

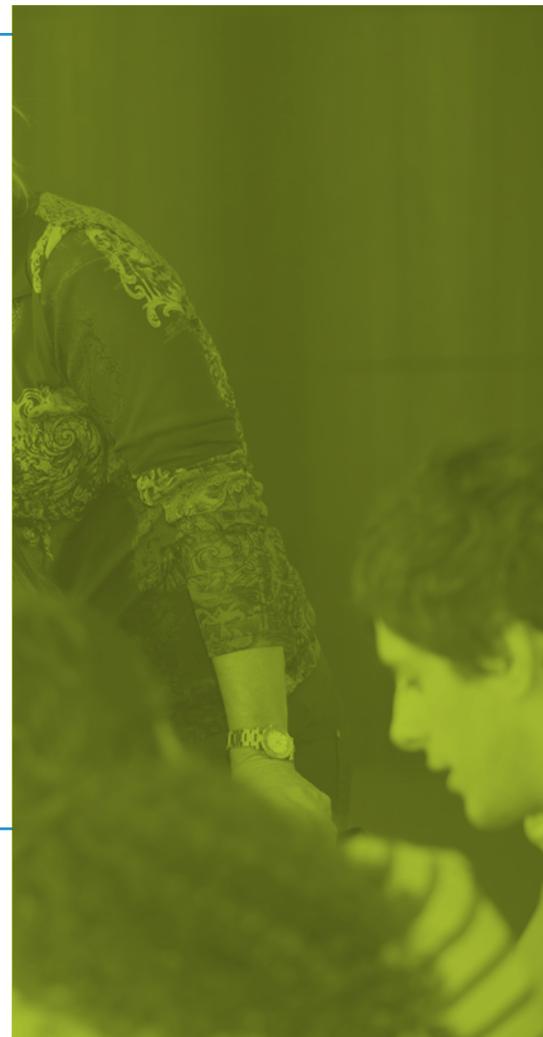
WDLC CASE STUDY

# Instructional Practices

A look at three program strategies

February 2019

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## ***About Wisconsin Digital Learning Collaborative***

The Wisconsin Digital Learning Collaborative (WDLC) is a unique statewide partnership with a mission to “Provide equitable access to high-quality online and blended learning resources throughout Wisconsin.” This partnership results in every student in any school district with access to quality online and blended learning offerings. It also provides digital learning resources for teachers to use in their classrooms. Access to online courses, technology, and resources are available to districts through the WDLC regardless of size, geography, or learning model.

The WDLC consists of three collaborating organizations. The Wisconsin Virtual School (WVS) provides supplemental online courses, as well as services to support the planning and implementing of digital initiatives to a large majority (200+) of the school districts across Wisconsin. The Wisconsin eSchool Network (WEN) is a consortium of 28 partners that provides access to online courses, technology, operational support, digital learning professional development, and other services to its members. Together, WEN and WVS form the foundation of the Collaborative. The third organization, the Department of Public Instruction (DPI), provides quality assurance and helps raise awareness of WDLC. It also provides some fiscal support through the segregated universal service fund administered by the Wisconsin DPI.

In addition to the WDLC representing the digital learning interests of all districts, it also leverages shared knowledge and best practices to reduce costs. It offers a wide variety of resources, services, and benefits that districts need in order to offer online and blended learning options to students.

## ***About Michigan Virtual Learning Research Institute***

In 2012, the Governor and Michigan Legislature passed legislation requiring *Michigan Virtual*<sup>™</sup>, formally *Michigan Virtual University*<sup>®</sup>, to establish a research center for online learning and innovation. Known as *Michigan Virtual Learning Research Institute*<sup>®</sup> (*MVLRI*<sup>®</sup>), this center is a natural extension of the work of Michigan Virtual. Established in 1998, *Michigan Virtual's* mission is to advance K–12 digital learning and teaching through research, practice, and partnerships. Toward that end, the core strategies of *MVLRI* are:

- **Research** – Expand the K–12 online and blended learning knowledge base through high quality, high impact research;
- **Policy** – Inform local, state, and national public education policy strategies that reinforce and support online and blended learning opportunities for the K–12 community;
- **Innovation** – Experiment with new technologies and online learning models to foster expanded learning opportunities for K–12 students; and
- **Networks** – Develop human and web-based applications and infrastructures for sharing information and implementing K–12 online and blended learning best practices.

