularly when there are drops etc. and the process is improving.	C3, CL2, CL3
2/15	.25	Making Corrections to agenda items for Summer Credit Recovery program dates/times (S)	I keep an eye on the agendas for the upcoming board meetings for relevance to the program. I saw that there were inconsistencies with the posting for the credit recovery program, I reached out to the appropriate party and updated the information	CL2, CL3
2/19	2.0	Collecting more resources for curriculum comparison/ conversation with content provider (P)	I am collecting a number of textbooks and online resources. I am also having conversations with the provider. As a former teacher, she had some good insight on how I should organize the material from the online content so that it made more sense.	C2, C3, CL6
2/19	1.0	Working with school counselor and school social worker on a specific student placement. (M)	I am working with counselors on a daily basis in order to make sure that the students are taking the courses that they need and that they have the accurate information for post high school choices. In this case, the school social worker was also involved as this student was in a hospital placement earlier this year. Cyber ends up being a placement for many students who are having emotional issues, this is not always the best path to take. Removing them from the building sometimes means that they are alone at home which can be worse. Many should not be alone. It is very important to develop a strong working relationship with all team members. Regular communication, preferably F2F needs to be maintained. I am constantly aware of this in my planning.	C1, C3, CL2, CL3, SP2, SP3

2.19	1.5	Working with Cyber teacher related to communication responses to emotional parent. Discussing strategies and approaches (several emails sent during the course of the day by the parent all very threatening in nature) (EMS)	Over the years we have had a few parents who are a challenge. This parent is definitely the worst that I have experienced. She threatens and bullies the staff in her long rambling emails. I spent time with my staff and we discussed the best way to deal with this parent. The normal sympathetic approach did not work. We have resorted to email communication only so that we have documentation of everything, and we are just responding directly to questions with short, concise responses. This seems to be satisfying the parent for the time being.	CL1 CL6, CL3, CL4, SP1, SP 3
2/19	.50	Working with elem. school counselor regarding siblings and applications to Cyber. Parent not following through with the process. (E)	One issue with Cyber is that parents or students will announce that they are doing cyber in an effort to avoid truancy. They tell the sending building in hopes of them not marking the students absent. In this case, the parent never even placed an application with us to do the program. This is why we have the process in place. In this way we put the responsibility on the parents. Staying consistent with the policy is the key.	C1, C3, CL2, CL3, CL4
2/19	1.50	Working with content provider/teacher/parent and student to resolve content issues (EMS)	Currently our staff member who handles the software issues is out on a long term medical leave. Content issues then fall on me to resolve. It is very difficult to plan my days since I never know when a student will have an issue that needs to be addressed in this area. It requires me to try and mimic the issue since they are not here in front of me. Communicating effectively with the student and the parent throughout the process of resolving the issue is key. Support staff is crucial in an online environment, as is knowing what 'could' go wrong.	C1, C2, C3, CL2, CL3
2/20	3.0	Reviewing curriculum material and devising a system to map and correlate data between two mediums. (P)	Still working toward, a system that will allow me to match up in a condensed version that I can manipulate. Starting with google sheets still having some issues being able to visualize the 'whole' picture. Looking for other ideas, possibly a mind mapping program.	C2, C3, CL6
2/21	1.0	Phone conversation with vendor of online content. Informed of updated content for K-5 that will be available in the fall. Attempting to get access to an early release of content. (May impact project course project) (E & P)	This may through a monkey wrench into my project. I have asked if she has a scope and sequence that I can use (for now) as a map and just make projections for the K-5 curriculum at this point until I can actually manipulate the content (if we have it next fall)	C1, C2, C3, CL2, CL3
2/21	.5	Working with Cyber teacher to establish field work schedule for her ELL practicum certification	The Cyber teacher is doing a ELL certification, so we found times in the scheduled that are mutually acceptable for her to be out at other buildings. Encouraging teachers to continue their own education, brings those skills and spirit of collaboration back to the program.	C3, CL1, CL2, CL3, CL6
2/21	.5	Process more 10 Day Drop Students (S)	This is a tedious process and in several cases this year, we had students reenroll within weeks of being dropped and we had to move them through the Cyber initial process all over again. This will be a topic of discussion in an upcoming staff meeting.	C3, CL3, CL4,
2/22	4.0	From 2/21-2/22 time spent contacting, interviewing, collecting data, assigning content and access in several data systems, providing orientations and parent access and information for 4 new Cyber students (M S)	Another tedious and time consuming process that we go through for each student. I am developing online videos to help with this so that we do not have as much of our productive time doing these repetitive tasks.	C1, C3, CL2, CL3, CL4, SP1, SP2, SP3
2/25	.5	Provided Student Services with data on Cyber student numbers for a previous school year that was not in our current database. (had to locate and correlate data prior to sending it) (E M S)	Prior to our current student accounting system, we did not have full data in the old system for every student. Since the first year that I have done the program I have maintained my own additional digital folder	C3, CL2, CL3

