# Online Learning Program - Self-Assessment

Congratulations on opting to evaluate your online program using the National Standards for Quality Online Programs criteria. This instrument assists you in the assessment process. A scoring system helps you gauge how closely your program aligns with the quality benchmarks. For each of the 72 indicators within the 14 standards, you'll assign a score from 0 to 3:

* 3 indicates *Fully Met*
* 2 indicates *Mostly Met*
* 1 indicates *Slightly Met*
* 0 indicates *Does Not Meet* the indicator.

As you go through this process, you may find it helpful to compile existing artifacts (e.g., documents, presentations, videos, etc.) supporting the degree to which you believe your program meets the national standards in a shared location such as a Google Drive folder. This self-assessment groups the standards in four clusters rather than approaching the standards sequentially; however, you may also choose to review each Standard separately or in any sequence that suits your program needs. The activities recommended are:

1. Gather pertinent materials and data related to the Standards of focus.
2. Begin completing this self-assessment form using the Indicator rubrics associated with each Standard to score the extent to which you believe your school or program meets each Indicator. You may determine that a particular Indicator does not apply to your program, and you can explain why in your response on the form.
3. Complete the entire form, and then go through a final review of the artifacts and information you provided.
4. Complete the self-assessment process by writing a report that summarizes your community, district and schools, and your online program in general. Summarize the process you followed during your review, how you rated your online program, highlights of your program strengths and areas for improvement, and your recommendations within each Standard for program improvement considerations.

## Cluster 1 - Mission, Governance, and Leadership Standards (A, B, C, G, and H)

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## Standard A - Mission Statement

*A mission statement of a quality program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communication between—and buy-in from—stakeholders is a critical component of a mission statement.*

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| Indicator A1 The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves. | | | | |
| In the space below, describe how your program’s mission statement guides the development of your program’s goals. Write or include a link to your program’s current, approved mission statement. | | | | |
| <Write your response here> | | | | |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The mission statement clearly states the purpose of the program, who the program or organization is, what it does, and whom it serves. It provides a guide for the program’s goals. | | * The mission statement includes one, but not both additional elements found in the Fully Met category. | * The mission statement clearly states the purpose of the program. | * The mission statement does not exist or does not provide the purpose of the program or any reference to who the organization is, what it does, or whom it serves. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator A2 The mission statement indicates that learning is the focus of the program or organization. |
| Describe how your program’s mission statement reflects that learning is a central focus. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The mission statement clearly states the program’s focus is on learning. | | * The mission statement implies that the program’s focus is on learning. |  | * The mission statement does not address a focus on learning. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator A3 The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders. |
| Explain how your mission statement demonstrates a commitment to measurable quality and accountability to stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The mission statement clearly demonstrates a commitment to measurable quality and accountability. | * The mission statement clearly demonstrates a commitment to either measurable quality or accountability, but not both. | * The mission statement implies a commitment to measurable quality or accountability. | * The mission statement does not address a commitment to quality or accountability in regard to online learning. |

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| **Your score:** | <Enter your score here> |
| **Notes:** | <Write helpful notes here if needed> |

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| Indicator A4 The mission statement is made available to the public. |
| Describe how your program’s mission statement is made available to the public and include any available links. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The mission statement is publicly available through various mediums (e.g., website, social media, communication to stakeholders, etc.). | | * The mission statement is publicly available and easily accessible through one medium only. | * The mission statement is available but not easily found. | * The mission statement has not been made available publicly. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator A5 The mission statement is reviewed periodically by program leadership. |
| Describe the process through which your program’s mission statement is reviewed and also include the frequency of the review of your mission statement. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The mission statement is reviewed by the organization’s leadership on a 1-2 year review cycle. | | * The mission statement has been reviewed by the organization’s leadership, but without a predictable review cycle. |  | * The mission statement has not been reviewed by the organization’s leadership since it was established. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard A - Mission Statement

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

## Standard B - Governance

*A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability.*

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| Indicator B1 Governance members are knowledgeable about K-12 online learning. |
| Describe how governance members of your program acquire and maintain knowledge about virtual learning at the K-12 level. In your response, please explain how your leadership team verifies that governance members are knowledgeable about your program, how it works, and who it serves. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Governance members are familiar with what the program is, how it works, and whom it serves. * Governance members are provided professional development opportunities to enhance their knowledge of K-12 online learning. * Leadership provides regular updates to governance members to keep the members informed of the program’s success, needs, and goals. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| *Indicator B2*  Governance members ensure the program or organization is adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization. |
| Describe what financial, human, and physical resources are provided to the leadership team to ensure the program is adequately resourced. Please describe, in detail, how providing these resources align to your program’s mission, vision, and strategic goals. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Our program or organization is adequately resourced, and there is alignment between spending and the mission, vision, and strategic goals. | | * Our program or organization is adequately resourced *but lacks alignment between spending and the mission, vision, and strategic goals*. |  | * Our program or organization is inadequately resourced. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| *Indicator B3* Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines. |
| Describe the unique roles of both your program’s governance team and your leadership team. In your response, please provide information or examples that demonstrate that the members of each team understand and function within those defined roles. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Guidelines for roles of both governing board members and for program or organizational leadership are explicitly stated. * Members understand their role within the team and the function they serve in supporting the program. | | * Guidelines for roles of both governing board members and for program or organizational leadership are stated but lack clarity. * Members *somewhat* understand their role within the team and the function they serve in supporting the program. |  | * Guidelines for roles of both governing board members and for program or organizational leadership are not stated. * Members do *not* understand their role within the team and the function they serve in supporting the program. |
| **Your score:** | <Enter your score here> | | | |
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| *Indicator B4* Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies. |
| Describe how your program’s governance and leadership teams collaborate with each other with respect to the development, implementation, and enforcement of policies and procedures relative to state educational statutes and accrediting agencies. |
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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Governing boards create the policies and regulations that support the learning community to include students, staff, and additional employees and ensure that program leadership is following those policies. | | * Governing boards create the policies and regulations that support the learning community but fail to include all stakeholders **or** fail to ensure that program leadership is following those policies. | * Governing boards create the policies and regulations that support the learning community but fail to include all stakeholders **and** fail to ensure that program leadership is following those policies. | * Policies and regulations that support the learning community are not in place. |
| **Your score:** | <Enter your score here> | | | |
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| *Indicator B5* The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations. |
| Share how your program’s bylaws (or similar organizational document) state the organization to which it belongs, the roles and responsibilities of its board and leadership, and how it complies with all state and federal regulations. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program bylaws clearly state the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard B - Governance

