

# Approval Criteria Rubric: Course Provider

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## Getting Started

The Approval Criteria Rubric will help you understand how the reviewers score each criterion of the online course provider application. If you haven't already done so, read the Approval Criteria document to understand the key elements that require a response about your courses and courseware. Read the Submitting Supporting Evidence document to understand important information on the types of evidence to provide and the reviewers' expectations. The guidance is intended to provide the best possible opportunity for online course provider approval.



## A. Course Content and Instructional Design

### Course Goals and Outcomes

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
<p>A1.* Stated course goals and objectives</p> <p><b>* Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided stating <u>course-level</u> goals and measurable objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses and grade levels within the application that clearly state <u>course-level</u> goals and measurable objectives...<b>or</b>,</li> <li>• They are present in a more teacher-oriented document, such as scope and sequence, or written at the unit or lesson level making it more difficult for a student (or adult coach) to easily understand what the student will learn by the end of the course...<b>or</b>,</li> <li>• It is <b>not</b> clear how the course provider ensures that students are given easy access to course goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that clearly state <u>course-level</u> goals and measurable objectives...<b>and</b>,</li> <li>• They are student-oriented, meaning a student (or adult coach) will easily understand what the student will learn by the end of the course. This could be in the form of a syllabus, course outline, or other summary document...<b>and</b>,</li> <li>• It is clear how the course provider ensures that students are given easy access to course goals and objectives.</li> </ul>
<p>A2.* Relevant course assignments</p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application that show course</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application that show course</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
* <b>Demo-reliant</b>	assignments are clearly stated, reflect course goals, and are representative of the scope of the course.	assignments are clearly stated, reflect course goals, and are representative of the scope of the course... <b>or</b> , <ul style="list-style-type: none"> <li>• The scope and sequence are <b>not</b> appropriately designed for the subject area and grade level...<b>or</b>,</li> <li>• Concepts and skills are <b>not</b> accurately presented, built on one another logically, and connections are <b>not</b> explicit and relevant.</li> </ul>	middle, high school) that show course assignments are clearly stated, reflect course goals, and are representative of the scope of the course... <b>and</b> , <ul style="list-style-type: none"> <li>• The scope and sequence are appropriately designed for the subject area and grade level...<b>and</b>,</li> <li>• Concepts and skills are accurately presented, built on one another logically, and connections are explicit and relevant.</li> </ul>
A3.* Cognitive complexity  * <b>Demo-reliant</b>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show the course is structured to engage students in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show the course is structured to engage students in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways...<b>or</b>,</li> <li>• Assignments, activities, and assessments do <b>not</b> require students to elevate their thinking beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show the course is structured to engage students in higher-order thinking, critical-reasoning activities, and thinking in increasingly complex ways...<b>and</b>,</li> <li>• Assignments, activities, and assessments require students to elevate their thinking beyond memorization into</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<p>memorization into the realm of analyzing, evaluating, and creating.</p>	<p>the realm of analyzing, evaluating, and creating. This may include work such as categorizing and explaining information, responding to open-ended questions, producing an outcome in group projects, making decisions, or drawing conclusions.</p>
<p>A4.* Assignment expectations</p> <p><b>* Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show students are provided guiding materials that include rationale, desired characteristics, and clear expectations for graded assignments. This may include materials such as multimedia instructions, examples, detailed rubrics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show students are provided guiding materials that include rationale, desired characteristics, and clear expectations for graded assignments. This may include materials such as multimedia instructions, examples, detailed rubrics, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show students are provided guiding materials that include rationale, desired characteristics, and clear expectations for graded assignments. This may include materials such as multimedia instructions, examples, detailed rubrics, etc.</li> </ul>

## Course Content and Organization

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
<p>A5.* Easily accessed course materials</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided that show how course materials are easily accessed by local and out-of-district students.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses and grade levels within the application that show how course materials are easily accessed by students...<b>or</b>,</li> <li>• Information is <b>not</b> easily accessed by students on how the course provider will provide offline materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show how course materials are easily accessed by students...<b>and</b>,</li> <li>• Information is easily accessed by students on how the course provider will provide offline materials.</li> </ul>
<p>A6. Readability of course content and materials</p>	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on the use of readability formulas in the course design process to ensure the curriculum is written at appropriate grade levels, whether developed in-house or outsourced from another course provider.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> specifics are provided on readability formulas, but it is unclear how the course provider ensures the curriculum is written at appropriate grade levels, whether developed in-house or outsourced from another course provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on the use of readability formulas in the course design process to ensure the curriculum is written at appropriate grade levels, whether developed in-house or outsourced from another course provider.</li> </ul>
<p>A7.* Course organization</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show course content is organized in a consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show course content is organized in a consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show course content is organized in a consistent</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	format (such as units and lessons) and includes overviews describing objectives, activities, and resources.	format (such as units and lessons) and includes overviews describing objectives, activities, and resources.	format (such as units and lessons) and includes overviews describing objectives, activities, and resources.
A8. Consistent workflow	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing course work, including assignments, reading, assessments, and activities are structured to promote consistent effort throughout the term in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing course work, including assignments, reading, assessments, and activities are structured to promote consistent effort throughout the term in <b>some</b> platforms used...<b>or</b>,</li> <li>Evidence does <b>not</b> include documentation which describes an estimate of the expected amount of time spent by the student, <u>per unit or activity</u>, within each course.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing course work, including assignments, reading, assessments, and activities are structured to promote consistent effort throughout the term in <b>all</b> platforms used...<b>and</b>,</li> <li>Evidence includes documentation which describes an estimate of the expected amount of time spent by the student, <u>per unit or activity</u>, within each course.</li> </ul>
A9. Unbiased content and instruction	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided on the procedures used in the course design process to eliminate bias whether developed in-house or outsourced from another course provider.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided on eliminating bias but are unclear how they are part of the course design process.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided on the procedures used in the course design process to eliminate bias whether developed in-house or outsourced from another course provider.</li> </ul>