			system each school year. I have all of the data for all programs that I have been a part of. It has come in very handy. Documents are only good is you save them.	
2/26	1.0	Spanish Class updates / Content was not functioning, needed to resolve. (M S)	The Spanish content was purchased by our content provider through another vendor and does not integrate fully with the student interface. This results in many communications with the vendor and tech support. Normally, as stated before this would not be my task, but with the content person on our staff out on medical, I have to find time to address these issues. I have learned to prioritize and balance what I do daily.	C1, C2, C3, CL1, CL2, CL3
2/26	.5	Work with Sports Department to create and monitor expectations of low performing Cyber student who is 'vital' to one of the teams (S)	One of the challenges that low income / minority school districts face is the tendency to think that athletics ability should supersede classwork. We have had several students pushed through because they are athletes, only to get into colleges, then be dropped due to academic or other negative behaviors. While the athletic lead states that he will bench the student, I am not seeing communication or follow through from that department. The student will most likely fail for the year.	C2, C3, CL1, CL2, CL3, CL4
2/26	1.5	Met with parent/student and district social worker about student placement/expectations etc. (S)	Another student returning from outside placement. I have learned that it is best to have all data ahead of meetings. Even having internal team meetings prior to talking with student and parent so that we are all on the same page and so that the families get the same information from each of us.	C2, C3, CL2, CL3, CL4, SP1, SP3
2/27	.5	Work with registration office to verify students showing in Cyber lists. (E M S)	Technology is only as good as the people using it. We had a ghost in the system, a student that was coming up in homeroom, that I did not have any access to on the admin side of our system.	C3, CL2, CL3
2/27	.75	Collect data requested by office of Student Services regarding Credit Recovery student totals for specific years for reporting purposes. (S)	Again, this is another time when my personal record keeping and organizational skills have been beneficial	C3, CL2, CL3
2/27	1.5	Collecting current data for PSSA and Keystone testing. Reaching out to sending buildings with student lists and testing schedules. (E M S)	For the last three years all students that are tested for PSSA or Keystone are now tested in the buildings that they would normally attend. I had lobbied for that change, as we were doing it prior to that time, but that pulled us from being available for those students not taking each test at those times. Always trying to make changes that make sense for the students.	C1, C2, C3, CL2, CL3
2/27	2.0	Process additional 10 day drops and process students new to Cyber (S)	Same process.	C3, CL2, CL3
	62.5	Total Hours to this point		
2/27	2.0	Contact follow up with program vendor, looking at possible piloting of software for the program. (E M S)	Still trying to gain access to this content, as it will result in better attendance, more consistency with scores and higher retention rates based on the data that I have collected over the years.	C1, C2, C3, CL1, CL2, CL3
2/27	2.0	Reviewed recorded Board Meeting from 2/26	This meeting covered all of the committee data etc. as most meetings. This one was again, contentious like the previous one. There was a vote taken for an available seat on the board. One of the people that was up for the position stood during public comments and once again blasted the board. It was interesting as a day later I watched a board meeting from another district (a wealthier, low minority district) and it was a polar opposite of what I see monthly in our meetings. This kind of toxic atmosphere seems to be allowed, bullying in public by the adults in the room, seems to be allowed. It is	C3