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

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## Standard C - Leadership

*The leadership of a quality online program is accountable to the program’s governance body and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements.*

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| *Indicator C1*  The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders. |
| Describe the process your leadership team uses to establish annual program or organizational goals. In addition, please explain how your leadership team implements action plans that are aimed at meeting or exceeding these goals. In your response, please be sure to include who is involved in this process, how progress is monitored, and how communication to stakeholders occurs throughout the process. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The leadership team establishes annual program or organizational goals. * The leadership team implements action plans designed to meet or exceed goals. * The leadership team monitors and communicates progress on goals to stakeholders. | | * The leadership team establishes annual program or organizational goals but *fails to fully implement* action plans designed to meet or exceed goals or *fails to monitor and communicate* progress on goals to stakeholders. | * The leadership team establishes annual program or organizational goals but *does not have* action plans created or methods of monitoring and communicating progress to stakeholders. | * The leadership team *fails to establish* annual program or organizational goals. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator C2 The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections. |
| Share how your leadership team keeps abreast of trends in K-12 virtual learning and how this knowledge of trends informs the development and projections of your program’s annual budget and multi-year budget projections. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The leadership team analyzes past data to inform future needs. * The leadership team maintains a knowledge of its future with projections of enrollment, income, and expenses. * The leadership team plans and budgets for all monetary and instructional needs. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
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| Indicator C3 The leadership team provides a productive collaborative environment for learning and work. |
| Describe how your leadership team ensures a productive and collaborative work and learning environment. In your response, please highlight how the leadership team ensures that staff have the necessary resources, tools, and information to work effectively. In addition, be sure to describe any communication and collaboration practices that also contribute to an effective work environment. |
| <Write your response here> |

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| * The leadership team provides all of the necessary resources, tools, and organizational policies necessary for a productive and collaborative environment. * The leadership team provides extensive opportunities for employees to communicate and collaborate via multiple channels (remote and on-site). | * The leadership team provides *some* resources, tools, and organizational policies that promote a productive and collaborative environment. * The leadership team provides *few* opportunities for employees to communicate and collaborate (remote and on-site). | * The leadership team provides *some* resources, tools, and organizational policies that promote a productive and collaborative environment. * The leadership team provides *no* opportunities for employees to communicate and collaborate (remote and on-site). | * The leadership team *does not provide* resources, tools, or organizational policies that promote a productive and collaborative environment. * The leadership team provides *no* opportunities for employees to communicate and collaborate (remote and on-site). |

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| **Your score:** | <Enter your score here> |
| **Notes:** | <Write helpful notes here if needed> |

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| Indicator C4 The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information. |
| Explain how your leadership team ensures the alignment of your program’s structure and practices with relevant local, state, and national standards. Please be sure to include a description of all the methodologies used to assess the quality, integrity, and validity of information and data used or generated within your program. In your response, also describe the process of collecting and using stakeholder feedback as part of your quality assurance process. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The leadership team places emphasis on aligning the program with local, state, and/or national standards. * The leadership team places value on feedback from stakeholders to inform decisions in ensuring program quality. * The program leadership team uses multiple methodologies to review the quality, integrity, and validity of program information and data. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator C5 The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly. |
| Describe the process(es) through which your leadership team develops and implements organizational policies and procedures. Please be sure to include the frequency in which policies and procedures are reviewed and refined. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The leadership team develops and implements program or organizational policies and procedures. * The program or organizational policies and procedures are reviewed by leadership on a 1-2 year review cycle. | | * The leadership team develops and implements program or organizational policies and procedures. * The program or organizational policies and procedures are reviewed, but *without a predictable review cycle*. | * The leadership team develops and implements program or organizational policies and procedures. * The program or organizational policies and procedures have *not been reviewed* since established. | * The leadership team *has not developed or implemented* program or organizational policies and procedures. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard C - Leadership

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

## Standard G - Equity and Access

*A quality online program’s policies and practices support students’ ability to access the program. Accommodations are available to meet a variety of student needs.*

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| Indicator G1 Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders. |
| Describe how your program’s learner eligibility requirements are made available to stakeholders. Please include any available links to websites in your response. |
| <Write your response here> |

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| **3 = Fully Met** | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |

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| * Policies *clearly state* learner eligibility requirements for the program. * Policies regarding learner eligibility requirements are publicly available through *various* mediums (e.g., website, program guides, communication to stakeholders, etc.). | * Policies *clearly state* learner eligibility requirements for the program. * Policies regarding learner eligibility requirements are publicly available and easily accessible through *one* medium only. | * Policies *include* learner eligibility requirements for the program, but are *not clearly stated and/or not easily accessible* to stakeholders. | * Policies *do not include* learner eligibility requirements for the program. |

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| **Your score:** | <Enter your score here> |
| **Notes:** | <Write helpful notes here if needed> |

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| Indicator G2 Program faculty and staff work with students and families to personalize programs and adhere to accommodations as dictated by local policies and laws. |
| Describe the procedures that are in place to ensure that your program adheres to state and local policies and laws regarding accommodations for students with disabilities. In your response, please explain how your faculty and staff identify students with disabilities, how they determine appropriate accommodations for students, how they review the educational plans for students, and the frequency of such plan reviews. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Program faculty and staff have procedures in place to meet *all* state and local policies and laws regarding accommodations for students with disabilities. * Program faculty and staff have *a formal procedure* for identifying students with disabilities and determining accommodations. * Program faculty and staff have *a formal process* for reviewing educational plans for students with disabilities on a regular basis. | | * Program faculty and staff have procedures in place to meet *all* state and local policies and laws regarding accommodations for students with disabilities. * Program faculty and staff have *a loose process* for identifying students with disabilities and determining accommodations. * Program faculty and staff review educational plans for students with disabilities, but not on a regular basis. | * Program faculty and staff have procedures in place to meet *some* state and local policies and laws regarding accommodations for students with disabilities. * Program faculty and staff *do not have a process* for identifying students with disabilities and determining accommodations. | * Program does not have procedures in place to provide accommodations to students with disabilities per state and local policies and laws. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator G3 All learners are ensured equitable access to the program. |
| Explain how your team ensures that all learners are ensured equitable access to your program and all needs are met regardless of race, gender, location, income, or disability. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * *All* learners are ensured equitable access to the program and all needs are met regardless of race, gender, location, income, or disability. | | * *Most* learners are ensured equitable access to the program, but *some* needs may not be met (i.e. personal wi-fi access, accessibility of content, etc.). |  | * The program *does not have* measures in place to ensure equitable access for all learners. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard G - Equity and Access

