THE WASHINGTON STATE BOARD OF EDUCATION

Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

UPDATE ON ONLINE LEARNING

BACKGROUND

Online learning is a rapidly emerging educational delivery strategy in Washington's public schools. As an increasing number of districts enroll an increasing number of students in online courses, practitioners, policy makers and citizens are concerned about the impact of this trend on our public education system. Specific concerns address quality, accountability, equity, funding, and state oversight.

The 2009 Washington State Legislature passed SSB 5410 to begin to address these concerns and to establish an organized approach to public K-12 online learning in Washington State.

POLICY CONSIDERATION

SSB 5410 requires OSPI to establish a review and approval process for certain online learning providers in Washington. Specifically, section 3 (1) of the law reads:

"The superintendent of public instruction, <u>in collaboration with the state board of education</u>, shall develop and implement approval criteria and a process for approving multidistrict online providers; a process for monitoring, and if necessary, rescinding the approval of courses or programs offered by an online course provider; and an appeals process. The criteria and processes shall be adopted by rule by December 1, 2009."

A draft set of criteria has been included with this document for review and is entitled "Criteria for Approval of Multi-District Online Course Providers". The criteria are organized in tables showing the category, references for sources of examples, and whether OSPI will use a rubric in its assessment. The reference column in the document contains the following abbreviations:

- NACOL = North American Council for Online Learning
- DLC = Digital Learning Commons

EXPECTED ACTION

SBE will comment and give advice on OSPI's draft approval criteria and process for approving multidistrict online providers.

DRAFT 8/6/2009

Criteria for Approval of Multi-District Online Course Providers Digital Learning Department, OSPI

A (15)	Course Content and Instructional Design : The course provider requires all courses and instruction to incorporate the following:	Source	Rubric or Yes-No*
(15)	Course goals and outcomes	Source	Tes-NO
	Clearly stated and measurable objectives and course goals describing student's knowledge at the end of the		
1	course.	NACOL - courses	Rubric
	Course goals and objectives are present, explicitly stated, and can be easily found by students. The student's level of	Texas's National Standards of	Rubiic
	mastery is measured against each goal and objective. After reading the list of goals and objectives, students will understand	Quality for Online Courses	
	what they will be learning throughout the course.	Supplemental doc	
2	Content of sufficient rigor, depth, and breadth to teach the standards being addressed.	NACOL - courses	Rubric
	Rigor is defined as a condition of the learning environment which stretches the individual learner to move beyond his/her	Texas's National Standards of	
	comfort zone and grow as an independent learner. Depth refers to the degree to which the course content adheres to the	Quality for Online Courses Supplemental doc	
	standards being taught. Breadth refers to the completeness of the course.	Supplemental doc	
3	Course assignments that reflect course goals, representative of the scope of the course, and clearly stated.	NACOL - courses	Rubric
	The scope and sequence of the course is appropriately designed for the subject area and grade level. Concepts and skills	Texas's National Standards of	
	are accurately presented, built on one another logically, and connections between concepts and subjects are explicit and	Quality for Online Courses Supplemental doc	
	relevant.	oupplemental doc	
IOTES	8		
			Rubric o
	Course materials and organization	Source	Yes-No*
	Instructional materials, including supporting materials - such as textbooks, manuals, and videos - are made easily		YES
4	accessible to and usable by learners.	DLC	NO
	Readability levels, written language assignments and mathematical requirements appropriate for the course		YES
5	content.	NACOL - courses	NO
-	Course content is organized in standard format, ie units and lessons, which include overviews describing central		YES
6	objectives, activities and resources.	NACOL - courses	NO
6	objectives, activities and resources.	NACOL - courses	NO
7	Assessment and assignment rubrics, answers and/or explanations are provided to the student.	NACOL - courses	NO YES NO
7	Assessment and assignment rubrics, answers and/or explanations are provided to the student.		YES NO
16 17 10TES	Assessment and assignment rubrics, answers and/or explanations are provided to the student.		YES NO Rubric o Yes-No*
IOTES	Assessment and assignment rubrics, answers and/or explanations are provided to the student.	NACOL - courses	YES NO Rubric o Yes-No* YES
.7 IOTES	Assessment and assignment rubrics, answers and/or explanations are provided to the student. S Student engagement Opportunities to address the needs of diverse learners with multiple learning styles.	NACOL - courses Source NACOL - courses> New	YES NO Rubric o Yes-No*
N7 IOTES	Assessment and assignment rubrics, answers and/or explanations are provided to the student.	NACOL - courses Source NACOL - courses> New NACOL - courses	YES NO Rubric o Yes-No* YES
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17 IOTES 18	Assessment and assignment rubrics, answers and/or explanations are provided to the student. S S S S S S S S S S S S S S S S S S S	NACOL - courses Source NACOL - courses> New NACOL - courses Texas's National Standards of Quality for Online Courses	YES NO Rubric o Yes-No* YES NO
.7 IOTES .8 .9	Assessment and assignment rubrics, answers and/or explanations are provided to the student. S S S S S S S S S S S S S S S S S S S	NACOL - courses Source NACOL - courses> New NACOL - courses Texas's National Standards of Quality for Online Courses Supplemental doc NACOL - courses Texas's National Standards of Texas's National Standards of	YES NO Rubric o Yes-No* YES NO
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.7 IOTES .8 .9 .10 .11 .11 .12 .13	Assessment and assignment rubrics, answers and/or explanations are provided to the student. S S S S S S S S S S S S S S S S S S S	NACOL - courses Source NACOL - courses> New NACOL - courses Texas's National Standards of Quality for Online Courses Texas's National Standards of Quality for Online Courses Texas's National Standards of Quality for Online Courses NACOL - courses NACOL - courses NACOL - courses Massachusetts	YES NO Yes-No* YES NO Rubric YES NO YES NO YES NO YES
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* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Curriculum development/design and evaluation standards