			no wonder that I keep getting more and more students who are feeling unsafe and are feeling bullied. We need to set an positive example from the top down... things need to change.	
3/2	4.5	Worked on reviewing material and scope and sequence. Opened Online content to see how it can be manipulated to match objectives and sequence of building. Also received math books from elem. teacher to review. (P)	Starting to see some patterns that I can use moving forward, and I believe that I now have a method of representing the overall scope of the project.	C2, C3, CL6
3/3	.25	Made the admin call to cancel the Cyber Field trip planned for 2/25 due to the impending weather. Announced to students through our school communication venues. (E M S)	Now I know how the superintendent feels when making a call for a snow day. The local district superintendents usually go on a conference call and make a unilateral decision, which insulates each of them. I was on my own. lol	C3, CL1, CL2, CL3, SP1
3/4	.75	Fielded parent and student calls about cancelled trip. (E M S)	We were not able to reschedule due to PSSA, keystone, spring break and the scheduled of the host of our trip. It took a while to get parents to understand. Patience was the key	CL1, CL2, CL3, SP1
3/4-3/8	6.5	This represents 6 separate student / parent interviews held this week for the Cyber program (M S)	Every student has a slightly different academic, social and emotional need from the program, it is becoming difficult to keep all accommodations for each student straight. This is not including IEP needs, that is on top of each individual student's needs. While we have shared spreadsheets to keep data straight between the staff members here, we may rethink the effectiveness of what we have.	C1, C3, CL2, CL3, CL4, SP1, SP2, SP3
3/4-3/8	4.0	This represents two orientations as well as account set up/ student accounting system changes/ equipment accounting and assignment/ collection and inventorying of insurance fees and paperwork (M S)	Again, without additional staff member this process was labor intensive, despite all of the processes that we have in place to make it easier.	C1, C3, CL2, CL3, CL4, SP1, SP2, SP3
	82.5	Total Hours to this point		
3/11	2.0	Organizing students and student data in preparation for PSSA and Keystone (E M S)	Since we have students that are counted within the buildings that they would normally attend, there is a strong need to communicate with each PSSA test administrator for each building. This communication process can be a challenge, as most are already overwhelmed. It falls to me to actively initiate and track all of the testing data, times, days, students and building expectations. Our Cyber list fluctuates, thus making it a larger challenge to make sure that the buildings have the current information. In addition, we have to make sure that the SPED population is identified and appropriate accommodations are prepared at the sites.	C1, C2, C3, CL, CL3, SP1, SP3
3/12	1.0	Emails and starting letters for testing sessions/ gathering date, times and expectations from all buildings. (E M S)	Again, the task of reaching out to each building (including several Elementary buildings) to gather times/ days / expectations, and to insure that any accommodations are taken care of is a large task requiring clear communication, depth of knowledge about students and their needs, priority setting and organizational skills.	C1, C2, C3, CL, CL3, SP1, SP3
3/14	2.0	Superintendent search committee meeting. Presentations by DCIU and Chester IU	Taking part in committees is an essential part of any district stakeholder. The search committee offered an opportunity to impact the future of the district, and thereby impact the students and families, ideally in a positive way. The one major take away from this event was that there were only four audience members in attendance, and of those, none were non-district employees! Thus not all of the interests were being met at the meeting. I would be interested to know why this was the case. Typically, the most attended meetings are the Budget voting meetings as	C1, C3, CL1, CL3, CL5

			they have the most immediate impact on the students and families. We need to do more to increase the perception of impact that the families can have on outcome, especially long term. There is a underlying current in the district that decisions are out of the control of those other than the direct participants at that administrative level. That perception needs to change.	
3/15	1.5	Reviewing materials for Safe 2 Say (S2S) Program that will be shared district wide on 3/19. (E M S)	Safe 2 Say is an initiative that was pushed through by the state. It was in reaction to the many violent occurrences that have taken place in recent years, in and around the school communities. While the motivation and the system is a good one, the implementation created an issue at all districts, as there was very little turnaround time from introduction to the district, to when it had to be shared with the community and put 'on-line' Many times the state will institute requirements or expectations without providing lead time or any funding to initiate the changes, or implement the processes. This causes confusion, and stress on the district and can lead to the improper implementation of the expectations. In this case, with little preparation, we had to learn and implement the system to the students quickly. I do not believe that the students really understood it or will follow it. Thus the rushed implementation may have been the downfall of the system. While the state can 'say' that they did what they were supposed to and that efforts were in place, those efforts were not well planned and most likely will not produce the desired results.	C1, C3, CL2, CL3, CL6
3/18	1.0	Working with Cyber staff on how to present S2S virtually and track those in attendance and reaching those not in attendance. (E M S)	I had to come up with a method to track students that paid attention to the presentation (online presents its own challenges on top of the content itself). The district and the program had an online questionnaire, but I also put in place a method to track and update students who had yet to view the program.	C1, C3, CL1, CL2, CL3, CL6
3/18	2.0	Interview student / parent interested in Blended option, student is unique in that she is coming from a high end private school and has specific course and course planning concerns. (S)	Several times a year, students come to Cyber for full time or Blended courses, who were previously in other schools or districts. It is then important to have a clear understanding of state standards as well as the differences in course order, rigor and expectations from one school district to another or from private to public education. Having attended a private school and having had my own children attend a private school, I am keenly aware of the differences in rigor and expectations for students. This student's parent wanted to maintain the level of rigor as much as possible. They also wanted to plan for AP and possible college / high school courses. My understanding of state requirements, our blended options, our curriculum and our agreements with the local colleges, allowed me to meet the needs of this family.	C1, C2, C3, CL2, CL3, CL4,
3/19	1.0	Oversee the S2S implementation presentation to students. Reviewed follow up (E M S)	This process is on-going as we had two initial formal presentations and then created a link in the new student area for the students to follow when they start Cyber from an outside school or district, or if they are not on the list of students that had participated in the training prior to joining Cyber during the current year.	C1, C3, CL2, CL3, CL6
3/20	1.5	Arranged for and participated in a demonstration (via online video share) for	In a continual effort to increase the effectiveness of the Cyber program, I	C1, C2, C3, CL1, CL2, CL6, SP1

