

Proposed changes for the spring 2014 approval criteria

At the close of each approval review cycle, the OSP's Digital Learning Department (DLD) gathers feedback about its processes and criteria from applicants and reviewers. Feedback, questions, comments, and suggested changes were vetted by DLD staff to generate this draft of proposed changes for the spring 2014 approval review cycle.

Drafted changes include insertions for the sake of clarity or to simplify criterion intent, designation of criteria as "demo reliant" and omission of statements that appear redundant or impertinent to the intention of the criterion. Comments and suggestions will be accepted through November 1, 2013 and may be submitted to the DLD by email to Leslie.St.Pierre@k12.wa.us.

Criteria changes:

A10.* Variety of instructional methods: A variety of instructional methods are used within the class structure and course content to promote a student-centered learning environment that addresses different learning styles.

A14.* Modes of classroom interaction: The teacher promotes classroom interaction using various modes of communication.

The teacher drives teacher-student and student-student exchanges through various modes which may include email, discussions, synchronous chats, simulations, lab activities, and other group projects. Evidence shows that the communication features are present and that they are integrated into the activities.

B1.* ~~Authentic-Appropriate~~ assessment: Adequate and appropriate assessment methods and procedures for the subject matter are used throughout the course to assess students' mastery of content, course goals, and standards.

B2.* Variety of assessments: The course includes assessment materials which assess students in a variety of ways.

The course uses a wide variety of assessment techniques to measure ongoing student progress on clearly identified learner outcomes. A variety of assessments reaches a broad and deep array of skill sets and learning models and allow students to demonstrate their understanding in different contexts. Assessment types may include pre-tests, post-tests, objective and subjective questioning, self-assessments, group projects, peer review, and portfolios and may incorporate teacher and/or computer-graded assessments and activities.

B4.* ~~Appropriate-Effective~~ use of technology in assessments: Selected Assessments and the methods used for submitting assessments make appropriate use of the technology provided in the courseware platform and are appropriate to the subject matter.

~~The online classroom incorporates teacher and/or computer graded assessments and activities that reach a broad and deep array of skill sets and learning models.~~

C1.* Grading policies: Grading policies and practices are explicitly stated and presented to the student.

The policies include a grading scale that defines letter grades and/or weights, if applicable. As part of the grading policy, student participation – if required – is clearly defined. Any penalties that may be assessed to grades and/or extra credit opportunities are also identified within the policy. If regular contact with the teacher is required as part of the course, clear expectations for meeting this requirement are posted within the course.

E3. Student orientations: Required training and online support is provided to students to aid them in navigating the online environment.

Evidence should include demo access to the student orientation. The orientation leaves students with an understanding of how to efficiently use the courseware system and complete all the technical aspects of participating in the online course/program (i.e., communicating with the online teacher, submitting assignments and assessments, participating in group work and/or discussions, etc). Student participation requirements may be exhibited by a policy that does not allow the student to progress into the academic portion of the course by omission of points from the student's overall course grade, etc.

G1.* Ease of navigation: The navigation of courses and supporting systems is presented in a logical order allowing students to efficiently get from one place to another.