*Michigan Virtual* dedicates a small number of staff members to *MVLRI* projects as well as augments its capacity through a fellows program drawing from state and national experts in K–12 online learning from K–12 schooling, higher education, and private industry. These experts work alongside Michigan Virtual staff to provide research, evaluation, and development expertise and support.

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# Introduction

As the field of K–12 online and blended learning continues to grow and morph, programs around the world work together to discover what works and what doesn't when it comes to all of the intricate pieces of the puzzle that make up a school/program. No stranger to this, the Wisconsin Digital Learning Collaborative (WDLC) — consisting of the Wisconsin Department of Public Instruction, Wisconsin Virtual School, and the Wisconsin eSchool Network — is working on a collection of topic-based case study reports<sup>1</sup> to share a variety of approaches to how the programs in their network are tackling each challenge and opportunity. The current report is focused on the puzzle piece of instructional practices. Across the WDLC, there are unique instructional practices that the WDLC wants to amplify and also challenges that they would like to reflect upon and work to solve. In this report, in addition to this brief introduction, there are three programs highlighted to illustrate their unique instructional approaches, including Wisconsin Virtual School, Madison Metropolitan School District, and iForward. At the end of each case, the WDLC offers a number of Key Questions to get other programs thinking critically and having transparent conversations about what they can do to improve on their program's instructional practices and the surrounding structures that support those practices. Before we get into the programs' case studies, what follows is a brief overview of Wisconsin's online learning growth in relation to instructional practices specifically.

Online learning at the K–12 level began to substantially shift from distance learning to true online learning in the early 2000s in Wisconsin, and at that time, as is the case within the field at large, practice was leaps and bounds ahead of policy and research. Policy began to catch up, in 2007 with the legislature's passing of Wisconsin Act 222<sup>2</sup>. This policy addressed online learning through the lens of virtual charter schools, namely open enrollment, teacher training and licensure for online learning, virtual charter school regulation, online courses, and attendance. As a result of this legislation, one of the key requirements that tied back to instructional practices was that no person could teach an online course in a public school, including a charter school, unless he or she had completed at least 30 hours of professional development designed to prepare a teacher for online teaching. The requirement for 30 hours of professional development was repealed in the 2013 Wisconsin Act 20: 2013–15 Budget.

Thus, currently there is no legislation requiring teachers to have professional learning in online teaching prior to teaching online. Across Wisconsin and beyond, teachers are being asked to teach in online and blended learning environments and need to have the support to gain the skills required to be successful and in turn, improve their students' outcomes. Furthermore, the majority of teacher education programs across the United States, unfortunately, are not adequately preparing their preservice teachers to teach online, so teacher training and professional learning falls on the shoulders of each local program, school, district, or organization authorizing an online program.

1 <https://www.wiwdlc.org/case-studies/>

2 <http://docs.legis.wisconsin.gov/2007/related/acts/222>

To help support online programs' efforts in teacher training and professional learning, the WDLC<sup>3</sup>, in conjunction with its partners — Wisconsin eSchool Network and the Wisconsin Virtual School — provides a combination of options for Wisconsin educators including but not limited to the following:

- **In-person professional training opportunities**
- **Facilitated online courses<sup>4</sup>**
- **Micro courses**
- **Field-led webinars**
- **Digital learning communities/networks**
- **Case studies/guides<sup>5</sup>**
- **Other collaborative opportunities**

The WDLC values quality training for online and blended teachers and continues to work towards influencing all programs in Wisconsin to engage in appropriately training teachers. As can be seen from the case studies in this report as well as those in the series of reports, each program's approach is unique based on its needs. Wisconsin has programs with very specific local expectations of instructors, and because programs are sharing instruction, statewide expectations have been implemented. These expectations are called the WI Statewide Teacher Expectations, and they are reviewed and agreed upon annually by all partners. These expectations address licensure, free and public education responsibilities applied to the online environment, student communication, cross program communication, course experience, grading turnaround, progress monitoring, student feedback, compensation reimbursement, content management, and hiring practices.