Course development/design and evaluation standards

Instructor expectations, responsibilities and procedures

Supplemental materials selection guidelines

Program/course review schedule and process

Program/course assessment and performance

B (4)	Classroom Management: The provision of the following classroom management standards are enforced:	Source	Rubric or Yes-No*
	Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail		YES
B1	communications and plagiarism are clearly stated.	NACOL - courses	NO
			YES
B2	Grading policy and practices are explicitly stated.	NACOL - courses	NO
			YES
B3	Clearly stated privacy policies are disclosed and adhered to.	NACOL - courses	NO
			YES
B4	A system for the school and the instructor to deal with inappropriate student behavior and issues of discipline.	Massachusetts	NO
NOTE	S S		

* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Curriculum development/design and evaluation standards

Course development/design and evaluation standards

Instructor expectations, responsibilities and procedures

Supplemental materials selection guidelines Program/course review schedule and process

Program/course assessment and performance

	Student Assessment: All courses and instructors are required to employ the following measures when assessing		Rubric or
C (5)	student performance:	Source	Yes-No*
	Adequate and appropriate methods and procedures to assess students' mastery of content, course goals and		
C1	standards.	NACOL - courses> new	
	Multiple assessments* allow students to demonstrate their understanding in a variety of contexts. Formative and summative assessments are a part of the structure of the course. *Pre-tests, post-tests, objective and subjective questioning, self-assessments, group projects, peer review, evaluating levels and quality of articipation, and portfolios are examples of different types of assessments that can be used.	Texas's National Standards of Quality for Online Courses Supplemental doc	
	Ongoing and frequent assessments conducted and feedback provided to verify each student's readiness for the		YES
C2	next lesson.	NACOL - courses	NO
	Assessments selected and methods used for submitting assessments are appropriate for the online learning		
C3	environment.	DLC	
	The online classroom incorporates teacher- and/or computer-graded assessments and activities that reach a broad and deep array of skill sets and learning models appropriate to the subject matter.	Texas's National Standards of Quality for Online Courses Supplemental doc	
			YES
C4	Assessment materials assess students in a variety of ways.	NACOL - courses	NO
			YES
C5	Grading rubrics and models of partially- to fully-completed assignments.	NACOL - courses	NO
NOTE	8		

* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Curriculum development/design and evaluation standards