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 9 possible points |

## Standard H - Integrity and Accountability

*In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes to all stakeholders.*

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| Indicator H1 Accurate information is disclosed to prospective and current stakeholders. |
| Explain how information regarding the program’s mission, vision, values, goals, accreditation status, courses, learning outcomes, achievements, services, policies, fees, and other factors is explicitly shared with current and future stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Information regarding the program’s mission, vision, values, goals, accreditation status, courses, learning outcomes, achievements, services, policies, fees, and other factors is explicitly shared with current and future stakeholders. | | * Information regarding the program’s mission, vision, values, goals, accreditation status, courses, learning outcomes, achievements, services, policies, fees, and other factors is *mostly* shared with current and future stakeholders. | * Information regarding the program’s mission, vision, values, goals, accreditation status, courses, learning outcomes, achievements, services, policies, fees, and other factors is *somewhat* shared with current and future stakeholders. | * Information regarding the program’s mission, vision, values, goals, accreditation status, courses, learning outcomes, achievements, services, policies, fees, and other factors is *not* shared with current and future stakeholders. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator H2 The program meets or exceeds industry standards related to course rigor and diploma-completion requirements. |
| Explain the degree to which your program’s diploma requirements meet or exceed state requirements, meet NCAA requirements for virtual courses, and meet the requirements of sufficient length and breadth for course credit to be granted per local or state policy. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Diploma requirements meet or exceed state requirements. * Courses meet NCAA requirements. * Courses meet the requirements of sufficient length and breadth for course credit to be granted. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard H - Integrity and Accountability

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 6 possible points |

## Cluster 2 - Planning, Resources and Evaluation Standards D E F and N

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## Standard D - Planning

*A quality program engages in regular strategic planning in order to reflect upon and improve organizational effectiveness.*

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| Indicator D1 A strategic plan is developed and updated regularly to address long-term actions. |
| Describe how your program’s strategic plan is developed and updated regularly to address long-term actions. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Program leadership gathers data from *all* stakeholders regarding the systems in place, which *includes* historical data, baseline information, trend data, and projections. * Program leadership allows for data-driven decisions in developing the strategic plan. * Review of data happens *at least* *once a year*. * The strategic plan is approved by the program or organization’s leadership and governance. | | * Program leadership gathers data from *most* stakeholders regarding the systems in place, which *may include* historical data, baseline information, trend data, and projections. * Program leadership allows for data-driven decisions in developing the strategic plan. * Review of data happens *every 1-2 years*. * The strategic plan is approved by the program or organization’s leadership and governance. | * Program leadership gathers data from *some* stakeholders regarding the systems in place, but data-driven decisions are lacking in the strategic plan. * Review of data occurs, but not regularly. * The strategic plan may or may not be approved by the program or organization’s leadership and governance. | * The program does not have a strategic plan. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator D2 The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including curriculum, technology, academic support, professional development, and fiscal viability. |
| Describe how your program addresses the requirements for resources that effectively and efficiently serve your learners and faculty, including curriculum, technology, academic support, professional development, and fiscal viability. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The strategic plan prioritizes program improvements that *are* supported by available resources. * Program leadership ensures that funds are allocated for *all* resources addressed in the strategic plan. | | * The strategic plan prioritizes program improvements that *are mostly* supported by available resources. * Program leadership ensures that funds are allocated for *some* resources addressed in the strategic plan. | * The strategic plan prioritizes program improvements that *are mostly not* supported by available resources. * Program leadership *has not* ensured that funds are allocated for resources addressed in the strategic plan. | * The program does not have a strategic plan *or* the strategic plan does not have priorities that are supported by available resources. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator D3 Organizational goals are aligned to the approved strategic plan and updated annually. |
| Describe how your program’s organization goals or priorities are aligned to your current strategic plan. Also, please indicate the frequency of which these goals or priorities are updated. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The goals of the organization are written as steps or action items leading to the desired outcomes of the strategic plan. * Program leadership engages the help of faculty and staff to collect data related to strategic goals. * Organizational goals are updated annually. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator D4 Organizational goals are shared and supported throughout the organization. |
| Describe how your organizational goals or priorities are shared throughout your organization. Please also describe how your leadership team ensures these goals or priorities are supported by your organization’s stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Program leadership shares strategic goals with *all* staff members. * Strategic goals are available to staff through *various* mediums (i.e. posted in a shared space, on a website, or communicated via meeting or electronic messaging). | | * Program leadership shares strategic goals with *most* staff members. * Strategic goals are available to staff through *at least 2* mediums (i.e. posted in a shared space, on a website, or communicated via meeting or electronic messaging). | * Program leadership shares strategic goals with *few* staff members. * Strategic goals are available to staff through *at least 1* medium (i.e. posted in a shared space, on a website, or communicated via meeting or electronic messaging). | * Program leadership does not share strategic goals with staff members. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard D - Planning

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 12 possible points |

## Standard E - Organizational Staff

*A quality online program has appropriate levels of qualified, well-trained, and supported staff who have the resources needed to achieve personal and organizational goals.*