Even with all of these supports and expectations, Wisconsin's programs continue to look for opportunities to grow and learn both from similar challenges being faced by traditional environments as well as challenges that are specific to online learning. Some of these challenges include but are not limited to: lack of time, initiative overload, balancing technology rich classrooms versus true change in instructional practices, working to maximize district teachers who teach both online and in the traditional classroom, and working to leverage technology to both increase outcomes and elevate the role of the instructor.

The partners continue to work together to see the opportunities presented in these challenges and take part in ongoing critical and transparent conversations in order to continuously improve. WDLC is excited to see the new edition of the [National Standards for Quality Online Teaching](#) which will continue to help guide their reflection and subsequent improvement processes. What follows are three program case studies that have unique approaches to their instructional practices. Following each case, there are Key Questions for programs to use to reflect on their own practices. These key questions are provided as a jumping off point for programs to reflect on their current instructional practices and an opportunity to think critically about the changes that they could make to improve the learning experiences for their students.

3 <https://www.wiwdlc.org/resources-overview/>

4 <http://www.wisconsineschool.org/resources/professional-learning/>

5 <https://www.wiwdlc.org/case-studies/>

# Program Highlights

Learn more about each of the programs on the following pages by reading the *WDLC Partner Profiles*<sup>6</sup> report.

## Wisconsin Virtual School (WVS)

Instructional Strategy –  
A Purposeful Use of  
Quality Matters Standards

WVS is a state-wide supplemental online program that originated from the Cooperative Educational Services Area 9 (CESA 9) in 2000. WVS offers online courses to public, private, and charter school students across the state as part of a statutory requirement through a partnership between the Department of Public Instruction (DPI) and CESA 9. For this report focused on instructional practices, WVS shares their work in aligning their instructional practices with standards-based frameworks. When WVS started out, the iNACOL and SREB Standards for Quality Online Teaching and Online Programs were the foundation for the work WVS did with instruction, content, professional learning, policy, and more. From the start, WVS worked from a place of constant improvement using these standards. As time went on, WVS became familiar with Quality Matters<sup>7</sup> (QM) — an international organization that provides quality guidelines for online course design — and WVS realized that the QM standards were a perfect fit for their memorandum of understanding with the Department of Public Instruction for which they have to be a standards-aligned quality program and, as such, own what needs to be improved. The QM standards have helped WVS in a number of ways including providing consistency for course design and teacher expectations, a common language and structure of intercollegial interaction across the organization, especially across content areas, in all components of the program - teacher-to-teacher, teacher-to-student, teacher-to-parent, and teacher-to-administrator — as well as day-to-day monitoring, supporting, and growth of their instructional practice.

In 2015, they used the QM guidelines to make the course set-up, course review process, and instructional practice expectations more clear and consistent. For instance, they have an end of course survey for students and learning coaches used to collect feedback for continuous improvement, which helps them find places where there's room to grow and learn. WVS also incorporated a peer review process where teachers use a rubric to offer feedback to their peers as well as to see what their peers are doing in their courses that they can implement to enhance their own course. The peer review process itself occurs in two ways. WVS connects each new teacher with an experienced, same-subject mentor during the first year. At their annual face-to-face meeting, they have an opportunity to peer review each other's course setup. WVS also has the teachers work together in same subject/course pairs and/or groups to discuss course management and policy to ensure consistency from course to course and teacher to teacher. This process has also helped develop trust and support across their cadre of teachers. In addition to the peer-to-peer support using the QM guidelines, administrators use the same rubric from the peer-review process to provide feedback to the teachers. WVS administrators have created a coaching system whereby WVS administrators visit the courses and use the QM guidelines to provide teachers similar support that the administrators would expect teachers to provide to their students.

