**GED Distance Learning PLC Minutes**

**September 5, 2014 9:00 - 12:00 pm**

**Division Library**

 **Present**

Michelle Dullea, our facilitator, Cynthia King, Norma Santana, Nancy Plummer, Victoria Ojeda, and Erica Dibello-Hitta.

**Meeting Goal**

“Our main concern is to fix the attendance.”

**Discussion**

* We hope that GEDonline will reinstate the old GEDonline program.
* The Aztec program, which is aligned with the HiSET, is only available in English. (Aztec has an agreement with ETS – the HiSET developer.)
* There are practice tests through Aztec.
* Cynthia King was emailed free official Hiset Keys from Aztec software.
* The Division is working on its own practice tests.
* We discussed book purchasing issues and the possibility of having students resell books to each other. (By posting notices in the counseling office and/or the main office.)

**Attendance Issues / Discussion / Questions \***

* All our DL resources are different - different layouts and titles. Also, each web-based program and book series (old and new) offers a different number of lessons for similar subject areas and topics. The number of hours assigned to each lesson also varies greatly among resources. This creates confusion and results in teachers spending more time on attendance than they spend with the DL student.
	+ It also creates an unfair situation for those teachers who use resources with a smaller numbers of assigned attendance hours.
* Also of concern is that some units cover too much information for one week. (Steck Vaugh Math and GEDonline Fractions are good examples.)
* Fractions should be broken down. Can we have 10 hour segments like GED DL used to have, but keep the individual lines for the slower students?
* The issue here is that we need the attendance to keep the program running and we need to assign work based on student needs, but if one teacher assigns more hours than another for similar work, it makes the first teacher look bad.
* Everyone agreed that the students’ needs come first. Different students have different needs and the current way of assigning credit does not give the teacher flexibility to address each individual student’s needs.
* It was mentioned that in a classroom setting, students working at a different pace get the same amount of credit.
* Could we use only print resources for students who don’t have internet service? Students think they can do the online work on their phones, but they can't.
* The criteria for getting credit for the DL program is using books and online resources. If we make changes to our attendance, the Division will need to amend the State report.
* Can break up all the work into 10 hour units? Unfortunately, some units are very short. Supplementary materials could be added.

**GEDonline program notes:**

* Crystal told someone not to have students take the Practice tests because the division doesn't have the money to pay for them to be scored. The tests are $10.00 each!
* On GEDonline the student’s work may not show until the following day.
* Printing a menu of the whole Subject helps to keep track of the student’s work for attendance and also to assign work for the following week.

**Suggestions**

* We need to make all the resources align. We need to align the Completo to the old Steck Vaughn. Another suggestion was to divide Completo.
* It was also suggested that we be able to give credit for complete sections as well as individual parts.
* Michelle asked if we would agree to take a book each to break it down by lesson? (The conversation moved on without a response from teachers.)
* Michelle wants to add a line for additional teacher-assigned work of 5 hours.

**Actionable Items**

* Michelle will contact office staff at all sites to allow students to buy the older GED books. She will also supply them.
* Find out if the way GED DL assigns hours compares to IS?
* Ask Virginia to see the report guidelines to know what is possible. We need to look at our report before we make major changes.
* Will Lisa buy HiSET books?
* Could CVA students go to the Rosetta Stone lab for DL? The principal will be asked. (Ask Mr. Braddock that our community labs be true community labs.)
* As part of a revised student contract, students without computer access could be asked to spend an hour working on the computer in the DL teacher’s room. (or go to a lab or library)
* High priority: get in touch with Aztec and have them translate their program into Spanish. (They need to hear from teachers, too.)
* Michelle will ask Alicia to add an additional work line entitled –Supplementary Practice -5 hours that we can use as often as we need to.
* Schedule another DL PLC in the near future.

**\*** Everyone’s comments and suggestions have been edited and reported out of original order to make these notes more comprehensible.

Submitted by Erica Dibello-Hitta