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| Indicator E1 Sufficient qualified professional, administrative, and support staff are provided to achieve the organization’s mission and annual goals. |
| Describe how your program ensures that the appropriate human resources (professional, administrative, and support staff) are available to realize your organization’s mission and related goals. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The appropriate human resources (in terms of number and qualifications) are available to help ensure the organization achieves its mission. * *All* staff is qualified and has the level of experience needed to help the organization achieve its goals. * *All* faculty holds necessary certification or licensure that is applicable to their content area of instruction. | | * The appropriate human resources (in terms of number and qualifications) are available to help ensure the organization achieves its mission. * *Most* staff are qualified and have the level of experience needed to help the organization achieve its goals. * *Most* faculty hold necessary certification or licensure that is applicable to their content area of instruction. | * The program is missing some human resources (in terms of number and qualifications) which affect the ability of the organization to achieve its mission. * *Some* staff are qualified and have the level of experience needed to help the organization achieve its goals. * *Some* faculty hold necessary certification or licensure that is applicable to their content area of instruction. | * The program significantly lacks sufficient human resources (in terms of number and qualifications) to ensure the organization achieves its mission. * Few faculty and staff are qualified and/or certified in their applicable areas. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator E2 Sufficient organizational staff are provided to oversee the instructional learning environment. |
| Identify the various positions (professional, administrative, and support staff) that are in place to support your students and the learning environment, in general. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * An *appropriate amount* ofstaff and support are available to ensure the instructional learning environment is maintained and secured in accordance with applicable state and federal laws. | | * The program *mostly has* staff and support available to ensure the instructional learning environment is maintained and secured in accordance with applicable state and federal laws. | * The program *lacks a significant amount* ofstaff and support to ensure the instructional learning environment is maintained and secured in accordance with applicable state and federal laws. | * The program *does not have* staff and support to ensure the instructional learning environment is maintained and secured in accordance with applicable state and federal laws. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator E3 Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program. |
| Describe the ways in which you provide ongoing training and support to your staff to carry out your program’s mission, vision, and goals. Please be sure to include the types and training and support provided, how this training is aligned to individual and organizational goals, and how your organization nurtures a culture of ongoing improvement. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Staff members receive training on the mission of the program. * Staff members are provided training and support on how to meet individual goals, which affect team goals and help the organization achieve its mission and vision. * A culture of ongoing improvement is apparent throughout all levels of the organization. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator E4 Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education. |
| Describe how your program ensures that each person within your organization understands their individual roles and that they are guided to create and maintain a collegial environment, working toward common goals. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| Each person within the organization understands how they contribute to the success of the organization.  The organization focuses on collaboration, with all team members working toward common goals. | | 1 of 2 elements found in the Fully Met category are met. |  | 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator E5 Evaluations of staff and faculty occur on a regularly scheduled basis. |
| Describe how your program’s staff evaluation process, including the criteria by which their performance is measured, the frequency of staff evaluations, and how supervisors ensure that staff are continually growing toward attaining the desired performance measures. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Evaluations of staff and faculty against performance standards, job description, and/or individual employee goals occur on a regularly scheduled basis. * Staff and faculty understand performance standards and whether or not they are meeting the standards. * If standards are not met by staff and faculty, individuals understand what must be done to meet expectations. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard E - Organizational Staff

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

## Standard F - Financial and Material Resources

*A quality online program plans for and expends financial and material resources using sound business practices to accomplish the organization’s mission and vision.*

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| Indicator F1 Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles. |
| Describe the frequency and the process through which your program’s financials are reviewed by the governance team. Please also indicate whether your program’s financials are audited by an independent firm, the frequency of such audits, and the extent to which the audit reports/findings are shared with your stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Financials are reviewed monthly by the governance and leadership team. * Annual independent audits performed and internal audit results are made available to stakeholders. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator F2 Resources are adequate and allocated to help ensure sustainability over time, according to the organization’s strategic plan, mission, and vision. |
| Describe how your program ensures that adequate human and material resources are identified and secured to accomplish its mission, vision, and organizational objectives. Please also demonstrate how your program’s annual budgets are developed and made available to stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Resources are aligned in ways that make it possible to accomplish organizational goals and priorities. * A clear connection exists between the organizational mission and vision and allocation of human and material resources. * Annual budgets are established and made available to stakeholders. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard F - Financial and Material Resources