<sup>6</sup> [https://dpi.wi.gov/sites/default/files/imce/imt/pdf/WDLC\\_PartnerProfiles.pdf](https://dpi.wi.gov/sites/default/files/imce/imt/pdf/WDLC_PartnerProfiles.pdf)

<sup>7</sup> <https://www.qualitymatters.org/>

Aligned with the QM standards, teachers are also being asked to differentiate content as needed when students are struggling. Additionally, the teachers are designing and implementing welcome folders, including course overview and introduction. This is done to establish consistency from one course provider to the next, as there are 14 different national providers that WVS contracts with for content purposes. Based on QM guidelines, teachers incorporate a way to have the students introduce themselves to each other and to the teacher. WVS administrators also encourage teachers to be consistent by sending out progress reports on a specific day every week so that students and parents know when to expect them. They also ask that teachers provide real-time virtual office hours so that students have a way to connect with their teachers synchronously if they choose to do so. The administration have encouraged a shift in their teachers to be students' guides, supporting their students by having more interaction with them, ultimately providing students with the best possible learning experiences. WVS has also emphasized sharing of resources, especially for teachers who are teaching the same courses. They have added a focus on not only engaging students but also their parents and learning coaches.

To help solidify the use of the QM guidelines, the framework has also been incorporated into the WVS professional learning opportunities with a focus on modeling to the teachers what the administration wants the teachers to do with their students. For their annual professional learning in the fall, WVS used QM as a framework for the topics covered during the PLN-focused (Professional Learning Network) training day. After the training in the fall, PLNs continue to meet and learn every couple of months and also have some weekly synchronous sessions for just-in-time help; these sessions are also aligned with the QM guidelines. Synchronous sessions are set up like digital network sessions (PLNs) and are across all schools/programs in the Wisconsin eSchool Network/Wisconsin Digital Learning Collaborative (WDLC). In between sync sessions, the PLNs interact in Google+ communities so the conversations and sharing can continue throughout the year. One of the emphases is that the members should share their challenges and best practices and find out what others might be doing that they can try and implement.

Additionally, when the teachers join together for a face-to-face training opportunity, they are modeling blended learning as well to get the teachers acclimated to the shifts happening in the field even if the teachers are concentrated on teaching 100% online. During their professional learning opportunities, the WVS team hones in on each QM standard to understand what each of them means to each teacher and what that standard might look like in their practices, including digital content they use and what pedagogical strategies they employ to meet or work toward meeting that standard. This connection helps teachers reflect on what they're doing and how it's meeting specific QM standards. It's also important for them to consider the changes that they need to make at the programmatic and course design level as well. One example of programmatic shifts is how they evaluate what they're doing based on stakeholder feedback, which is now designed as a survey representing a crosswalk of the iNACOL teacher standards and the InTASC standards.

This survey helps WVS understand teachers' needs in relation to the QM guidelines. This survey was created with the help of the Midwest Regional Education Lab. WVS tries to be purposeful and intentional by tying every experience and decision back to the standards and explaining why and how they're doing that and getting the teachers to take ownership of their instructional decisions. Teachers in this way have a role and pay close attention to how the standards help them meet the learning needs of their students, whether it be the simple structure of the welcome folder or the reminders for homework help throughout each unit.

WVS, by incorporating the QM guidelines, has changed the way they're working with their teachers; WVS is helping their teachers embrace the standards, engage with students and the students' families, and interact with their colleagues in meaningful, consistent, and supportive ways. For WVS, because there are always multiple initiatives around quality improvement going on at once, it's hard to pinpoint the changes that are making a difference in enhancing their program. The signs of improvement can be seen in their completion and success rates. This structure has also led to a high teacher retention.

As mentioned above, WVS is always looking to improve. Some challenges that they're still working through include replicating what happens in the face-to-face fall training in the digital spaces throughout the year as well as bringing in new teachers mid-year and helping to bring them up to speed in the most meaningful way possible. One other challenge that is more of an opportunity is devising a way for more just-in-time offerings for what teachers need when they need it in manageable chunks. Additionally, within the PLNs, they are trying to improve the level of member engagement.