Course development/design and evaluation standards

Instructor expectations, responsibilities and procedures

Supplemental materials selection guidelines

Program/course review schedule and process

Program/course assessment and performance

	Course Evaluation and Management: The course provider incorporates the following standards in the evaluation		Rubric or
D (4)	and management of its courses:	Source	Yes-No*
	Multiple modes of assessing course effectiveness are used including feedback solicited about the quality of the		
	course design, content, instruction, support systems, and infrastructure from students, parents, and school	NACOL - courses &	YES
D1	administrators and findings are used as basis for improvement.	Massachusetts	NO
			YES
D2	Courses are updated on regular schedule to ensure content timeliness and functionality.	NACOL - courses & DLC	NO
			YES
D3	Results of peer review and student evaluations of courses are available.	NACOL - courses	NO
			YES
D4	An internal review process documenting course reliability, completeness and effectiveness.	DLC> New	NO
NOTE	S		•

* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Academic calendar

Course catalog with materials and costs

Organizational structure with roles and responsibilities

Completion and success data

	Student Support: The course provider ensures the following provisions are made to enhance student experience		Rubric or
E (5)	and success:	Source	Yes-No*
	Information - provided to students, parents and mentors - on protocols for communicating with the instructor and		YES
E1	course provider.	NACOL - courses	NO
	Institutionalized practices for monitoring student progress and helping students keep up with the pace of their		YES
E2	course.	DLC	NO
	Policies and systems to address student, school and parent questions, complaints, appeals, and/or recourse if the		YES
E3	course is not delivered as described.	Massachusetts	NO
			YES
E4	Disclosure of prerequisite technology skills prior to enrollment.	NACOL - courses	NO
	Training and online support to students (required) and mentors (optional) to aid them in navigating the online		YES
E5	environment.	Massachusetts	NO
NOTE	S S	•	

* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Student self-assessment, skills assessment and student application tools

Student course/courseware orientation

Instructor expectations, responsibilities and procedures

Mentor handbook

Mentor communication protocol and sample mentor communications Organizational structure with roles and responsibilities

			Rubric or
F (2)	Mentor Support: The course provider ensures the following provisions to facilitate support of student success:	Source	Yes-No*
	Mentors are recognized within the provider's systems and frameworks as the local adult point of contact available		YES
F1	to the student and instructor as a reliable agent of support to the student's success.	DLC	NO
	Mentors are given the means to support student success, including: ability to view course content; technology		
	troubleshooting information; online participation tracking and grading system; online mentor handbook and		YES
F2	policies; frequent and unsolicited engagement with the course instructor.	DLC	NO
NOTE	ŝ		

* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to: Student self-assessment, skills assessment and student application tools Student course/courseware orientation

Instructor expectations, responsibilities and procedures Mentor handbook

Mentor communication protocol and sample mentor communications

Organizational structure with roles and responsibilities

G (6) 📋	Technology: The course provider enforces programmatic standards that include the following:	Source	Rubric or Yes-No*
	Ease in navigation		
G1	Ease in navigation of the courseware platform, supporting systems and within each course.	NACOL - courses	
	Navigation links within the course and supporting systems are organized into key categories in a logical order with students using minimal clicks to get from one place in the course to another.	Texas's National Standards of Quality for Online Courses Supplemental doc	
NOTES			•
ľ	Technology requirements		
			YES
3 2	Disclosure of program- and course-specific hardware, Web browser and software requirements prior to enrollment.	NACOL - courses	NO
ſ	Online textbooks and materials that meet nationally endorsed standards (NIMAS) for publishers to ensure		YES
G3 (distribution of accessible, alternative versions of textbooks and other instructional materials.	NACOL - courses	NO
			YES
G4	Course architecture permitting the addition of content, activities and assessments to extend learning opportunities.	NACOL - courses	NO
NOTES	Tech Suppport		
	· · · · · · · · · · · · · · · · · · ·		YES
G5 -	Tech support offered via various disclosed means including phone, email and/or online help pages.	CHEA	NO
			YES
Т			

* Rubric items are scored via exploration of provider's online courses submitted for review

Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

Technology support systems and protocol Organizational structure with roles and responsibilities Course development/design and evaluation standards

	Staff Development and Support: Provider demonstrates an institutionalized protocol to ensure online educators'		Rubric or
H (5)	ability to challenge and meet the needs of online students.	Source	Yes-No*