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 6 possible points |

## Standard N - Program Evaluation

*A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.*

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| Indicator N1 Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics. |
| Describe your program’s process for conducting internal evaluations of your program. Please be sure to include descriptions of the types of data collected to inform the evaluation as well as how those data are benchmarked against national, state, or program-level metrics. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The organization uses qualitative and/or quantitative measures, using benchmarking against national, state, and/or program metrics, to assess the effectiveness of practices and services to help with improvements and increase the quality of services. | | * An evaluation process using sound data collections analysis methods exists, but lacks benchmarking against national, state, and/or program metrics. | * An evaluation process exists but data collection and analysis is informal and lacking. | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N2 Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making. |
| In the space below, please describe the process through which your program conducts internal evaluations using valid and reliable measures. Please identify the measures being used and the degree to which the process and measures drive instructional and management decision-making. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Regular internal evaluations of student learning are conducted using valid and reliable benchmark assessments, academic persistence, or other non-subjective metrics to provide real-time intervention and improvement. | | * Ongoing internal evaluations use valid and reliable measures of learner success but are not aligned to instructional management and decision-making. | * Ongoing internal evaluations use unreliable or inconsistent measures of student success. | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N3 Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques. |
| Explain how your program collects and uses student achievement and course satisfaction data to inform the process of ongoing program improvement. In your response, please be sure to indicate the types of data you collect as well as the frequency of data collection. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Student achievement and course satisfaction data are reliably collected and used regularly to evaluate the online program and plans for improvement. | | * Student achievement and course satisfaction data are collected and used to evaluate the online program and plans for improvement. However, use is not regular ***or*** collection methods are not reliable. | * Student achievement and course satisfaction data are collected and used to evaluate the online program and plans for improvement. However, use is not regular ***and*** collection methods are not reliable. | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N4 Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program’s impact on student outcomes. |
| Explain how your program uses state or national standardized test results that measure student achievement to inform the program’s impact on student outcomes. In your response, please be sure to indicate the frequency of such use of data. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The online program goes beyond comparing standardized test data to state or national norms and regularly uses evaluations of standardized test results to improve student achievement. | | * The online program compares standardized test data to state or national norms and uses evaluations of standardized test results to improve student achievement. However, use is not regular **or** data is not fully used towards improving student achievement. |  | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N5 Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures. |
| Describe the frequency and the process through which your program conducts high quality faculty evaluations. Please be sure to also explain the degree to which the evaluations are aligned to state or national standards for instruction that support student learning, educator well-being, school improvement, professional development, and staffing decisions. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Faculty evaluations are conducted on a *regular* basis. * The evaluations are high quality/aligned to state or national standards for instruction and aim to support student learning, educator well-being, school improvement, professional development, and staffing decisions. | | * Faculty evaluations are conducted on a *semi-regular* basis. * The evaluations are high quality/aligned to state or national standards for instruction and aim to support student learning, educator well-being, school improvement, professional development, and staffing decisions. | * Faculty evaluations are conducted on a *semi-regular* basis. * The evaluations are lacking quality and *do not* aim to support student learning, educator well-being, school improvement, professional development, and staffing decisions. | * Faculty evaluations are *not* conducted. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N6 A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes. |
| Describe your program’s frequency and process for reviewing and evaluating courses. Please be sure to explain how the process evaluates the appropriateness of the content and assessment methods used to achieve the learning outcomes; the consistency and relevance of the objectives of the course; and the currency of course content, teaching materials, and assessment. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Course reviews and evaluations are conducted on a *regular* basis. * The reviews and evaluations are high quality and examine the appropriateness of the content and assessment methods used to achieve the learning outcomes; consistency and relevance of the objectives of the course; and currency of course content, teaching materials, and assessment. | | * Course reviews and evaluations are conducted on a *semi-regular* basis. * The reviews and evaluations are high quality and examine the appropriateness of the content and assessment methods used to achieve the learning outcomes; consistency and relevance of the objectives of the course; and currency of course content, teaching materials, and assessment. | * Course reviews and evaluations are conducted on a semi-regular basis. * The reviews and evaluations are lacking quality and *do not* examine the appropriateness of the content and assessment methods used to achieve the learning outcomes; consistency and relevance of the objectives of the course; and currency of course content, teaching materials, and assessment. | * Course reviews and evaluations are *not* conducted. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N7 Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results. |
| Describe the process through which your program conducts external evaluations to independently confirm the quality of your educational program and its internal evaluation processes. In your response, please indicate the qualifications of all external entities involved with conducting these evaluations. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * External evaluations via vetted/accredited organizations are regularly used to independently confirm the quality of the educational organization and its internal evaluation processes. | | * External evaluations via vetted/accredited organizations are used to independently confirm the quality of the educational organization and its internal evaluation processes. However, these evaluations are not regular. |  | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N8 Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards the program’s goals, mission, and strategic plan. |
| Describe the process you use, including the external entities involved in that process, to conduct external evaluations that review and measure your program’s progress toward its goals, mission, and strategic plan. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * External evaluations via vetted/accredited organizations are *regularly* used to review and measure the program’s progress toward its goals, mission, and strategic plan. | | * External evaluations via vetted/accredited organizations are *occasionally* used to review and measure the program’s progress toward its goals, mission, and strategic plan; however, these evaluations are not regular. |  | * No formal evaluation plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N9 Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan. |
| Describe the process through which you apply the findings of external evaluations to develop and implement a program improvement plan. In your response, please indicate the qualifications of all external entities involved with conducting these evaluations. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * External evaluation results from all external evaluation activities are used to inform a formal improvement plan. | | * External evaluation results from all external evaluation activities are *somewhat* used to inform a formal improvement plan. |  | * No formal improvement plan is implemented. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator N10 Evaluation results are communicated to program stakeholders. |
| Explain the frequency and the methods through which your program shares the results of its program evaluations with various stakeholder groups. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| Regular and well-structured communications related to evaluation findings are shared with stakeholders. | | Communications related to evaluation findings are shared with stakeholders, but the communications lack clarity or are not shared regularly. |  | Communications related to evaluation findings are *not* shared with stakeholders. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard N - Program Evaluation

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 30 possible points |

## Cluster 3 - Curriculum, Instruction, and Assessment

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## Standard I - Curriculum and Course Design

*A quality online program will adopt and implement instructional design methods that enable effective online instruction for both institutionally developed courses as well as licensed content from other sources.*