		Schoology an online platform that provides a framework for schools/classes/ teachers to upload lessons and learning content for students to access online anytime. (E M S)	arranged for a demonstration of the Schoology content for our Cyber staff. I had seen this Learning Management System (LMS) in place at the Pete & C Conference and followed up the presentation that I attended by contacting the presenters to find out more information on the implementation of the system, etc. I was very pleased with what I saw. The presentation that was done via video chat/ content screen sharing, was very impressive. This started a discussion on how we might be able to implement this kind of format. The system is easy to implement, allows for the easy alignment of standards and provides for assessments within each content area that go beyond multiple choice and short answer. The goal is to create an online environment that allows for authentic assessment tasks.	
3/21	1.0	Review budget planning for software / support for 2019-2020 school year. (E M S)	Compared this year to the past few years as far as spending vs. budget needs. The current budget has not increased in the last few years, but it has been adequate and allowed for us to move from PCs to Chromebooks. For the coming school year, a move from the traditional line items may need to take place to better match the pattern of expenditures. Having a clear vision moving in to the next few years with regarding the format of the program as well as projected student enrollment will dictate the budgetary needs of the program. As in years past, I will be working with the Business manager to adequately gage other expenses that are not in the budget that I handle, such as employee salary, medical and retirement costs. Ideally, we need to move toward having more staff involved in some capacity as 'teachers' for the Cyber program.	C1, C2, C3, CL2
3/22	1.0	Reviewed and processed damaged Cyber Chromebooks (E M S)	With the Chromebooks we are able to process all repairs within the Cyber program without involving the tech staff, unless there is a warranty related issue. This has involved creating a process within Cyber to recover, record, and process damaged computers through the insurance/ repair company. This is all part of the costs of the cyber program as well as the education of each of our students. Now that I have pushed for access to the district inventory system, and now that our repair / insurance company has an online site to submit claims, this process has streamlined. I am still working toward re-patterning the process in our office however, as this involves the habits of staff. This has been a challenge, but creating a physical 'flow chart' for the repair process and individual expectations on that chart has helped.	CL2, CL3, CL4, CL6
3/22	.5	Discussed updates on student with emotional issues. Reviewed the communication structure between associated entities. (S)	One thing that I have noticed, unfortunately, is when it comes to outside agencies being involved with student and the families is that due to the legal limitation surrounding timeframes and how long or to what extent individual caseworkers are assigned to families and students, there is a large gap in the information that is shared when students switch caseworkers or agencies. They don't seem to share information, even though it is required to do so. Many times we will have agency representatives saying "we didn't know that, or that was not shared with us" even though that should have been shared. In addition, staffing is somewhat unstable in most of these organizations, there is a large	C2, C3, SP1, SP3