## Madison Metropolitan School District

### Using Online Instruction for Advanced Learning Programs in Elementary and Middle School

Madison Metropolitan School District (MMSD) has provided online learning opportunities to students for more than 10 years. They currently offer supplemental courses for original credit but also for credit recovery, alternative, and special education programs. These offerings over the years have continued to morph as the program has changed. The instructional practice featured in this case is MMSD's Advanced Learning (AL) programs for elementary and middle school students. The elementary students participating in this program are those who need 7th and/or 8th grade math, and the middle school students need high school level math. Depending on the grade level of the student, this program works in different ways. This is illustrated in the following sections focused on the Middle School AL Program and the Elementary School AL Program. Both of these programs have a dedicated teacher known as an IRT – Instructional Resource Teacher. Depending on the program, each of these IRTs operate in a way that supports their students. The Middle School AL Program is the first program shared because it came before and inspired the start of the Elementary School AL Program.

### ***Middle School AL Program***

The Middle School AL program has been in place since the 2011–12 school year. Since 2007, MMSD students had access to fully online high school content courses. The AL Department decided to implement a blended program for key high school math classes in order to better support local middle school students who demonstrated readiness but did not otherwise have access at their schools. A blended course was preferable to a fully online experience at the time in order to ensure face-to-face instruction several times per week.

One IRT from the AL Department is the lead teacher for the blended program at the middle school level. The program is a version of a flex blended learning model, in which online content is the backbone for student learning and in-person instruction and support is provided periodically. The middle school math IRT travels to each of the schools two days a week between Tuesday and Friday. On Mondays, she is headquartered at the central office and provides building-wide Zoom conferences with her students throughout the day to answer questions and help them while they practice their problems. This is a different approach to the elementary blended program which has daily in-person instructional support, which will be discussed more in the Elementary section.

In school year 2018–19, the blended AL program provided Geometry access to a total of 52 students across eight middle schools. In previous years there have been blended offerings for Algebra II and Pre-Calculus as well. The MS students take the blended math class as their math credit requirement, rather than being above and beyond the course load they already have. When the IRT's enrollment and/or scheduling capacity has been reached and additional AL math needs are documented for MS students, there is also an option for the students to take a fully online math class instead. In 2018-19, 22 middle school students are taking fully online Algebra I, Algebra II, PreCalc, and AP Calculus.

The course curriculum for both the blended and fully online options is provided through a third-party provider. Thanks to the local digital-access content that is offered through the Wisconsin eSchool

Network, the AL team is able to leverage the content in a blended format, including allowing the IRT to add, remove, or modify content to support student learning.

The online curriculum is structured in such a way that allows students the ability to work on the coursework without the teacher physically being with them every day of the week. The IRT uses the Buzz learning management system (LMS) capabilities to set specific due dates for what the students need to be working on throughout the week. This structure helps provide the opportunity for more intentional, concentrated, meaningful interaction and instructional support with the students when the teacher is face-to-face with them.

One challenge AL faces is how to determine which schools need access to the blended program, access to a fully face-to-face course, or access to a fully online course. School enrollments as well as the blended IRT's schedule availability helps inform this decision. Currently, middle schools are expected to offer a face-to-face HS math class if a minimum of 15 students can enroll. There are discussions around lowering that number to 10 because ensuring capacity with the blended IRT is difficult when the numbers increase beyond 10. This shift in numbers would free up the IRT's time to concentrate on more schools with smaller pockets of students.

A related logistical challenge is finding space for the face-to-face teaching during the week. The specific location where the learning takes place is ultimately up to the school, but the AL Department encourages schools to be mindful of space and needs so that when students are doing their work they are fully supported wherever they are. Larger numbers of students need an open classroom for the face-to-face sessions, for example, and sometimes only the library is available. When the IRT is not present, supervision is key for any number of students but is particularly important for larger groups doing self-directed online learning. When a smaller group of students is at one school, there is more flexibility for both the in-person days and the online days.

The AL Department continues to think about ways to improve the blended middle school program. Currently, one of the strategies to improve communication with parents is to capitalize on the online system's Guardian Account feature, so that parents/guardians can easily access their child's course and progress. Creating Guardian Accounts also provides an easier way to send mass communications regarding any course updates or important information about the blended program during the year. Additionally, because there are increasing advanced math needs across the district, AL is considering trying to expand the program for middle school students who need Algebra II, Pre-Calculus, and AP Calculus. A challenge for accomplishing this is staffing and funding. To maximize time and space, the Department has considered using web conferencing so that the IRT could meet with more schools rather than travel around to them. This could potentially impact the number of different courses that could be offered, due to more flexibility in timing.