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| Indicator I1 The program has clearly stated educational goals. |
| List your program goals and explain how you measure progress toward the attainment of these goals. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Program goals are specific. * Program goals are clearly stated. * Program goals are measurable. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I2 The program clearly organizes course offerings in a way that stakeholders can easily navigate. |
| Provide a link to your current course catalog. Please also explain the various ways in which you make the course catalog available to stakeholders. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * A course catalog is provided and accessible through *multiple* means (e.g., website, handbook, etc.) * The course catalog is organized in a logical way and navigation is intuitive. | | * A course catalog is provided and accessible through *multiple* means (e.g., website, handbook, etc.) * The course catalog is *mostly* organized in a logical way and navigation is *mostly* intuitive. | * A course catalog is provided and accessible in *at least one* way (e.g., website, handbook, etc.) * The course catalog is *loosely* organized and navigation is *somewhat* intuitive. | * A course catalog is not provided.  *or* A course catalog exists, but is not made available to stakeholders. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I3 Courses included in the program integrate quality instructional materials to enable and enrich student learning. |
| Explain how the instructional materials within your courses are aligned to instructional goals and assessments. In addition, please describe how the instructional materials meet WCAG 2.0 AA/Section 508 accessibility standards, are free of bias and represent different points of view, include personalization and engagement features, and include multiple representations of information. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Instructional materials are aligned to instructional goals and assessments. * Instructional materials meet accessibility standards (WCAG 2.0 AA/Section 508). * Instructional materials are free of bias and represent different points of view. * Instructional materials include learner personalization and engagement features. * Instructional materials include multiple representations of information. | | * 3-4 of the 5 elements found in the Fully Met category are met. | * 1-2 of the 5 elements found in the Fully Met category are met. | * 0 of 5 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I4 Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience. |
| Explain how the courses offered through your program utilize technology to ensure compliance with current standards for accessibility (WCAG 2.0 AA/Section 508) and interoperability, maximizes the delivery of the course’s high-quality features, and ensures student data privacy. Please also explain the process your program uses to regularly evaluate the technology being used to support your courses. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program utilizes technology that meets current standards for accessibility (WCAG 2.0 AA/Section 508) and interoperability. * The program utilizes technology that maximizes delivery of a material’s high-quality features. * The program utilizes technology that ensures student data privacy. * The program evaluates the technology used to support its courses. | | * 3 of 4 elements found in the Fully Met category are met. | * 1-2 of 4 elements found in the Fully Met category are met. | * 0 of 4 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I5 Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities. |
| Explain how your program ensures that its course offerings are aligned to grade-level standards as well as what interventions (and/or instructional supports) and advanced learning opportunities are available for students who need them. Please also describe your course evaluation process, the frequency of course reviews, and how student achievement data are used in this process. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Course offerings are aligned to grade-level standards. * Course offerings include interventions and/or instructional supports for students that need it. * Course offerings include advanced learning opportunities for students that need it. * Curriculum and instruction are evaluated on a regular basis. * Student achievement data is used in developing course improvement strategies when possible. | | * 3 or 4 of the 5 elements found in the Fully Met category are met. | * 1 or 2 of the 5 elements found in the Fully Met category are met. | * 0 of 5 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I6 Courses included in the program provide opportunities for interaction that support active learning. |
| Describe how your program’s courses provide interaction opportunities among students, teachers, and content. In your response, please identify all of the areas in which these opportunities occur within a typical course. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Facilitated courses include *at least 3* types of interactions among students, teachers, and content. * Teacher presence is evident in *at least 3* areas of the course (e.g., welcome letter, routine check-in messages, engagement in discussions, synchronous learning opportunities, announcements and reminders, etc.) | | * Facilitated courses include *1-2* types of interactions among students, teachers, and content. * Teacher presence is evident in *1-2* areas of the course (e.g., welcome letter, routine check-in messages, engagement in discussions, synchronous learning opportunities, announcements and reminders, etc.) | * Facilitated courses include *one* type of interaction among students, teachers, and content. * Teacher presence is evident in *one* area of the course (e.g., welcome letter, routine check-in messages, engagement in discussions, synchronous learning opportunities, announcements and reminders, etc.) | * Facilitated courses include *little to no* interactions among students, teachers, and content. * Teacher presence is *not* evident in the course. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I7 Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience. |
| Describe how authentic learning experiences are included in your program’s courses. In your response, please also explain the degree to which learners can express and demonstrate what they know and can do through multiple means and representation. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program includes courses that provide authentic learning opportunities. * The program includes opportunities for learners to express and demonstrate what they know and can do via multiple means and representation. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I8 Courses offered through the program meet content copyright law and fair use guidelines. |
| Explain the extent to which your program’s course materials are properly utilized and cited per copyright law. Please also describe the extent to which your courses include Open Educational Resources (OERs). |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * *All* course materials are properly cited following copyright law. * Where appropriate, the program uses free and open resources (i.e., OERs). | | * *Most* course materials are properly cited following copyright law. * Where appropriate, the program uses free and open resources (i.e., OERs). | * *Some* course materials are properly cited following copyright law. * Where appropriate, the program uses free and open resources (i.e., OERs). | * Course materials are *not* properly cited following copyright law. * The program *does not* use free and open resources (i.e., OERs), when appropriate. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I9 Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants. |
| Describe the process your program uses to ensure instructional design principles that accommodate different learning styles and are accessible for individuals with disabilities are incorporated into your courses. In your response, please be sure to include whether some, most, or all courses utilize these design principles. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * *All* courses are designed using instructional design principles that accommodate different learning styles and are accessible for individuals with disabilities. | | * *Most* courses are designed using instructional design principles that accommodate different learning styles and are accessible for individuals with disabilities. | * *Some* courses are designed using instructional design principles that accommodate different learning styles and are accessible for individuals with disabilities. | * Courses are *not* designed using instructional design principles that accommodate different learning styles and are accessible for individuals with disabilities. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator I10 Courses offered through the program include opportunities for both asynchronous and synchronous learning. |
| Describe the extent to which students enrolled in your program’s courses have the flexibility to access instruction at different times and/or at different locations. In addition, please explain how course materials are adapted and made available to students through both synchronous and asynchronous methods. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Program learning design is flexible for students accessing instruction at different times and different locations. * Teachers provide alternatives on how materials are made available to students through asynchronous and synchronous methods. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard I - Curriculum and Course Design

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 30 possible points |

## Standard J - Instruction

*A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its students.*

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| *Indicator J1* The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values. |
| Describe how your program ensures that its designed curriculum is delivered with fidelity. In your response, please elaborate on how the teaching practices within your program ensure that the “designed” curriculum and the “delivered” curriculum are aligned. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program’s “designed” curriculum and “delivered” curriculum are *fully* aligned through clear, measurable, and specific teaching practices. | | * The program’s “designed” curriculum and “delivered” curriculum are *mostly* aligned through clear, measurable, and specific teaching practices. | * The program’s “designed” curriculum and “delivered” curriculum are *somewhat* aligned through clear, measurable, and specific teaching practices. | * The program’s “designed” curriculum and “delivered” curriculum are not aligned. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator J2 Instruction is guided by evidence-based practices. |
| Describe the extent to which research is used to inform the instructional practices within your program. In your response, please list the primary research studies/work that serve as the foundation for your program’s practices related to curriculum, instruction, and assessment. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Research in the field is continuously used, providing new evidence of effective practices that inform the program’s curriculum, instruction, and assessment. | | * Research is *somewhat* used to inform the program’s curriculum, instruction, and assessment. |  | * Research is not used to inform the program’s curriculum, instruction, and assessment. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator J3 Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices. |
| Explain how the teachers within your program use feedback from students and staff as a source of data to inform the review and modification of instruction. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program *continually* reviews and modifies *real-time* instructional practices based on feedback from students and staff. | | * The program reviews and modifies instructional practices based on feedback from students and staff. However, this process is not continual OR does not happen in real-time. | * The program reviews and modifies instructional practices based on feedback from students and staff. However, this process is not continual AND does not happen in real-time. | * The program *does not* review and modify instructional practices based on feedback from students and staff. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator J4 Instruction is inherently inclusive for all learners. |
| Describe the extent to which the design and execution of instructional resources and activities reflect Universal Design for Learning (UDL) Guidelines within your program. In addition, please explain how your teachers provide equitable opportunities for independence, participation, and progress. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The design and execution of instructional resources and activities recognize Universal Design for Learning (UDL) Guidelines in order to minimize barriers to student learning. * Every student is provided an equitable opportunity for independence, participation, and progress. | | * The design and execution of instructional resources and activities *mostly* recognize Universal Design for Learning (UDL) Guidelines. * Instructional methods shift the focus from accommodating individual learner differences to designing for the majority of learners from the outset. | * The design and execution of instructional resources and activities *somewhat* recognize Universal Design for Learning (UDL) Guidelines. * Instructional methods focus on accommodating individual learner differences. | * The design and execution of instructional resources and activities *do not* recognize Universal Design for Learning (UDL) Guidelines. * Equitable opportunity for independence, participation, and progress is not considered. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator J5 The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability. |
| Describe the strategies your program uses within courses to ensure student accountability. In your response, please also explain how your students are explicitly taught to avoid plagiarism and other academic integrity issues as well as how your program responds to concerns expressed about academic integrity. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Students are explicitly taught to avoid plagiarism and other academic integrity offenses. * The program incorporates strategies in the course for increasing student accountability. * The program proactively responds to concerns expressed about academic integrity. | | * 2 of 3 elements found in the Fully Met category are met. | * 1 of 3 elements found in the Fully Met category are met. | * 0 of 3 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard J - Instruction