			turnover. This inconsistency only exacerbates the student's situations. I have learned to make sure that the case worker has all data that is legally assessable for that entity based on signed permissions. So that adequate supports can be put in place.	
3/22	.5	Review Q3 gradebook procedures with staff (E M S)	Despite this seeming like routine, it is important to make sure that all staff members have a review on procedures prior to the initiation of the current quarter's grades. Many times there are delays when it comes time to run reports due to set up errors that could have been easily identified with a review process. Since employing this process within the Cyber grading we have not had any issues with our report cards that would have been the result of our set up. This also allows for input by staff members which helps to increase the likelihood of success.	C1, C3, CL1, CL2, CL3, CL6
3/23	3.0	Organizing and matching up content for project (P)	Reviewing textbooks used and finding correlations with the online content. Proving difficult.	C2, C3, CL6
3/24	3.5	Project/ building framework (P)	Building a framework for the project. As I reflect, there may be too many moving parts for this project to have impact on completion. There is talk of a new building content as well as updates to the current online content.	C2, C3, CL6
3/26	2.5	School Board Meeting	During previous month's meeting there was some contention about the election of one of the board seats, this meeting started with the election, and the realization that one of the candidates was in compliance with the timeframe to be included on the May ballot, and the other was not. Thus for the sake of consistency of representation, the candidate on the ballot was elected in this interim term. As an administrator, it is important to not only understand the general administration of one's building, but to also understand the working of the board, and its impact on the educational process. Many times it becomes more about the personalities than the student's welfare. In this case, it was made clear to all that the decision for the board member was made solely to offer consistency for the board over a longer period of time. That fact had to be explained in order to calm assumed biases. Every decision for the board needs to be based on data, facts and information and not on personalities.	C3, CL1, CL3, CL5
3/27	2.0	Education Committee Meeting	The education meeting covered several topic areas related to special education and the use of various software programs to help supplement the learning. However, what I gleaned from the evening was an accidental opportunity to bring up the idea of using Schoology to move forward with housing our own school content online, and the ability to then offer homeschool, Cyber and other programs with our own, instead of purchased content. This would be a 3-5-year implementation. At that time, I was asked if I would present about Cyber as well as this possibility in April. I emailed the committee chair, as requested the following day, but never heard back. The point to all of this is back to communication, or in this case the lack thereof. I have witnessed many incidence of administrators stating that they will get back to stakeholders, only to never do so. Then there are subsequent complains and mistrust... and rarely an apology. So if anything I have learned the importance of keeping up with your promises by taking	C1, C3, CL1, CL3, CL5

			notes, and getting back to people and above all... apologizing if you are not able to do to.	
3/30	6	ISTE Certification – Student Standards	The ISTE certification standards are an important element that needs to be taken into consideration when developing and implementing curriculum. The way that technology is utilized within the instructional practice, the curriculum itself and assessment can raise student achievement and ability to transfer learning to authentic experiences. It allows for the breakdown of barriers to learning. While this content is directed more toward a traditional environment, the concepts and higher level learning strategies transfer across all learning options. As an administrator, it is important to understand the ways that technology can be incorporated effectively into the learning environment, as well as when to recognize when it is being used superficially. Planning and instructional practice needs to incorporate the ISTE Standards.	C2, C3, CL3, CL6
3/31	6	ISTE Certification – Educator Standards	As with the student standards, the Educator standards are a separate, yet related set of standards that help to ensure that technology is optimized for meaningful learning and not as an add-on. This is a valuable Certification process, one that administrators should have a clear understanding of in order to assure that technology is being utilized to its fullest. This two-day training was beneficial for content but also allowed for networking of educator and administrators. It allowed for the sharing of ideas and methodologies.	C2, C3, CL3, CL6
3/31	2.5	Removal of Q3 content/ Addition of Q4	Part of the process in the Cyber program is presenting the students with the content for each quarter. With the exception of a few students who are doing recovery versions of the courses, the teacher and I have to update all courses and all students with respect to the content that they receive. Thus, we have to review where each student is in the Q3 content, and then match them to the appropriate Q4 continuation. We then many times have to go into each individual student's content and adjust their content as needed. This is an incredibly labor intensive process, but one at this time that we cannot avoid. The timing is key, if the new quarter starts on a Monday or after an in-service day, it gives us time to do the change. However, if it is in the middle of the week, we are challenged to get all courses up in time for the first day of the quarter. In those cases, there needs to be clear communication to the students and families. We have created processes for that communication to take place.	C2, C3
4/1	5	Grading Setup/ Grading	Due to the number of courses that the Cyber teacher and I handle, the process of setting up gradebook it intensive. In addition, the ESchool software that we use has a long 'load' time after every change, which makes the process longer and more frustrating. The fact that we cannot directly load the assignments and the individual assignment grades into eSchool and instead have to create general categories is frustrating for us as well as for the parents who use the system. One of the other positives about the Schoology system that we are looking into for Cyber is that the grades do load directly to the teacher end of eSchool. During interviews	C2, C3