The increased advanced math needs in Madison's middle schools has led to another option as well. Through collaboration and support from the Online Learning Department, non-AL staff at the middle schools are able to offer a local, fully online class for students who need advanced coursework. This format works well when small groups of students would benefit from having a local teacher facilitating their learning. Although the local teacher is often unable to meet regularly with students face-to-face, they have open online communication and the possibility to meet before or after school or at lunch for intervention and support.

## ***Elementary School AL Program***

There are 36 elementary schools in the district. Each school uses assessment data to identify students who are in need of advanced math. Typically the students are 4th and 5th graders who demonstrate readiness for middle school math. One Elementary AL IRT serves as course author and lead teacher. She grades assessments, creates and manages content, and troubleshoots questions from students and parents. The IRT authored two courses in 2016 in the Buzz LMS - Blended Math 6 (6th and 7th grade math standards) and Blended Math 7 (7th and 8th grade math standards). After successfully completing these two courses, students will be placed in Algebra in either 6th or 7th grade.

The IRT created independent, group, and teacher-led learning opportunities that enhance student learning within each of the courses using FLVS content, Khan Academy, custom-built content, and references from the MMSD content. Through this model, the IRT is able to provide consistent content across multiple elementary schools within a central location.

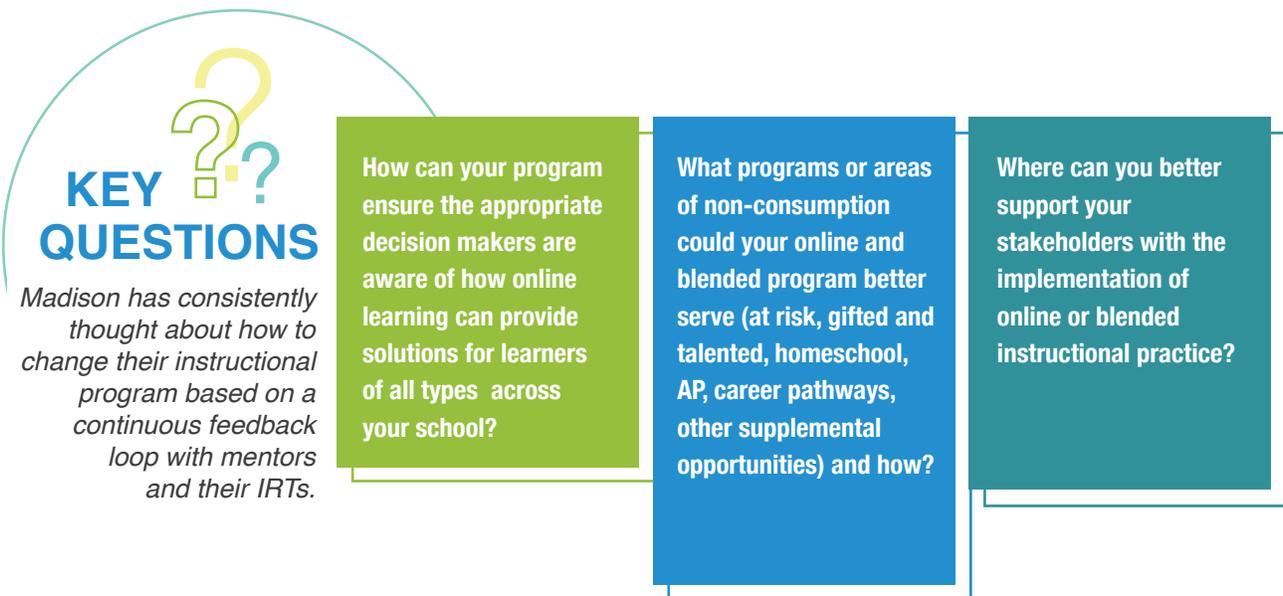
The IRT also acts as a peer leader for the learning “mentors” who are other IRTs located at each of the school sites implementing the blended math courses. These mentors act as instructional support coaches, working with students on a daily basis and helping students keep up with their coursework. Students benefit from direct instruction mini-lessons, review, and intervention provided by the mentor IRTs. The mentors then circle back with the lead IRT to indicate what is working and not working. All mentors and the lead IRT can also easily see and refer to data within the Buzz LMS for all students.