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

### Standard K - Assessment and Learner Performance

*A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.*

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| Indicator K1 The program uses multiple methods to assess the degree to which stated learning goals are met. |
| Explain how Universal Design for Learning is reflected in the design of your program’s assessments to ensure that the assessments are accessible and understandable for all students. In your response, please elaborate on the extent to which your program provides flexible assessment options for students. |
| <Write your response here> |

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| --- | --- | --- | --- | --- |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Flexible options in assessment are considered and available. * UDL in assessment design is practiced to ensure that assessments are accessible and understandable for all students. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator K2 Formative assessments are included that provide data for targeted remediation or intervention when needed. |
| Explain how formative assessments within your program’s courses are used to inform teachers of the extent to which students are making progress. Please be sure to also include a thorough description of how teachers respond with providing appropriate, targeted interventions when students experience difficulty. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Formative assessment data are used to inform teachers of the extent to which students are making progress. * When evidence indicates that a student is experiencing difficulty, the teacher reacts by providing appropriate instruction in the form of a targeted intervention. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator K3 Assessments are aligned to learning objectives. |
| Describe the extent to which learning objectives, activities, and assessments are aligned within your program’s courses. In your response, please also explain the process your program uses to ensure this alignment. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Learning objectives, activities, and assessments match so students learn what is intended and are assessed on what they are supposed to be learning. | | * Learning objectives, activities, and assessments *mostly* match. | * Learning objectives, activities, and assessments *somewhat* match. | * Learning objectives, activities, and assessments *do not* match. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator K4 The program provides standards for timely, effective feedback as an integral role of assessment. |
| Describe your program’s expectations for providing high-quality and timely feedback to students regarding their performance on assessments. In your response, please also explain the process through which your program communicates these expectations to teachers. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Teacher expectations clearly describe the requirement to give high-quality, timely feedback to students. | | * Teacher expectations describe feedback requirements but *do not* require feedback to be high-quality or timely. |  | * Teacher expectations *do not* describe feedback requirements. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard K - Assessment and Learner Performance

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 12 possible points |

## Cluster 4 - Stakeholder Supports - Standards L and M

## 

## Standard L - Faculty and Staff Support

*A quality online program supports faculty and staff by providing mentoring, technical assistance, and timely professional development.*

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| Indicator L1 The program provides and encourages participation in induction and mentoring programs. |
| Describe the process and extent to which new teachers are paired with mentor teachers for support and guidance. In your response, please also describe the types of professional development new teachers engage in and how this professional development is supported through the mentoring process (where applicable). |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * New teachers are paired with a mentor teacher for support and guidance. * New teachers are provided professional development opportunities specifically tailored to online learning. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator L2 Teachers are provided regular feedback regarding their performance and student achievement/progress. |
| Explain the frequency and format of online classroom observations conducted by supervisors of teachers within your program. In your response, please elaborate on the extent to which supervisors provide feedback to teachers that is specific to teacher actions, communications, and student performance. Please also describe how frequently teacher to student communications are monitored to ensure consistent student support. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Administrators conduct online classroom observations *at least twice* per school year. * Teacher communications are *regularly* monitored to ensure consistent student support. * Teachers are provided with an *effective amount* of feedback based on online classroom observations regarding teacher actions, communications, and student performance. | | * Administrators conduct online classroom observations *at least once* per school year. * Teacher communications are *occasionally* monitored to ensure consistent student support. * Teachers are provided with *some* feedback based on online classroom observations regarding teacher actions, communications, and student performance. | * Administrators conduct online classroom observations *less than once* per school year. * Teacher communications are *rarely* monitored to ensure consistent student support. * Teachers are provided with *little to no* feedback based on online classroom observations regarding teacher actions, communications, and student performance. | * Administrators do not conduct online classroom observations and/or provide feedback to teachers based on observations. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator L3 The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching. |
| Describe the frequency and types of professional development provided to teachers within your program. Please be sure to elaborate on how your program’s professional development offerings align to the National Standards for Quality Online Teaching. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program provides *a wide variety* of professional development opportunities that are aligned to the National Standards for Quality Online Teaching. * The program provides *consistent and timely* professional development opportunities for faculty to learn and improve their practice. | | * The program provides *a limited variety* ofprofessional development opportunities that are aligned to the National Standards for Quality Online Teaching. * The program provides *occasional* professional development opportunities for faculty to learn and improve their practice. | * The program provides *few* professional development opportunities that are aligned to the National Standards for Quality Online Teaching. * The program provides *few* professional development opportunities for faculty to learn and improve their practice. | * The program *does not provide* professional development opportunities that are aligned to the National Standards for Quality Online Teaching. * The program *does not provide* professional development opportunities for faculty to learn and improve their practice. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator L4 The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learning. |
| List the professional development and resources your school provides to guidance staff aimed at providing student support in specific skill areas that are essential to a successful online learning experience. In your response, please also share the formats in which professional development is provided to your guidance staff (e.g., webinar series, specialized training, coaching, conferences, district-wide training, etc.). |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Guidance staff are provided training and resources to guide students and provide support in specific skill areas that are essential to a successful online learning experience. * The organization provides professional development opportunities for guidance staff in *various* formats (e.g., webinar series, specialized training, coaching, conferences, district-wide training, etc.). | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator L5 The program provides teachers and staff with timely and effective technical support. |
| Describe how staff within your program receive technical support when needed. Specifically, please share how staff obtain technical support, what resources are available to them, and what service-level expectations exist so end users know what to expect for turnaround time on support issues. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The organization clearly defines the avenues and resources available for technical help and assistance. * The organization provides appropriate service levels so teachers and staff know what to expect for turnaround time on support issues. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard L - Faculty and Support Staff