			and orientations, we make it part of the process to be clear about what grades in eSchool look like and where they are coming from.	
4/2	2.0	Compiling Research related to project (P)	Reviewing scope and sequence as provided by teacher and curriculum director. Unfortunately, they are now considering a new reading / LA content for the district for Elem and possibly MS. I need to rethink the direction of my project so that it will have the most impact moving forward.	C2, C3, CL6
4/3	1.0	Budget/ Vendor discussions/ Pricing (E M S)	Phone conversation with the vendor of Schoology. Care must be taken to make sure that what was discussed and agreed to in the conversation is what is presented in writing. This was not the case when that was presented, and an additional set of emails needed to be sent to get the corrected quote. Clear communication and attention to detail.	C1, C2, C3, CL2
4/3	1.0	Meeting with Curriculum Director (P)	Met briefly to discuss the Cyber curriculum as well as introduce him to the prospect of the Schoology platform. This all ties in as this platform could offer a seamless way to align the building content to the online Cyber content. I suggested a three to five-year plan, similar to what another district had done, to migrate from the purchased content to in-house created content.	C2, C3, CL6
4/3	.5	Keystone Student Lists (E M)	As with the PSSAs, lists of current Cyber students are sent to the building (even though they have the ability to create these lists through searches, many staff members at the buildings do not know how to do this). In addition, the district Keystone leader, who has access to the full district data list, generates a master list with all students, and the tests that they need to take. I then correlate the data, and create lists for our program so that we can contact students and families affected.	C1, C2, C3, CL, CL3, SP1, SP3
4/4	1.5	Finalize student lists/ cover letter/ keystone & PSSA/ emails to parents/ posting to content (E M)	Work with buildings to finalize what cover letters will contain (related to Keystone) that will go out with the report cards. Clear communication with this process is the key. I also have to stay on top of the time-table as cyber is often forgotten. While students in the building can be sent home information, the Cyber students only get the information if we mail it or post it. We also do announcements in the morning, and after lunch, but the fact that we are limited in our ways of sharing makes it that much more important that we get information in a timely manner.	C1, C2, C3, CL, CL3, SP1, SP3
4/5	1.5	Contacting families of truant students in order to improve attendance. (E M S)	Reviewing the data, I found that there has been a consistent pattern of students who are logging in for attendance only then logging off the remainder of the day. In order to address this, I have re-communicated the expectations to the students and parents as well as tightening the reporting methods. By being consistent with the expectations and relaying them in a fair and equitable manor I anticipate an increase in attendance and thus grades.	C1, C2, C3, CL3, CL4,
4/7	3.0	Pulling together content/ Creating authentic measurements instead of multiple choice quizzes for SS and suggestions for science. (P)	Reviewing content, at this point is it becoming clear that this is too big of a project to be completed as described in one 5-month period. Instead the project will focus on a smaller subset with a plan for expansion to other content areas. The use of authentic tasks has also increased in importance. Also, the Edgenuity content that I am using will be changing next year to more closely match the	C2, C3, CL6

			MS and HS content in it delivery and assessment measures. It will also be easier to manipulate as well, to better match the building.	
4/8	2.5	Resume Contacting families of truant students in order to improve attendance. Collecting data on improvements noted after initial contacts previous week. (E M S)	As anticipated, this new approach has seen a reduced rate of students logging off early, and the secondary result has been an increase in the time on task as well as the raising the course grades.	C1, C2, C3, CL3, CL4,
4/9	3.5	Work with parent/student/school social worker/teaching staff re: student runaway (S)	One of the challenges that school face is attendance, as discussed previously, the most egregious of which is when students disappear altogether. We have had several cases in the past, but this one is a continual issue. This student has run away from home several times. In the past students have taken their PCs with them and continues their education while not in their homes, but in this case this student was not able to take the content with her. She is also underage. I have been communicating with the parents through several different means, and have also engaged the assistance of our school social worker. Over the course of this year, through communication, collaboration and cooperation, there is a network of supports in place for this student and this family, however, the student has yet to remain in the home. It is very frustrating that while there are resources in place, at a point, there are things that are out of our control. All we can do is be here if and when the student and or the parent reaches out. Realistically, we have a high population of high needs students and we just do not have enough people to support all of the needs that they have. Unless we are able to do that, maintain basic needs, students will not flourish in any learning environment.	C1, C2, C3, CL2, CL3, CL4, SP1
	144.5	Total Hours to this point		
4/10	1.0	Set up for Interim Reports, review with staff (E M S)	With each quarter we review the processes in place for grade reporting. At that time, I also ask that we sit down as a staff and go through the patterns that we are seeing that are generating the grades. This is especially true for our students with special needs. We review the IEP accommodations for each student and update how we are addressing them, as well as the effectiveness of each. We reach out to communicate with parent and students about the patterns that we may be seeing both positive ones and negative ones in hopes of making changes that will allow for better comprehension of material moving forward.	C1, C3, CL1, CL2, CL3, CL6, SP3
4/10	1.5	Work with staff to update computer / inventory/ repair procedures (E M S)	As discussed before, since we are limited with our staff, we need to be as efficient as possible so that we can devote more time to direct instruction or the creation of instructional learning opportunities. By updating the machines that we use, changing and simplifying the process of distribution, and the inventorying as well as the insurance coverage process, we decrease the time that students are offline. This helps to elevate technology barriers that existed in the past. In making these changes, I always encourage staff and others to be continually brainstorming on ideas to make improvements with an eye on increasing achievement.	C1, C2, C3, CL2. CL6
4/10	1.0	Meeting with family/ Youth Services/ regarding SPED testing for student (S)	As discussed previously, the need for communication between stakeholders is paramount in the success of a student. By	C2, C3, SP1, SP3

