

TEEN IDL Information

TEEN INTERACTIVE COURSES

The technology involved in the TEEN transmission system provides unlimited possibilities for educational applications and innovative teaching. Although the network was built primarily for secondary curriculum enhancement, dual credit course offerings, and post secondary instruction, TEEN has, during its first ten years, directed the enhancement of online resources for all K-12 students in the consortium, provided technology training for teachers, promoted the networking of staff members, and provided the opportunity for technology grant monies to each school district.

Curriculum Accountability

Among the responsibilities of those administering a distance learning network is the responsibility for assuring quality and appropriate content for all instruction provided. Therefore, course design and selection, as well as instructional accountability, are top priorities of TEEN governing units. Courses for students in grades 9-12 will be scheduled on the network according to the identified needs of students in TEEN districts. Course design and selection will be overseen by the Principals' Council and the Executive Director and will include:

1. identification and verification of student needs and interests through surveys and interviews; (To facilitate curriculum accountability and scheduling the director will provide meetings for administrators to discuss curriculum issues and to align curriculum outcomes, materials, and subsequent courses of study.)
2. identification of qualified instructors with or willing to obtain IDL training;
3. collaborative preparation of course syllabus written with unit outcomes identified as measurable instructional objectives (format directed by sending school district);
4. identification of assessment standards and procedures to measure student achievement.
5. selection of instructional textbooks and resources for student use by the transmitting teacher and home site principal. (The originating school district will arrange for purchase and/or distribution of student materials for enrollees.)

Registration of Students

Pre-registration for IDL classes will be completed during spring enrollment at each TEEN high school. Any changes to student registration will be channeled through the director. TEEN governance understands that interactive distance learning courses are not for everyone. Students must be self-disciplined, motivated, and mature. Students who enroll in class and find learning difficult due to the environment of IDL should be given the opportunity to withdraw from the course according to home district policy.

1. Prerequisites for IDL classes must be clearly identified and thoroughly understood by individuals responsible for student scheduling and counseling.
2. A brief, accurate description of class expectations (including the enrollment contract to be signed by parent or guardian) and/or exposure to an existing IDL class should be provided for all students prior to final registration.

3. Pre-registration and registration procedures should be coordinated and consistent in all participating districts. **Counselors are responsible for providing the director and sending site teacher a class roster at least one week before the first scheduled class.**

4. IDL teachers should be made aware through the counselor of special health and learning needs of registered students.

Class Size and Enrollment Limitations

TEEN policy recommends that the TEEN director, the individual teacher and the principals involved contribute input toward establishing the number of students enrolled in a particular class.

1. No more than 24 students may be enrolled in one class without the consent of the Teen director, after considering input from the originating teacher, and from both sending and receiving principals.

2. Camera capabilities limit the number of students clearly visible at some remote sites. No more than eight students may be enrolled at a remote site without the consent of the TEEN director, after considering input from the originating teacher, and from both sending and receiving principals.

3. The number of remote sites that can be effectively handled may vary, depending on the subject matter, the individual students involved, and the teacher. Monitoring more than three remote sites must be approved by the Teen director, after considering input from the teacher, and from the sending and receiving principals.

IDL Courtesy

Teachers and originating school districts have the right to control the resources, strategies, and content of the class. Courtesy should be given to the IDL classrooms in session and to the teachers at all times.

Outside monitoring or viewing of classrooms other than the schools (receiving and sending sites) should only happen with advanced notification of participants.

IDL instructors should be kept informed of any special school activities that apply specifically to them.

Schools are encouraged to fax daily bulletins to their sending sites, and the director should furnish each site with a monthly calendar from all other sites. On days where activities (homecoming, games, etc.) cut into class time, the class should be recorded by the remote sites by the IDL room facilitator.

Attendance, Grading, and Reporting

Students' attendance on days when their district is not in session will be optional.

Students will be responsible for work assigned on days when their district is not in session.

Class will be in session on all broadcast days marked on the yearly TEEN calendar.

The instructor and sending school principal will have the option of broadcasting or providing an alternative assignment for the class.

When a student is absent it is the responsibility of the facilitator at the student's home site to tape the class (at the request of the teacher) especially when make-up work can be facilitated through the taped class presentation.

The student is responsible to request a copy of the taped class and to fulfill any daily assignments, tests or other missed activities.

Students in TEEN classrooms may encounter new and different grading scales and assessment methods than those with which they are familiar. Sending teachers have the responsibility to identify grading scales, as well as other methods of assessment and evaluation procedures to the student at the beginning of the year (or semester).

Instructors assume full responsibility for transmitting grades and/or progress reports to the enrollment sites of each student at the close of each grading period and as requested by each district.

The director will provide to teachers and facilitators each district's due dates for progress reports, nine weeks, and semester grading periods.

Parents and/or guardians should be exposed to the technology that is being used to deliver instruction to their children. They also need to be kept informed about their children's progress regardless of the instructional delivery system used. Parent-teacher conferences may be held via the IDL system when confidentiality is not essential, by telephone or an on-site visit to the student's home district.

Discipline Procedures

High standards of behavior are expected from students participating in the instructional classes provided by TEEN. While few serious disciplinary problems are expected to occur beyond those covered in the contract the student and parent sign, instructors should be aware that they are charged to provide a safe and controlled environment in which student learning can be conducted. This mandate includes providing for positive student-to-teacher and student-to-student interaction. Teacher discretion is encouraged in monitoring behaviors that merit authoritative response.

The sending teacher is responsible for the discipline of all remote sites as well as their own site. Communication with building principals is important if a problem should arise.

Instructional Accountability

Interactive instruction requires detailed attention to daily, semester, and yearly planning. It is expected that TEEN instructors will participate in thorough instructional planning, which includes:

1. establishing procedures for the exchange of written materials and assignments by email, fax, mail, or courier (bus system or individuals);

2. developing a procedure for conducting class in the event of technical failure (instructional time can be salvaged if good procedure is adopted); When the system is not functioning correctly, the sending teacher or site facilitator should notify the building facilitator of the problem. If the problem is beyond local adjustments, the TEEN director and building technical staff should be notified. After notification by the sending teacher, the receiving school(s) will be responsible for student supervision until the problem has been corrected. If receiving sites are able to hear and see the instructor, the class should be able to continue as normal;
3. maintaining attendance and grading records which comply with receiving school regulations;
4. supervising all student use of TEEN facilities and equipment during class in order to ensure the maintenance and continuous operation.
5. personalizing distance learning classes by teaching from the remote site(s) at least once each semester (preferably early in the first semester); or this could include a gathering of all class members at one site; (All visits should be cleared with the sending site principal and communicated to the remote sites in advance.)
6. reporting technical difficulties to the building facilitator, technical director, and/or TEEN director according to the severity of problem;
7. participating in training sessions designed to promote distance learning instructional techniques. In the event that a TEEN instructor feels that he/she needs assistance in resolution of a particular issue or problem, instructors can request a formal grievance hearing in writing to the TEEN Superintendents' Council.

Principals from the sending sites are responsible for the evaluation of their instructors.

Principals are encouraged to communicate with each other any deficiencies or expertise that would help in making the IDL instructor a better teacher.

Each semester the director and/or the technical directors will visit the TEEN classes for the purpose of evaluating the technical quality of the equipment while in use. These visits will be pre-arranged at the discretion of the teacher. The director will periodically survey students, staff, and administrators to determine the effectiveness of the IDL program.