## Student Engagement

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
<p>A10.* Variety of instructional methods</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show a variety of instructional methods are used within the class structure and course content for acquiring knowledge or skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show a variety of instructional methods are used within the class structure and course content for acquiring knowledge or skill...<b>or</b>,</li> <li>• It is <b>not</b> evident that the various learning methods create a student-centered learning environment that addresses different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show a variety of instructional methods are used within the class structure and course content for acquiring knowledge or skill...<b>and</b>,</li> <li>• It is evident that the various learning methods create a student-centered learning environment that addresses different learning styles.</li> </ul>
A11. Collaborative instructional activities	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to multiple courses within each grade level of the application (elementary, middle, high school) that show how teacher-student and student-student collaborative learning is evident in online</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show how teacher-student and student-student collaborative learning is evident in online activities where students work</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show how teacher-student and student-student collaborative learning is evident in online activities where students work</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>activities where students work together to exchange ideas, solve problems, and produce outcomes.</p>	<p>together to exchange ideas, solve problems, and produce outcomes...<b>or</b>,</p> <ul style="list-style-type: none"> <li>• It is <b>not</b> evident how the teacher fosters interaction through collaborative activities such as discussions, synchronous meetings, simulations, lab activities, and group projects...<b>or</b>,</li> <li>• Guidelines defining student participation and expectations for collaborative learning are <b>not</b> identified within the grading policy for the course or activity.</li> </ul>	<p>together to exchange ideas, solve problems, and produce outcomes...<b>and</b>,</p> <ul style="list-style-type: none"> <li>• It is evident the teacher fosters interaction through <b>various</b> collaborative activities such as discussions, synchronous meetings, simulations, lab activities, and group projects...<b>and</b>,</li> <li>• Guidelines defining student participation and expectations for collaborative learning are identified within the grading policy for the course or activity.</li> </ul>
<p>A12.* Participatory learning</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show how activities engage students in active participation and use of newly learned concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show how activities engage students in active participation and use of newly learned concepts...<b>or</b>,</li> <li>• Students do <b>not</b> discover, process, and apply information they learn <u>throughout the course</u>...<b>or</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show how activities engage students in active participation and use of newly learned concepts...<b>and</b>,</li> <li>• Students discover, process, and apply information they learn <u>throughout the course</u>...<b>and</b>,</li> </ul>



Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<ul style="list-style-type: none"> <li>• More emphasis is placed on the teacher giving information and less on the student discussing, listening, writing, reading, reflecting, and/or creating.</li> </ul>	<ul style="list-style-type: none"> <li>• Less emphasis is placed on the teacher giving information and more on the student discussing, listening, writing, reading, reflecting, and/or creating.</li> </ul>
A13. Interactive feedback	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing courses use appropriate learning activities which foster <u>teacher-student interaction</u> (synchronously and/or asynchronously) in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing courses use appropriate learning activities which foster <u>teacher-student interaction</u> (synchronously and/or asynchronously) in <b>some</b> platforms used...<b>or</b>,</li> <li>• Evidence is <b>not</b> provided showing that students receive <u>timely and frequent feedback</u> on their progress that emphasizes the intended learner outcomes...<b>or</b>,</li> <li>• Evidence is <b>not</b> provided showing feedback is <u>highly individualized</u>, detailed, and recommends specific improvement and strategies to encourage continued progress toward mastery.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing courses use appropriate learning activities which foster <u>teacher-student interaction</u> (synchronously and/or asynchronously) in <b>all</b> platforms used...<b>and</b>,</li> <li>• Evidence is provided showing that students receive <u>timely and frequent feedback</u> on their progress that emphasizes the intended learner outcomes...<b>and</b>,</li> <li>• Evidence is provided showing feedback is <u>highly individualized</u>, detailed, and recommends specific improvement and strategies to encourage continued progress toward mastery.</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
<p>A14.* Modes of communication.</p> <p><b>* Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show how the teacher provides opportunities for students to develop communication skills in teacher and peer interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show how the teacher provides opportunities for students to develop communication skills in teacher and peer interactions...<b>or</b>,</li> <li>• It is <b>not</b> evident that <b>various</b> communication modes are used which may include email, discussion forums, chats or other messaging features within the platform, presentations, peer review and feedback, etc. ...<b>or</b>,</li> <li>• It is <b>not</b> evident that the communication features are integrated into activities and monitored by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show how the teacher provides opportunities for students to develop communication skills in teacher and peer interactions...<b>and</b>,</li> <li>• It is evident that <b>various</b> communication modes are used which may include email, discussion forums, chats or other messaging features within the platform, presentations, peer review and feedback, etc. ...<b>and</b>,</li> <li>• It is evident that the communication features are integrated into activities and monitored by the teacher.</li> </ul>