			reaching out to all parties, the best determination can be made regarding the educational delivery methods for a student. In this case there were concerns raised by the parent to an outside organization. As a team, we discussed the parents concern, what we were seeing and what the outside agency was seeing. By reviewing the data and communicating the parent elected to draft a letter to requires that the student be tested.	
4/10	.5	Finalize purchasing of Schoology (M E S)	Dealing with vendors, aligning our needs and expectations with those of the content.	C2, C3, CL2
4/11	1.5	Online technology education forums/ search and post for feedback implementation strategies to migrate online content to online 'district' content. (E M S)	Reach out through the ISTE online communities to ascertain how other districts with online programs have or are handling the migration of content from the classroom to an online environment. Are there any increases in achievement noted with the procedures? – still waiting on feedback it was a loaded question, and only pertained to other schools in similar situations.	C1, C2, C3, CL2, SP3
4/12	2.0	Online technology forums/ search and post for feedback on attendance strategies used in other district's online programs. (E M S)	Reach out through the ISTE online communities to ascertain how other districts with online programs handle attendance for their students. Are there any increases in achievement noted with the procedures?	C1, C2, C3, CL2, SP3
4/12	2.0	Gather and review attendance data for Online program/ pre and post reminder emails and announcements- looking for effective communication of expectations. (E M S)	One of our major challenges is attendance and what that needs to look like. Should it be based on screen time in Live Class? Should it be content total time per day or per week? What are other school doing? Given our current methods, we have seen a slight increase in attendance across the board, but which methods currently employed have the best success rate, or is it in combination? There is clearly a correlation between time in live class and the amount of work a student completed, or at least how much time they spend in the content. I hope to have more data by the end of the year and start some discussions over the summer about possibly looking to alternative ways to 'take attendance' – again more research needs to occur for this.	C1, C2, C3, CL2, SP3
4/12	1.5	Behavior management/ discipline/ Student using the school email to enlist students to fight at a bus stop later in the day. (S)	Since we are a Google school, all students have Gmail addresses in the system, this means that they can all find each other in the system easily and email each other. Much like talking in class or passing notes, we are having issues with students emailing each other during class etc. In this case this student who is already with us as an alternative to being expelled from the district, was attempting to use the email to enlist others to help him to possibly fight a student at one of the buildings who was allegedly bullying his brother. In order to deal with this, we gathered the evidence that he was doing this with screen shots and data on the software end, at the same time identify who he was attempting to enlist, as well as locking him down until we were able to inform his family. This required appropriate data collection, in a timely manner, communication with the students and all the families involved, as well as the director of pupil services. Communication with the families in a calm and timely manner was a priority. Having and maintaining valid contact information was key in this case. It also allowed us to review the ways the we remind student about expectable and in this case unacceptable behavior. Even if that was not on the school computers and or the	CL1, CL5, SP1, SP3