Currently, there are 13 elementary schools implementing the blended math courses to 94 students, and there are 11 AL mentors who are serving those 13 schools; thus, some of the mentors are present across multiple schools as needed. The lead IRT uses a grouping feature in Buzz to tag students as part of one school so that different due dates can be set based on the school the student attends. This allows the mentors to easily filter Gradebook views for each school so that they can focus on their students.

For the mentor model to work, AL staff adopted a train-the-trainer model for the blended course support. The lead IRT collaborated with Online Learning district staff to create protocols based on what support structures and processes the mentors need to be effective. Online Learning staff helped create training resources, which the AL lead IRT shared with her peers who are mentors in the courses. The AL mentor training helps build consistency across all participating schools using the blended learning courses.

The consistency continues to flow to the student level in that each student is getting a common experience, which will prepare the students to be successful in their middle school courses. The consistency has also allowed the staff to track the students better with data, standards, and sequences so they can help form a path for the students’ success. The lead IRT grades all student work unless there are teacher-led assignments that use paper-and-pencil activities at the school site. The mentors and IRT have as-needed, just-in-time training available from central office staff as well. These are typically on instructional and structural practices and content alignment. Mentors also work together to help each other solve issues, using Gmail for example.

The lead IRT meets with the Online Learning Department monthly for support and to provide feedback on program improvement. One of those improvement opportunities is to have consistent messaging to families who are confused about what the program is about and who it is for. There is another district program offered over the summer that is different than the AL blended learning program, so stakeholders are sometimes needing more information and guidance as to which program is the right one for the student. The AL Department is actively working to improve their messaging about the program, especially in relation to the “blended” structure in which the lead teacher is not physically present with the students every day. They are continuously seeking feedback from stakeholders by sending surveys to students and parents about how the program can be improved.



## iForward

### Elevating the Role of the Teacher Through Relationship-Building in a Full-Time Online Environment

iForward is a full-time, statewide virtual charter school. The focus for their instructional practice case is on elevating the role of the instructor by emphasizing their intricate role in relationship building with students in a number of ways. iForward started putting more and more emphasis on relationship building because they noticed that they had students who would enroll in the school and then leave soon after. The administrators started thinking critically about what they could do to make sure students felt safe and supported. They wanted students to feel as though they found a school they could call home, a place where they fit in and felt they belonged. In order to further support instructional practices, there's a support built in for the students as an orientation at the freshman level that lasts a full quarter where students are taught how to learn online and how to be successful in their course work. Relationship building also occurs at the parent/guardian level with the parent advisory council which has direct access to the administration. The parent advisory council meetings are question-and-answer sessions to help drive continuous improvement for the program. Based on the consistent focus on relationship building, the administrators began implementing expectations for their teachers as well.

One of these expectations is that the instructors host a synchronous live lesson for each course every day with their students. Many teachers also have a home room. Teachers have these synchronous classes scheduled from 8am to 4pm, and each of their classes meets for 45 minutes. After the lesson, teachers will stay for questions and assign homework. The principals and curriculum coordinator make occasional visits to classes to check in on the learning environment and the teachers. All of the class sessions are recorded so, students and parents can go back and reference something if a question comes up, or if they need more review on a topic. This also helps the teachers to be more accountable to their students. The teachers have noted that sometimes a parent or a learning coach is sitting with the student when they are learning in the classroom, so this format helps them build relationships with the students' other support structures as well.

Another one of their integral programs is tied to the Natural Center for Earth and Space Science Education (NCESSSE). Through their work with NCESSSE, iForward takes part in the Student Spaceflight Experiment Program (SSEP) where students work with teachers and university and community experts to create scientific experiments they hope will one day be launched into space and brought to the International Space Station. Last summer, iForward was the first K–12 school in the state of Wisconsin and the first online school anywhere in the world to have a student experiment launched into space on a SpaceX rocket.