## B. Student Assessment

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
<p>B1.* Appropriate assessment</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to multiple courses within each grade level of the application (elementary, middle, high school) that show appropriate assessment methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show the use of appropriate assessment methods...<b>or</b>,</li> <li>• It is <b>not</b> evident that the assessment methods assess students' mastery of content and achievement of learning outcomes stated in the course goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show how appropriate assessment methods are used....<b>and</b>,</li> <li>• Appropriate assessment methods may be framed in the context of diagnostic, formative, interim and summative...<b>and</b>,</li> <li>• It is evident that the methods assess students' mastery of content and achievement of learning outcomes stated in the course goals and objectives.</li> </ul>
<p>B2.* Variety of assessments</p> <p>* <b>Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to multiple courses within each grade level of the application (elementary, middle, high school) that show the use of a variety of assessments to</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show the use of a variety of assessments to measure ongoing student progress on</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show the use of a variety of assessments to measure ongoing student progress on</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>measure ongoing student progress on clearly identified learner outcomes.</p>	<p>clearly identified learner outcomes...<b>or</b>,</p> <ul style="list-style-type: none"> <li>• A variety of assessments (traditional and authentic) are <b>not</b> evident that allow students to demonstrate understanding and apply skills in different contexts.</li> </ul>	<p>clearly identified learner outcomes...<b>and</b>,</p> <ul style="list-style-type: none"> <li>• A variety of assessments (traditional and authentic) are evident that allow students to demonstrate understanding and apply skills in different contexts.</li> </ul>
<p>B3.* Frequency of assessment</p> <p><b>* Demo-reliant</b></p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show frequent and ongoing assessments ensure each student has <u>mastered the content and is prepared to move forward</u> in the coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show frequent and ongoing assessments ensure each student has <u>mastered the content and is prepared to move forward</u> in the coursework.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show frequent and ongoing assessments ensure each student has <u>mastered the content and is prepared to move forward</u> in the coursework. (Assessment evidence is <b>not</b> limited to tests or quizzes and may include other assessed work such as essays, projects, and presentations, etc.)</li> </ul>
<p>B4.* Effective use of technology in assessments</p>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary,</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary,</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
* <b>Demo-reliant</b>	middle, high school) that show assessments—and the methods used for submitting assessments—are an effective use of the technology provided in the courseware platform.	middle, high school) that show assessments—and the methods used for submitting assessments—are an effective use of the technology provided in the courseware platform.	middle, high school) that show assessments—and the methods used for submitting assessments—are an effective use of the technology provided in the courseware platform.
B5.* Assessment rubrics  * <b>Demo-reliant</b>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show assessment rubrics, answers and/or explanations are provided to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show assessment rubrics, answers and/or explanations are provided to the student...<b>or</b>,</li> <li>• Assessment rubrics are <b>not</b> disclosed in preparation materials for assessments; correct answers and/or explanations are <b>not</b> available at the end of assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show assessment rubrics, answers and/or explanations are provided to the student...<b>and</b>,</li> <li>• Assessment rubrics are disclosed in preparation materials for assessments; correct answers and/or explanations are available at the end of assessments.</li> </ul>

### C. Academic Policies

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
C1.* Grading policies  * <b>Demo-reliant</b>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show grading policies and practices are explicitly stated and presented to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show grading policies and practices are explicitly stated and presented to the student...<b>or</b>,</li> <li>• The policies do <b>not</b> include a grading scale that defines letter grades and/or weights, as applicable... <b>or</b>,</li> <li>• If there are grading expectations involving student participation and/or regular teacher contact beyond the Alternative Learning Experience (ALE) requirements, they are <b>not</b> clearly defined as part of the grading policy... <b>or</b>,</li> <li>• Any penalties that may be assessed to grades and/or extra credit opportunities are <b>not</b> identified within the policy...<b>or</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show grading policies and practices are explicitly stated and presented to the student...<b>and</b>,</li> <li>• The policies include a grading scale that defines letter grades and/or weights, as applicable...<b>and</b>,</li> <li>• If there are grading expectations involving student participation and/or regular teacher contact beyond the Alternative Learning Experience (ALE) requirements, they are clearly defined as part of the grading policy...<b>and</b>,</li> <li>• Any penalties that may be assessed to grades and/or extra credit opportunities are also identified within the policy...<b>and</b>,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<ul style="list-style-type: none"> <li>• If all or part of the contracting district’s policy is used, it is <b>not</b> evident any omissions are resolved, or a coordinated grading policy is developed and presented to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• If all or part of the contracting district’s policy is used, any omissions are resolved, or a coordinated grading policy is developed and presented to the student.</li> </ul>
C2. Academic integrity expectations	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided that clearly states academic integrity (plagiarism and netiquette) expectations regarding lessons, discussions, and communications.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided that clearly states the course provider’s academic integrity (plagiarism and netiquette) expectations regarding lessons, discussions, and communications...<b>but</b>,</li> <li>• Consequences for noncompliance are <b>not</b> included in the expectations...<b>or</b>,</li> <li>• Evidence does <b>not</b> show that the expectations are easily accessible by students and families...<b>or</b>,</li> <li>• Specifics are <b>not</b> provided on how the course provider presents to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided that clearly states the course provider’s academic integrity (plagiarism and netiquette) expectations regarding lessons, discussions, and communications...<b>and</b>,</li> <li>• Consequences for noncompliance are included in the expectations...<b>and</b>,</li> <li>• Evidence shows that the expectations are easily accessible by students and families ...<b>and</b>,</li> <li>• Specifics are provided on how the course provider presents expectations to the student.</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
C3. Ensuring academic integrity	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on measures that a teacher uses to ensure authentic work has been produced by the student in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on <b>some</b> measures that a teacher uses to ensure authentic work has been produced by the student but not a variety...<b>or</b>,</li> <li>• Specifics are provided on measures a teacher uses in <b>some</b> platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on <b>various</b> measures that a teacher uses to ensure authentic work has been produced by the student in all platforms used. (Measures may include tests administered by proctors, password-protected tests, limited test-time windows, synchronous contact with the teacher, plagiarism checks, etc.)</li> </ul>
C4. Acceptable Use Policy	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided that showing a clearly stated technology Acceptable Use Policy (AUP) is posted on the course provider's website, in the learning management system, or in the student handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing a clearly stated technology Acceptable Use Policy (AUP) is posted on the course provider's website, in the learning management system, or in the student handbook...<b>but</b>,</li> <li>• Specifics are <b>not</b> provided that show how the expectations are presented to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing a clearly stated technology Acceptable Use Policy (AUP) is posted on the course provider's website, in the learning management system, or in the student handbook...<b>and</b>,</li> <li>• Specifics are provided on how the expectations are presented to the student.</li> </ul>
C5. Discipline policies	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided of clearly defined discipline policy and procedures that</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided of clearly defined discipline policy and procedures for</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided of clearly defined discipline policy and procedures for</li> </ul>



Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>are relevant to the online environment (beyond plagiarism and netiquette specified in (C2) Academic integrity expectations or of how the course provider presents them to the student.</p>	<p>inappropriate student behavior--beyond plagiarism and netiquette specified in (C2) Academic integrity expectations...<b>but</b>,</p> <ul style="list-style-type: none"> <li>• The improper conduct and consequences are <b>not</b> relevant to the online environment...<b>or</b>,</li> <li>• Evidence does <b>not</b> show where they are posted on the online school program's website, in the learning management system, or in the student handbook...<b>or</b>,</li> <li>• Evidence does <b>not</b> show that they are easily accessible by students and families...<b>or</b>,</li> <li>• Specifics are <b>not</b> provided on how the course provider presents them to the student.</li> </ul>	<p>inappropriate student behavior--beyond plagiarism and netiquette specified in (C2) Academic integrity expectations...<b>and</b>,</p> <ul style="list-style-type: none"> <li>• The improper conduct and consequences are relevant to the online environment and may include behaviors such as online harassment, bullying, and lack of participation (truancy)...<b>and</b>,</li> <li>• Evidence shows where they are posted on the online school program's website, in the learning management system, or in the student handbook...<b>and</b>,</li> <li>• Evidence shows that they are easily accessible and understandable by students and families <b>and</b>,</li> <li>• Specifics are provided on how the course provider presents them to the student.</li> </ul>

## D. Course Evaluation and Management

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
D1. Course development quality assurance	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided that demonstrate the course provider's knowledge or evidence of the quality assurance protocols used during course development for in-house or outsourced curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that demonstrate the course provider's knowledge or evidence of the quality assurance protocols used during course development for <b>some</b> in-house or outsourced curricula...<b>or</b>,</li> <li>The protocols do <b>not</b> address aspects such as course reliability, completeness, and effectiveness with ongoing course review and revision.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that demonstrate the course provider's knowledge or evidence of the quality assurance protocols used during course development for <b>all</b> in-house or outsourced curricula...<b>and</b>,</li> <li>The protocols address aspects such as course reliability, completeness, and effectiveness with ongoing course review and revision.</li> </ul>
D2. Course maintenance	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided that demonstrate the course provider's knowledge of the course maintenance process and schedule for in-house or outsourced curricula.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that demonstrate the course provider's knowledge of the course maintenance process and schedule for <b>some</b> in-house or outsourced curricula...<b>or</b>,</li> <li>Specifics are provided that show how update and revision processes address aspects for <b>some</b> in-house or outsourced curricula such as</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that demonstrate the course provider's knowledge of the course maintenance process and schedule for <b>all</b> in-house or outsourced curricula...<b>and</b>,</li> <li>Specifics are provided that show how update and revision processes address aspects such as course content timeliness, accuracy,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		course content timeliness, accuracy, and functionality.	and functionality for <b>all</b> curricula used.
D3. Feedback gathering and implementation	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided that demonstrate the evidence of how the course provider gathers feedback or how course evaluations are conducted for the basis of improvement for in-house or outsourced curricula used.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate evidence of how the course provider gathers feedback and how course evaluations are conducted for the basis of improvement for <b>some</b> in-house or outsourced curricula used...<b>but</b>,</li> <li>• Specifics are <b>not</b> provided showing that the variety of sources contacted for feedback includes students and other constituents such as teachers, staff, content experts, instructional designers, and outside reviewers...<b>or</b>,</li> <li>• Specifics are <b>not</b> provided that show how the course provider gathers feedback and how evaluation is performed on various aspects of the program including the quality of course design,</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate evidence of how the course provider gathers feedback, and course evaluations are conducted for the basis of improvement for <b>all</b> in-house or outsourced curricula used...<b>and</b>,</li> <li>• Specifics are provided showing that the variety of sources contacted for feedback includes students and other constituents such as teachers, staff, content experts, instructional designers, and outside reviewers for all curricula used...<b>and</b>,</li> <li>• Specifics are provided that show how the course provider gathers feedback on and evaluates various aspects of the program including the quality of course design,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		content instruction, support systems, and infrastructure.	content instruction, support systems, and infrastructure for all curricula used.
D4. Provider transparency	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing the posting of regularly conducted course evaluations...<b>or</b>,</li> <li>• Evidence is <b>not</b> provided noting that evaluation results are available upon request...<b>or</b>,</li> <li>• Evidence is <b>not</b> provided showing the posting of the online course provider’s own program/course evaluations.</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence is provided showing the posting of regularly conducted course evaluations or noting that evaluation results are available upon request for <b>all</b> curricula. For outsourced courses, the course provider’s evaluations may be referred to...<b>or</b>,</li> <li>• Evidence is provided showing the posting of the online course provider’s own program/course evaluations.</li> </ul>