	Instructors are trained in the online course delivery system on which they are teaching and effectively use the		YES
11	various instructional media available.	DLC	NO
			YES
12	Instructors promote high level of classroom interaction by being well versed in various modes of communication.	DLC	NO
			YES
13	New instructors are paired with and supported by experienced instructors in their first year of online instruction.	DLC	NO
	Instructors are trained in the emotional and social aspects of online learning and in e-mail communications		YES
4	demonstrating proper tone to their students.	DLC	NO
			YES
15	Instructors are evaluated on a regularly scheduled basis.	DLC	NO
IOTE	S		

* Possible sources of supporting evidence for Yes-No criteria include, but aren't limited to:

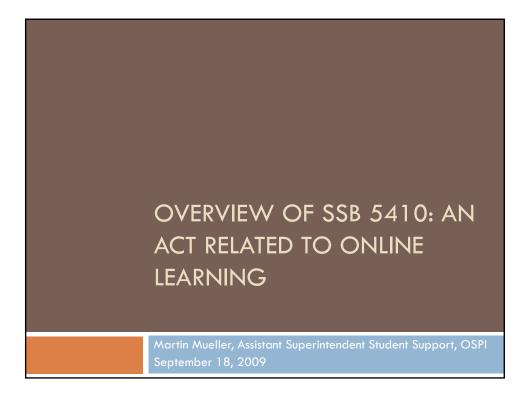
Instructor job descriptions and hiring protocols

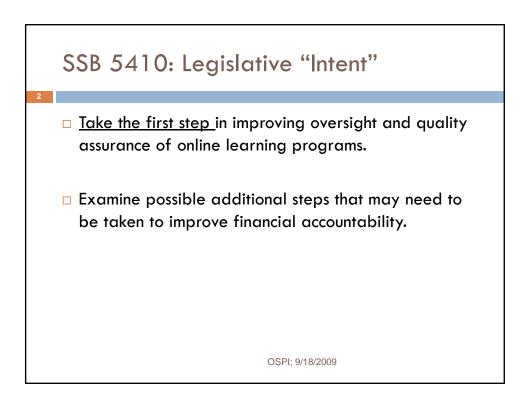
Instructor training program Instructor expectations, responsibilities and procedures

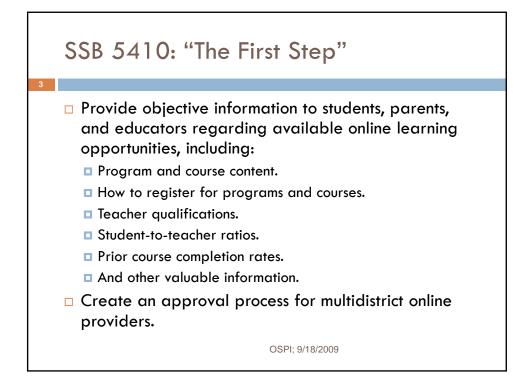
management:	Source	Yes-No*
Administrative monitoring of and intervention in the quality and timeliness of instructors' responses to student		YES
assignments and questions.	DLC	NO
Administrative monitoring of student records to ensure that students are progressing through their courses at an		YES
acceptable rate, to identify any problems and intervene when necessary.	DLC	NO
System-driven execution of non-instructional tasks – enrollments, login info dissemination and course materials		YES
delivery, etc – performed via established procedures.	DLC	NO
		YES
Established procedures for fees and payments and handled efficiently.	Massachusetts	NO
		YES
Accommodations to multiple school calendars; e.g., block, 4X4 and traditional schedules	NACOL - courses	NO
	Administrative monitoring of student records to ensure that students are progressing through their courses at an acceptable rate, to identify any problems and intervene when necessary. System-driven execution of non-instructional tasks – enrollments, login info dissemination and course materials delivery, etc – performed via established procedures.	assignments and questions. DLC Administrative monitoring of student records to ensure that students are progressing through their courses at an acceptable rate, to identify any problems and intervene when necessary. DLC System-driven execution of non-instructional tasks – enrollments, login info dissemination and course materials delivery, etc – performed via established procedures. DLC