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

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| <Enter your calculated score here> | out of 15 possible points |

## Standard M - Learner and Parent/Guardian Support

*A quality online program provides learner and parent/guardian support services to address the various needs of learners at different levels within the organization. The levels of support are appropriate and adequate for learner success.*

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| Indicator M1 Learners are provided with an orientation to online learning technologies and successful online learning practices. |
| Describe how your program orients students to online learning. Please share specific examples of the format and depth of student orientation including, but not limited to, the existence of an orientation course/materials, course information, directions for navigating the course, introduction to course tools, and tips for being a successful online student. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Prior to starting an online course, students are provided an orientation course/materials including course information, directions for navigating the course, introduction to course tools, and tips for being a successful online student. | | * A student orientation course/ materials are provided to students but are lacking in content. |  | * A student orientation course/ materials are *not* provided to students. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator M2 The program provides academic services and academic advising to address learners’ academic and developmental needs. |
| Describe all of the academic services your program provides to assist students with basic requirements and serve to motivate students toward successful completion of the program or course. |
| <Write your response here> |

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| --- | --- | --- | --- | --- |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program has established academic services that assist students with basic requirements and serve to motivate students toward successful completion of the program or course. | | * The program has established academic services but services may be lacking in supporting the student. |  | * The program *does not* have established academic services. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator M3 The program provides accessibility support services that comply with special education policies and procedures. |
| Describe the resources and support your program provides to meet the educational needs of students with Individualized Education Programs (IEPs) or 504 Plans - please share any formal documentation. Please also explain the extent to which your program’s website and courses meet conformance level A of the WCAG 2.0, as specified on the W3C Web Accessibility Initiative (WAI) website. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Resources and support are available to meet the educational needs of the students with an Individualized Education Program (IEP) or 504 Plan. * Program website and courses meet conformance level A of the WCAG 2.0, as specified on the W3C Web Accessibility Initiative (WAI) website. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator M4 The program provides access to the learning management system(s), as well as all appropriate learning and assessment content. |
| Provide a name and description of any learning management systems (LMSs) or platforms your program uses in the delivery of content and instruction to students. In your response, please also describe the content resources, assessment tools, grading tools, and administrative tools that exist within your system or platform and the degree to which the system integrates with other systems such as a student information system. |
| <Write your response here> |

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| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program provides a central, integrated space for educational resources; including content resources, assessment tools, grading tools, and administrative tools. | | * The program provides a central, integrated space for educational resources, but resources may be lacking. |  | * The program *does not* provide a central, integrated space for educational resources. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator M5 The program establishes standards for teacher communications with learners and parents/guardians. |
| Share your program’s established guidelines or policies for the frequency, type, and quality of teacher communication with students and parents/guardians. |
| <Write your response here> |

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| --- | --- | --- | --- | --- |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The program establishes guidelines for the frequency, type, and quality of teacher communication with students and parents/guardians. | | * The program establishes guidelines for teacher communication with students and parents/guardians but guidelines do not address frequency, type, or quality. |  | * The program *does not* establish guidelines for teacher communication with students and parents/guardians. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| Indicator M6 The program establishes standards for timely, effective technical support for learners. |
| Describe how learners within your program receive technical support when needed. Specifically, please share how learners obtain technical support, what resources are available to them, and what service-level expectations exist so learners know what to expect for turnaround time on support issues. |
| <Write your response here> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * The organization clearly defines the avenues and resources available for technical help and assistance. * The organization provides appropriate service levels so learners know what to expect for turnaround time on support issues. | | * 1 of 2 elements found in the Fully Met category are met. |  | * 0 of 2 elements found in the Fully Met category are met. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

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| --- |
| Indicator M7 The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met. |
| Describe the services your program provides to students and parents/guardians relative to information, guidance, and access to resources to obtain the maximum benefit from their educational experience. |
| <Write your response here> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3 = Fully Met** | | **2 = Mostly Met** | **1 = Slightly Met** | **0 = Does Not Meet** |
| * Services provide students and parents/guardians with information, guidance, and access to resources to obtain the maximum benefit from their educational experience. | | * Services are provided but may lack quality. |  | * No services are provided. |
| **Your score:** | <Enter your score here> | | | |
| **Notes:** | <Write helpful notes here if needed> | | | |

## Overall Score for Standard M - Learner and Parent/Guardian Support

To calculate your score for this Standard, simply add together all of your Indicator scores for this Standard and enter that number in the space below.

|  |  |
| --- | --- |
| <Enter your calculated score here> | out of 21 possible points |

|  |  |  |  |
| --- | --- | --- | --- |
| Your Score | Points Possible | Standard | Standard Description |
| # | 15 | Standard A | Mission Statement |
| # | 15 | Standard B | Governance |
| # | 15 | Standard C | Leadership |
| # | 12 | Standard D | Planning |
| # | 15 | Standard E | Organizational Staff |
| # | 6 | Standard F | Financial and Material Resources |
| # | 9 | Standard G | Equity and Access |
| # | 6 | Standard H | Integrity and Accountability |
| # | 30 | Standard I | Curriculum and Course Design |
| # | 15 | Standard J | Instruction |
| # | 12 | Standard K | Assessment and Learner Performance |
| # | 15 | Standard L | Faculty and Staff Support |
| # | 21 | Standard M | Learner and Parent/Guardian Support |
| # | 30 | Standard N | Program Evaluation |
| =SUM(ABOVE) | 216 |  | Overall Score |