## E. Student Support

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
E1. Technology skills	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing expected technology skills that are necessary to be successful for any online course (web navigation, online meeting, presentation software, etc.) and skills necessary for the specific class (coding, photo editing, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing expected technology skills that are necessary to be successful for any online course (web navigation, online meeting, presentation software, etc.) and skills necessary for the specific class (coding, photo editing, etc.) ...<b>or</b>,</li> <li>The information is <b>not</b> disclosed and accessible to the student <u>prior to</u> enrollment in a course.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing expected technology skills that are necessary to be successful for any online course (web navigation, online meeting, presentation software, etc.) and skills necessary for the specific class (coding, photo editing, etc.) ...<b>and</b>,</li> <li>The information is disclosed and accessible to the student <u>prior to</u> enrollment in a course.</li> </ul>
E2. Student-facing course demonstrations	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing the course provider offers course demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing the course provider offers course demonstrations in <b>some</b> of the platforms used...<b>or</b>,</li> <li>Evidence does <b>not</b> show the demonstrations are accessible to prospective students (before enrollment)...<b>or</b>,</li> <li>Evidence does <b>not</b> show the student would understand the student experience and</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing the course provider offers course demonstrations in <b>all</b> the platforms used...<b>and</b>,</li> <li>Demonstrations are accessible to prospective students (before enrollment)...<b>and</b>,</li> <li>Students understand the student experience and participation expectations after viewing the</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<p>participation expectations after viewing the demonstration.</p>	<p>demonstration. (This may be performed through various multimedia means, and student access to the actual course is not required.)</p>
<p>E3. Student orientations</p>	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing that students within each grade level of the application (elementary, middle, high) receive an orientation for each of their courses.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing that students within each grade level of the application (elementary, middle, high) receive an orientation for each of their courses. The orientation may be within the online course or directly delivered online or in person to students...<b>but</b>,</li> <li>The orientation does <b>not</b> provide students with an understanding of how to efficiently use the courseware system and complete the technical aspects of participating (communicating with the online teacher, submitting assignments and assessments, group work and discussion expectations, etc.)...<b>or</b>,</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing that students within each grade level of the application (elementary, middle, high) receive an orientation for each of their courses. The orientation may be within the online course or directly delivered online or in person to students...<b>and</b>,</li> <li>The orientation leaves students with an understanding of how to efficiently use the courseware system and complete the technical aspects of participating (communicating with the online teacher, submitting assignments and assessments, group work and discussion expectations, etc.)...<b>and</b>,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<ul style="list-style-type: none"> <li>• Completion of the orientation is <b>not</b> required before a student progresses into the academic portion of the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the orientation is required before a student progresses into the academic portion of the course by means such as a statement in the student course participation policy, loss of points from the student's overall course grade, utilizing settings within the courseware that require completion of the orientation, etc.</li> </ul>
E4. Communicating with the teacher	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing that students within each grade level of the application (elementary, middle, high) are provided information about protocols for communicating with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing that students within each grade level of the application (elementary, middle, high) are provided information about protocols for communicating with the teacher...<b>but</b>,</li> <li>• Teacher information, including contact, availability, and biographical information is <b>not</b> provided...<b>or</b>,</li> <li>• Information on how to contact the teacher via</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing that students within each grade level of the application (elementary, middle, high) are provided information about protocols for communicating with the teacher...<b>and</b>,</li> <li>• Teacher information, including contact, availability, and biographical information is provided...<b>and</b>,</li> <li>• Information on how to contact the teacher via phone, email, and/or online</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<p>phone, email, and/or online messaging tools is <b>not</b> provided within the contact information.</p>	<p>messaging tools is provided within the contact information.</p>
E5. Monitoring and pacing	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided showing how a protocol is used for monitoring student progress and helping students keep up with the pace of their course.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided but do <b>not</b> clearly show how a protocol is used for monitoring student progress and helping students keep up with the pace of their course...<b>or</b>,</li> <li>• It is <b>not</b> evident monitoring occurs throughout the student's participation in the course...<b>or</b>,</li> <li>• No monitoring is conducted by the course provider.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided showing a protocol is used for monitoring student progress and helping students keep up with the pace of their course...<b>and</b>,</li> <li>• It is evident monitoring occurs throughout the student's participation in the course...<b>and</b>,</li> <li>• Monitoring is conducted by the course provider.(Monitoring may be facilitated by system monitoring tools. Pacing assistance may occur via course calendars, schedule-driven syllabi, system-driven reminders, and/or prompts.)</li> </ul>
E6. Nontechnical Issue resolution	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing the course provider uses its policies and systems to resolve student and family</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing the course provider uses its policies and systems to resolve student and family</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing the course provider uses its policies and systems to resolve student and family</li> </ul>



Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>questions, complaints, or appeals on nontechnical issues such as grading policies, student performance, teacher communication, or content and assessment confusion, etc.</p>	<p>questions, complaints, or appeals on nontechnical issues such as grading policies, student performance, teacher communication, or content and assessment confusion, etc....<b>but</b>,</p> <ul style="list-style-type: none"> <li>• Nontechnical issue resolution procedures and protocols are <b>not</b> clearly explained or accessible to students and parents in advance of need, such as on the course provider’s website or in a student handbook.</li> </ul>	<p>questions, complaints, or appeals on nontechnical issues such as grading policies, student performance, teacher communication, or content and assessment clarification, etc....<b>and</b>,</p> <ul style="list-style-type: none"> <li>• Nontechnical issue resolution procedures and protocols are clearly explained and easily accessible to students and parents in advance of need, such as on the course provider’s website or in a student handbook.</li> </ul>

## F. School-Based Support

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
F1. School-based support role	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing a school-based support person is recognized within systems and frameworks as the local/online adult point of contact who is not the course teacher but is available to the student and teacher and as a responsible agent of support to the student's success.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing a school-based support person is recognized within systems and frameworks as the local/online adult point of contact who is not the course teacher but is available to the student and teacher and as a responsible agent of support to the student's success...<b>but</b>,</li> <li>The course provider's instructional practices and student support policies do <b>not</b> clearly identify or engage the school-based online/local support staff who may be recognized as a mentor, advisor, advocate, counselor, proctor, coordinator, or other school-based support.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing a school-based support person is recognized within systems and frameworks as the local/online adult point of contact who is not the course teacher but is available to the student and teacher and as a responsible agent of support to the student's success...<b>and</b>,</li> <li>The course provider's instructional practices and student support policies clearly identify and engage the school-based online/local support staff who may be recognized as a mentor, advisor, advocate, counselor, proctor, coordinator, or other school-based support.</li> </ul>
F2. School-based support systems	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing the school-based support staff is provided means to support student success in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing the school-based support staff is provided <b>some</b> means to support student success in</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing the school-based support staff is provided various means to support student success in <b>all</b> platforms used...<b>and</b>,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		all platforms used but <b>not</b> a variety.	<ul style="list-style-type: none"> <li>• (Evidence may include the ability to view course content from the student or teacher point of view, technology troubleshooting information, online participation and communication tracking and grading systems, staff online handbook and policies, and teacher contact information.)</li> </ul>
F3. School-based support training	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing that the course provider provides training to school-based support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing that the course provider provides <b>some</b> training to the school-based support staff <b>...but</b>,</li> <li>• It is <b>not</b> evident there is training on the requirements of the support role...<b>or</b>,</li> <li>• It is <b>not</b> evident there is training on the student support mechanisms and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided that the course provider provides training to school-based support staff on the requirements of the support role and on the available student support mechanisms and resources in <b>all</b> platforms used.</li> <li>• (Training may include various topics such as exposure to the student and/or staff versions of the courseware, effective student support techniques, and technology troubleshooting guidelines.)</li> </ul>

## G. Technology

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
G1.* Ease of navigation  * <b>Demo-reliant</b>	<ul style="list-style-type: none"> <li>• Links or directions have <b>not</b> been provided to courses within each grade level of the application (elementary, middle, high school) that show the navigation of courses and supporting systems is presented in a logical order, allowing students to efficiently get from one place to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>some</b> courses within each grade level of the application (elementary, middle, high school) that show the navigation of courses and supporting systems is presented in a logical order, allowing students to efficiently get from one place to another.</li> </ul>	<ul style="list-style-type: none"> <li>• Links or directions have been provided to <b>multiple</b> courses within each grade level of the application (elementary, middle, high school) that show the navigation of courses and supporting systems is presented in a logical order, allowing students to efficiently get from one place to another.</li> </ul>
G2. System technology requirements	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing disclosure of program- and course-specific technology requirements in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing disclosure of program- and course-specific technology requirements in <b>some</b> platforms used...<b>or</b>,</li> <li>• The disclosure is <b>not</b> accessible to the student <u>prior to</u> enrollment.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing disclosure of program- and course-specific technology requirements in <b>all</b> platforms used...<b>and</b>,</li> <li>• The disclosure is accessible to the student <u>prior to</u> enrollment.</li> </ul>
G3. Technology support:	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing technology support is offered in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing technology support is offered in <b>some</b> platforms used...<b>or</b>,</li> <li>• Various means to access support are <b>not</b> disclosed including phone, email, and/or online help pages.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing technology support is offered in <b>all</b> platforms used via various disclosed means including phone, email, and/or online help pages.</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
G4. Technical issue resolution	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided that demonstrate how the course provider's technical issue monitoring protocols and mechanisms are used...<b>and</b>,</li> <li>• Specifics do <b>not</b> indicate a user is contacted within 24 hours to resolve technical issues in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate how the course provider's technical issue monitoring protocols and mechanisms are used in <b>some</b> course platforms...<b>or</b>,</li> <li>• Specifics do <b>not</b> indicate a user is contacted within 24 hours to resolve technical issues in a timely manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate how the course provider's technical issue monitoring protocols and mechanisms are used in <b>all</b> course platforms...<b>and</b>,</li> <li>• Specifics are provided that indicate a user is contacted within 24 hours to resolve technical issues in a timely manner.</li> </ul>
G5. Platform flexibility	<ul style="list-style-type: none"> <li>• Evidence is <b>not</b> provided showing course architecture permits the addition of content, activities, and assessments to extend learning opportunities, as needed in platforms used.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing course architecture permits the addition of content, activities, and assessments to extend learning opportunities, as needed in <b>some</b> platforms used...<b>or</b>,</li> <li>• The teacher for the course has limited ability to make additions to the content within the learning management system.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence is provided showing course architecture permits the addition of content, activities, and assessments to extend learning opportunities, as needed in <b>all</b> platforms used...<b>and</b>,</li> <li>• The teacher for the course has the ability to make various additions to the content within the learning management system as needed.</li> </ul>