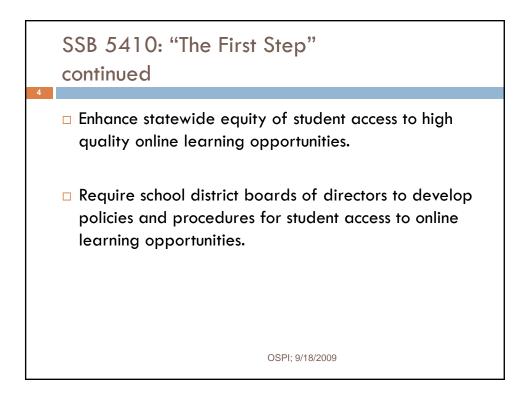
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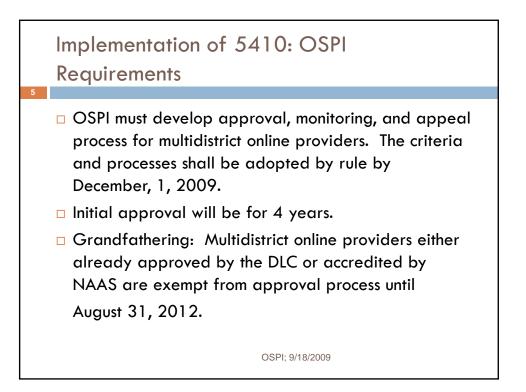
Academic calendar Course catalog with materials and costs Organizational structure with roles and responsibilities Completion and success data

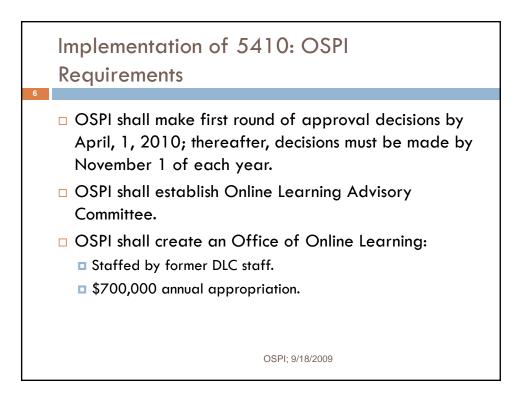












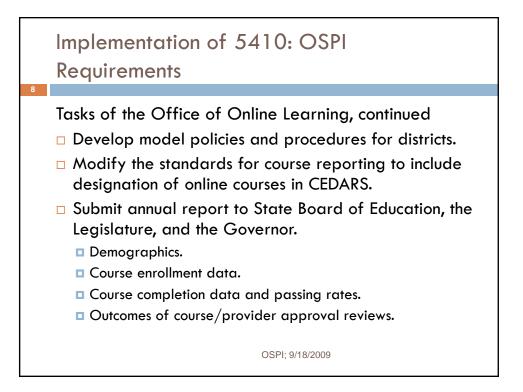


Requirements

Tasks of the Office of Online Learning

- Develop and maintain a Web site that provides objective information regarding online learning.
- Develop model agreements with approved multidistrict online providers that provide a template for districts interested in contracting with these entities.
- □ In collaboration with ESDs:
 - Provide TA and support to districts.
 - Provide online tools for students, teachers, others.

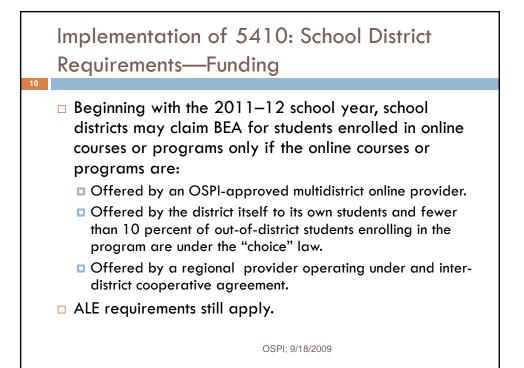
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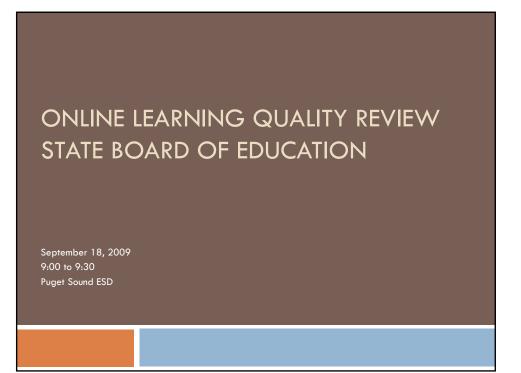