			email, since it impacts the school environment, we are still responsible to act in this situation.	
4/16	4.0	Collecting research related to project (P)	Using the Online Library, other internet resources and academic text and journals, I researched information on consistency with curriculum approach, as well as online VS traditional curriculum methods.	C2, C3, CL6
4/17	3.0	Organizing research related to project (P)	Using the Online Library, other internet resources and academic text and journals, I researched information on consistency with curriculum approach, as well as online VS traditional curriculum methods.	C2, C3, CL6
4/19	2.0	Reviewing more research related to project (P)	Using the Online Library, other internet resources and academic text and journals, I researched information on consistency with curriculum approach, as well as online VS traditional curriculum methods.	C2, C3, CL6
4/21	3.0	Beginning writing process for project (P)	Creating bibliography, outline organization	C2, C3, CL6
4/23	1.0	Parent withdrawing from district without notification – recovering equipment/ updating content/ communicating with parent (E)	During the spring break a parent signed a current Cyber student up for another charter school, but did not communicate that to our office, or to the home building of the student. There was some confusion since PSSA are taking place as to why the student did not show to the building. This required calls to the parent, as well as emails to the stakeholders involved. It is crucial that PSSA testing attendance is maintained so it was imperative that the new school was given this responsibility asap. The issue was that the parent was still in possession of the equipment and they had not formally withdrawn the students.	C2, CL1, CL3, CL4,
4/23	2.0	Final PSSA preparation for students/ announcements/ shared lists with buildings/ confirming times & location/ Responding to parent inquiries (E M)	In order to improve student achievement, we need to have some overall picture of how they are performing. While not ideal, the PSSA tests do give us some measure of where the students are based on standard goals. It is important that the Cyber students participate in these tests. This is often challenging as they are usually students who do not do well in a class situation, and or they have attendance or general fears or aversions to being in the buildings. Getting them to the site and then having them perform at their best is daunting. I normally give these test results a grain of salt, but in the case of online students I tend to feel that the tests may be even less of an accurate measure.	C1, C2, C3, CL, CL3, CL5, SP1, SP3
4/24	1.0	PSSA Attendance data/ communication with test organizers at each location/ parents etc. Discuss parents opting out process with curriculum director (E M)	As above, communicating with the parents and the students is the best way to ensure that the students are at the tests consistently and on time. It also helps to elevate some concerns that students or parents may have. This communication has seen some parents decide to have the student opt out of the testing. While we have to allow this, I have one less piece of data to use to help structure the student's learning.	C1, C2, C3, CL, CL3, SP1, SP3
4/24	1.0	Reviewed recorded school board meeting for April	The board meeting was productive, there were several awards presented and no public comment other than one staff member who congratulated the board for following through on a course recommendation. Each committee head, shared items on the agenda. The main takeaway from this meeting was how well meetings can run when they are well structured and information is communicated in advance of the meeting, there were no surprises and data and questions were all addressed. It seems that many times the board does not come prepared with clear understanding of agenda	C1, C3, CL1, CL3, CL5

			items. Board members are not paid and do lead private lives as well, but they do need to lead by example and show that they have spent time reviewing information before they present it, and or question what was presented.	
4/26	.5	Clarify student withdraw/ recover equipment/ inventory equipment/ complete process to drop student/ notify PSSA home building staff (E)	Parent came in with student to formally withdraw. This was due to the communication from a few days prior. She returned the equipment and I gave the green light to forwarding records to the new school, something that had also just been received. This is an ongoing district issue, but more so a Cyber issue, the transiency of the student population is a struggle. In the building it is easier to note, if the student stops attending. In Cyber there may be other reasons (connection issues, not understanding how to navigate etc.) Attendance, truancy and residency are more elusive than in the building.	C1, C2, C3, CL2
4/26	2.0	Contribute to online discussion regarding assessments and the use of technology for that task (what do we use, how is it selected).	As part of the ISTE certification, we were to look at assessment through the use of technology. This was very near and dear as this is what we do daily in with the online content. Unfortunately, the assessment that is part of the content is very 'cheatable' thus why we are looking at other ways to measure understanding, that can still be delivered online. The discussion allowed for some give and take in this topic area. Hopefully some of the conversation will be continued.	C1, C2, C3, CL2, SP3
4/27	4.0	Project research and related document writing	Form outline, working on support via research completed. Writing sections.	C2, C3, CL6
4/28	3.0	Project research and related document writing	Form outline, working on support via research completed. Writing sections.	C2, C3, CL6
4/28	2.0	Website portfolio set-up/ organization	Creating sections as required, background, starting to upload content. This was more taxing than I was anticipating. I am concerned about making it public as I do not want some of my personal information out on the web in this way. I am looking to password protect the site or areas in the site.	C2, C3, CL6
4/29	4.5	Website/ project write up/ Log finalization	Most of this time was on log write-ups Standards are somewhat imbedding in situations. Most interactions or situations have a bearing on achievement as a given.	C2, C3, CL6
	188.5	Hours to date		

Total Hours: 188.5

Administrator Signature:

JMB

Date: 4-30-19