## H. Staff Development and Support

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
H1. Teacher training – LMS	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided that demonstrate how teachers are trained in the online course delivery system on which they teach to effectively use the courseware and various instructional media and to assist students...<b>and,</b></li> <li>• A course provider does <b>not</b> state its process for training its teachers on the learning management system and disclose a plan of action to address concerns or provide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate how the course provider’s teachers are trained in the online course delivery system on which they teach to effectively use the courseware and various instructional media and to assist students...<b>or,</b></li> <li>• A course provider states its process for training its teachers on the learning management system and discloses a plan of action to address concerns or provide support.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided that demonstrate how the course provider’s teachers are trained in the online course delivery system on which they teach to effectively use the courseware and various instructional media and to assist students...<b>and,</b></li> <li>• A course provider states its process for training its teachers on the learning management system and discloses a plan of action to address concerns or provide support.</li> <li>• Supporting evidence is provided that clearly shows the training content. (This may include outlines, presentations, agendas, and/or schedules of training/professional development activities.)</li> </ul>
H2. Teacher training – social aspects of online learning	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on how the course provider’s <u>teacher training</u> addresses the emotional and social</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> specifics are provided on how the course provider’s <u>teacher training</u> addresses the emotional and social</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on how the course provider’s <u>teacher training</u> addresses the emotional and social</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>aspects of online learning, particularly about communicating with students....<b>and</b>,</p> <ul style="list-style-type: none"> <li>• Online teachers are <b>not</b> trained to identify and mitigate the ways in which the online environment can enhance or hinder the learning experience and to be sensitive to the perception of written language...<b>and</b>,</li> <li>• The course provider does <b>not</b> state its process for training teachers on social aspects of online learning and disclose a plan of action to address concerns or provide support.</li> </ul>	<p>aspects of online learning, particularly about communicating with students...<b>or</b>,</p> <ul style="list-style-type: none"> <li>• Online teachers are <b>not</b> trained to identify and mitigate the ways in which the online environment can enhance or hinder the learning experience and to be sensitive to the perception of written language...<b>or</b>,</li> <li>• The course provider does <b>not</b> state its process for training teachers on social aspects of online learning and disclose a plan of action to address concerns or provide support.</li> </ul>	<p>aspects of online learning, particularly about communicating with students. (Note that this is about teacher training to improve their online instructional practice in communicating with students, not information about social emotional learning content or curriculum.)...<b>and</b>,</p> <ul style="list-style-type: none"> <li>• Teachers hired by the course provider are trained to identify and mitigate the ways in which the online environment can enhance or hinder the learning experience and to be sensitive to the perception of written language...<b>and</b>,</li> <li>• The course provider states its process for training teachers on social aspects of online learning and discloses a plan of action to address concerns or provide support.</li> <li>• Supporting evidence is provided that clearly shows the training content. (This</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
			may include outlines, presentations, agendas, and/or schedules of training/professional development activities.)
H3. Teacher training – student perspective	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on how <u>teacher training</u> addresses the experience of online learning from the perspective of a student and includes exposure to the student version of the courseware system...<b>and</b>,</li> <li>• Teacher training for teachers hired by the course provider does <b>not</b> include exposure to the student version of the courseware system to understand the technical and logistical requirements of, and to be equipped to help the student function effectively in, the online learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> specifics are provided on how <u>teacher training</u> addresses the experience of online learning from the perspective of a student and includes exposure to the student version of the courseware system...<b>or</b>,</li> <li>• Teacher training for teachers hired by the course provider does <b>not</b> include exposure to the student version of the courseware system to understand the technical and logistical requirements of, and to be equipped to help the student function effectively in, the online learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on how <u>teacher training</u> addresses the experience of online learning from the perspective of a student and includes exposure to the student version of the courseware system...<b>and</b>,</li> <li>• Teacher training for teachers hired by the course provider includes exposure to the student version of the courseware system to understand the technical and logistical requirements of, and to be equipped to help the student function effectively in, the online learning environment...<b>and</b>,</li> <li>• Supporting evidence is provided that clearly shows the training content. (This may include outlines, presentations, agendas, and/or schedules of</li> </ul>



Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
			training/professional development activities.)
H4. New teacher support	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on how new teachers hired by the course provider are given extra support in their first year of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> specifics are provided on how new teachers hired by the course provider are given extra support in their first year of instruction...<b>or</b>,</li> <li>• New teachers do <b>not</b> receive various supports and resources such as formal connections to other teachers, new teacher meetings, and the exchange of best practices...<b>or</b>,</li> <li>• Supporting evidence is <b>not</b> provided that clearly shows how new teachers are supported and discloses a plan of action to address concerns or provide additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on how new teachers hired by the course provider are given extra support in their first year of instruction...<b>and</b>,</li> <li>• New teachers receive <b>various</b> supports and resources such as formal connections to other teachers, new teacher meetings, and the exchange of best practices...<b>and</b>,</li> <li>• Supporting evidence is provided that clearly shows how new teachers are supported and discloses a plan of action to address concerns or provide additional support. (This may include outlines, presentations, agendas, and/or schedules of training/professional development activities.)</li> </ul>
H5. Teacher performance reviews	<ul style="list-style-type: none"> <li>• Specifics are <b>not</b> provided on how the course provider conducts teacher performance reviews on a regularly scheduled basis.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> specifics are provided on how the course provider conducts teacher performance reviews on a regularly scheduled basis...<b>or</b>,</li> </ul>	<ul style="list-style-type: none"> <li>• Specifics are provided on how the course provider conducts teacher performance reviews on a</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
		<ul style="list-style-type: none"> <li>Supporting evidence is <b>not</b> provided that clearly shows the review strategies.</li> </ul>	<p>regularly scheduled basis...<b>and,</b></p> <ul style="list-style-type: none"> <li>Supporting evidence is provided that clearly shows the review strategies. (This may include outlines, presentations, agendas, and/or schedules of performance review activities.)</li> </ul>

## I. Program Management

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
11. Monitoring of teacher communications	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided showing how a program administrator (i.e., director, lead teacher, or instructional lead) <u>uses established protocols</u> to monitor and intervene as necessary in the quality and timeliness of teachers' responses to students.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided showing how a program administrator (i.e., director, lead teacher, or instructional lead) monitors teacher communication and intervenes as necessary...<b>but</b>,</li> <li>It is <b>not</b> evident that <u>established protocols</u> are used.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided showing how a program administrator (i.e., director, lead teacher, or instructional lead) <u>uses established protocols</u> to monitor and intervene as necessary in the quality and timeliness of teachers' responses to students.</li> </ul>
12. Monitoring of student performance	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided showing how a program administrator <u>uses established protocols</u> to monitor student records, ensure students are progressing through their courses at an acceptable rate, identify any problems, and intervene when necessary.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided showing how a program administrator monitors student records to ensure students are progressing through their courses at an acceptable rate, identify program or instructional issues, and intervene when necessary...<b>but</b>,</li> <li>It is <b>not</b> evident that <u>established protocols</u> are used.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided showing how a program administrator (i.e., director, lead teacher, or instructional lead) <u>uses established protocols</u> to monitor student records, ensure students are progressing through their courses at an acceptable rate, identify any program or instructional issues, and intervene when necessary.</li> </ul>
13. Student outcomes	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided showing how the course provider uses student performance and outcome data to directly inform the</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided showing how the course provider uses student performance and outcome data for individual student or</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided showing how the course provider uses student performance and outcome data to directly inform the</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	<p>course provider's program improvements and modifications.</p>	<p>course-level improvement...<b>but</b>,</p> <ul style="list-style-type: none"> <li>It is <b>not</b> evident how data is used to directly inform the course provider's program improvements and modifications.</li> </ul>	<p>course provider's program improvements and modifications.</p>
14. Academic calendar	<ul style="list-style-type: none"> <li>Evidence is <b>not</b> provided showing the academic schedule clearly identifies enrollment deadlines, course/program start and end dates, and expected duration of the course/coursework as relevant to the course provider's enrollment policy (i.e., rolling enrollment or not).</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> evidence is provided showing the academic schedule clearly identifies enrollment deadlines, course/program start and end dates, and expected duration of the course/coursework as relevant to the course provider's enrollment policy (i.e., rolling enrollment or not)...<b>or</b>,</li> <li>The information is <b>not</b> easily accessible by students and families.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence is provided showing the academic schedule clearly identifies enrollment deadlines, course/program start and end dates, and expected duration of the course/coursework as relevant to the course provider's enrollment policy (i.e., rolling enrollment or not)...<b>and</b>,</li> <li>The information is easily accessible by students and families. It may be presented in forms such as an academic calendar or enrollment procedures posted on the program website.</li> </ul>
15. System-driven non-instructional tasks	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided that show non-instructional tasks (enrollments, login information dissemination,</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided that show non-instructional tasks (enrollments, login information dissemination,</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that show non-instructional tasks (enrollments, login information dissemination, and course materials delivery,</li> </ul>

Criteria	Not Evident (0)	Partially Evident (.5)	Evident (1)
	and course materials delivery, etc.) are system-driven and performed via <u>established protocols</u> .	and course materials delivery, etc.) are system-driven and performed via <u>established protocols</u> .	etc.) are system-driven and performed via <u>established protocols</u> .
16. Financial procedures	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided showing that established protocols and proper procedures are used for handling enrollments, and fees or payments as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided showing that established protocols and proper procedures are used for handling <b>some</b> of the following: enrollments, and fees or payments as applicable.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided showing that established protocols and proper procedures are used for handling <b>all</b> of the following: enrollments, and fees or payments as applicable.</li> </ul>
17. Special Services	<ul style="list-style-type: none"> <li>Specifics are <b>not</b> provided that show an identified procedure and secure transfer method are used for <u>confidentially receiving and implementing</u> IEP and 504 plans.</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> specifics are provided that show an identified procedure for <u>confidentially receiving and implementing</u> IEP and 504 plans is used, but it is <b>not</b> clear that the transfer method is secure.</li> </ul>	<ul style="list-style-type: none"> <li>Specifics are provided that show an identified procedure and secure transfer method are used for <u>confidentially receiving and implementing</u> IEP and 504 plans.</li> </ul>