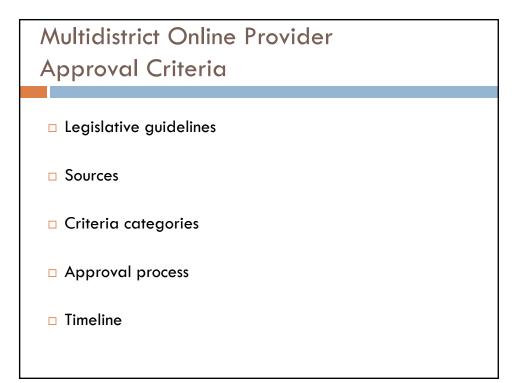


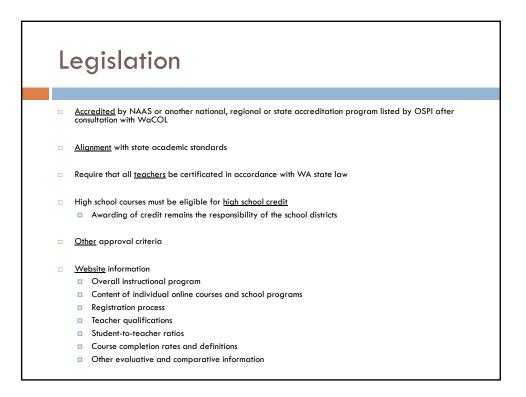
- By August 31, 2010, districts must adopt policies and procedures regarding student access to online courses and online learning programs.
- Policy must cover broad range of online learning issues.
- Policies must be submitted to OSPI by September 15, 2010.
- OSPI must submit summarizing report on policies to the Legislature by December 1, 2010.

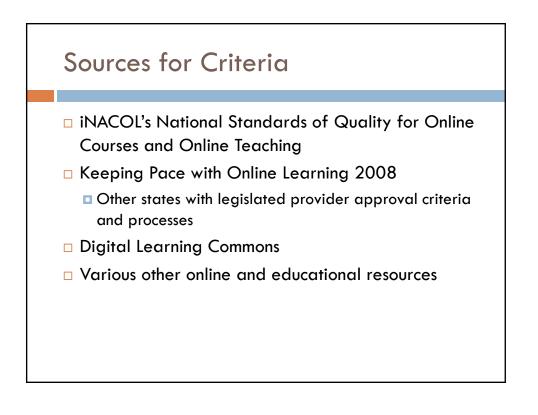
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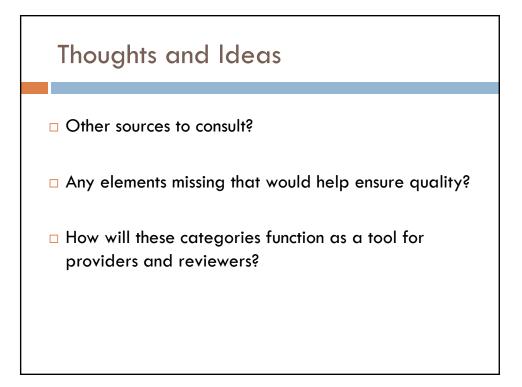






Categories for Approval Criteria

- Course content and instructional design
 - Course goals and outcomes
 - Course materials and organization
 - Student engagement
- 2. Classroom management
- 3. Student assessment
- 4. Course evaluation and management
- 5. Student support
- 6. Mentor support
- 7. Technology
 - Ease in navigation
 - Technology requirements
 - Tech support
- 8. Staff Development and support
- 9. Program Management





- Teams of <u>reviewers</u> selected for their expertise and experience; training mandatory
- <u>Online process</u> with documents and scoring forms/rubrics; multiple reviewers for each application
- Completed <u>applications</u> only; ability to prepare online over time
- <u>DLD</u> compiles and distributes applications to reviewers; available to reviewers for assistance; compiles results for additional OSPI review
- Applicants notified of <u>decisions</u>; feedback provided