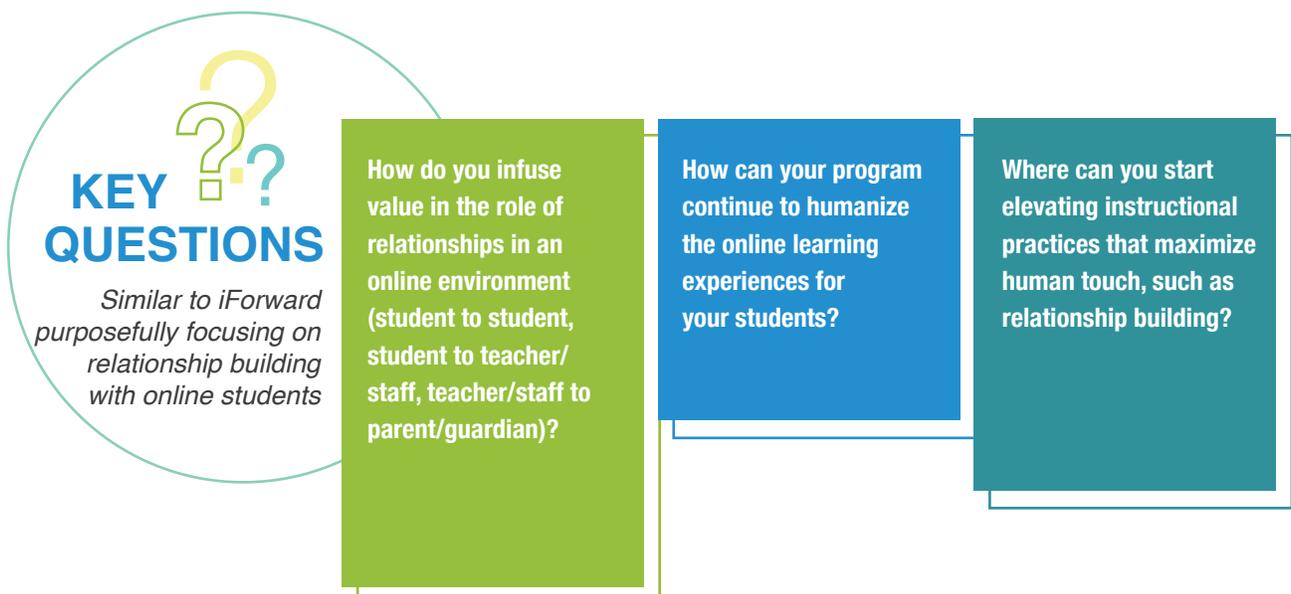
To encourage instructional risk-taking movement with their instructional team, their faculty online meetings on Monday are focused on encouraging teachers to step outside of their comfort zone and then share those experiences with their peers so that everyone can learn from each other. One of the most recent risk-taking experiences helped a science course become more experiential and hands-on,

which is often challenging in the online learning environment. This course brought in experts in the field of gravity to talk to students to help them as they were thinking through their assignments.

Outside of the coursework, iForward continues to build relationships with their students through online clubs including but not limited to National Honor Society, Horse Club, Music Club, Pet Club, and Battle of the Books. iForward is putting more and more emphasis on extracurricular activities, like social clubs and other social, relationship-building focused events. Some of the relationship-building focused events include clubs that encourage family interaction. For example, the Art Club has painting parties where they invite families to join in on the activities. The seniors are also required to do a community service project (with local groups such as veterans' programs, shelters, churches, etc) where they go out into their own community to volunteer a minimum of 30 hours. The seniors create a video to share with the rest of the iForward community. This video presents what the student has done and what impact that work had on them personally.

The school also hosts a formal graduation in Madison with quality speakers, such as Governor Scott Walker, state senators or former Green Bay Packer football players. iForward graduates about 100 students per year. They also host a high school prom each year in Wisconsin Dells that is highly attended. There are also seasonal activities, including trips to the Madison Botanical Gardens and the Duluth Maritime Museum. These events are organized with students' geographic locations in mind. With regard to their support staff for students, they have guidance counselors and student advisors. All of these events and activities help to bolster the program's instructional practices and continue to support students.

In summary, iForward lives up to its motto; "Students Matter at iForward!"



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