



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

*Online School Programs  
Monitoring Criteria for  
Continuous Improvement*

# CONTINUOUS IMPROVEMENT

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# EXECUTIVE SUMMARY

The purpose of this document is to support effective online school program implementation by clarifying the alignment between the Washington State Teacher and Principal Evaluation and Growth Program (TPEP) and the National Standards for Quality Online Learning (NSQOL).

In Washington state, 73% of school districts operate an online school program approved by The Superintendent of Public Instruction (OSPI). Districts must seek online school program approval if one (1) student within their district has over fifty percent (50%) of their schedule online.

Per [RCW 28A.250.020](#), OSPI shall develop and implement a process for approving online school programs. Approval is comprised of:

- Initial approval, and
- Continued approval.

Although this document focuses on online school programs, it is important to recognize that more than sixty-five percent (65%) of these programs operate as blended Alternative Learning Experiences (ALE), and many also include Open Doors Youth Reengagement (ODYR) programs. To reflect the full range of program structures and models, the term **Flexible Learning Options (FLO)** is used throughout this document as an inclusive designation.

On January 1, 2026, OSPI updated the online school approval process. The new process asks districts to:

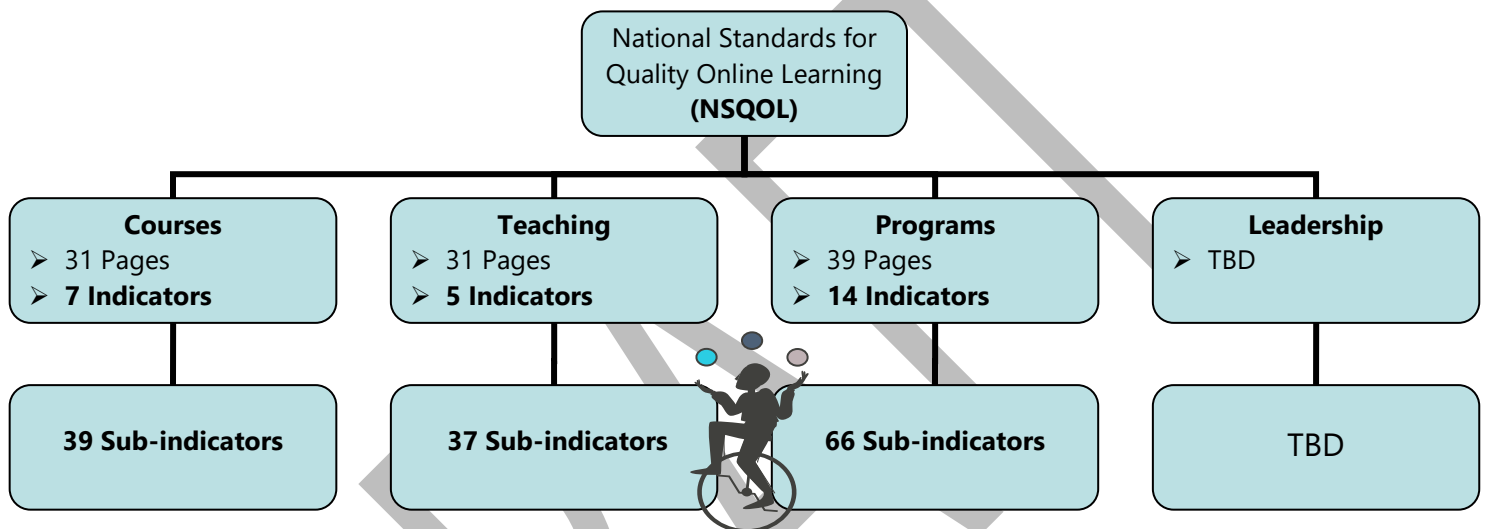
- Identify an Executive-level Flexible Learning Options (FLO) sponsor (superintendent or designee),
- Review existing FLO programs,
- Develop a governance plan,
- Agree to assurances, and
- Ensure effective online school program implementation in alignment with the National Standards for Quality Online Learning (NSQOL).

# INTRODUCTION

The National Standards for Quality Online Learning (NSQOL) are used to support effective program implementation for online learning. The NSQOL have four distinct frameworks:

- [Quality Online Courses](#)
- [Quality Online Teaching](#)
- [Quality Online Programs](#)
- Quality Digital Leadership (currently in the works)

**Figure 1** below illustrates how the NSQOL are organized:



All online school programs must use teachers who are Washington state certified ([WAC 392-502-030](#)) and use the TPEP framework for teacher evaluation ([RCW 28A.405.100](#)). **The purpose of this document is to intentionally crosswalk NSQOL to the minimum TPEP criteria, which are:**

1. Centering instruction on high expectations for student achievement,
2. Demonstrating effective teaching practices,
3. Recognizing individual student learning needs and developing strategies to address those needs,
4. Providing clear and intentional focus on subject matter content and curriculum,
5. Fostering and managing a safe, positive learning environment,
6. Using multiple student data elements to modify instruction and improve student learning,
7. Communicating and collaborating with parents and the school community, and
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

## Icons:



Building Administrators



Online Learning Specific



Online School Governing Body






Teachers



## Organization of Content:

The same eight (8) criteria used to evaluate teachers and principals can be applied to online school programs (OSPs). This document presents each criterion in a table format that crosswalks TPEP with NSQOL. Aligning these standards allows school districts and OSPI to frame OSP evaluation within a familiar structure, and to quickly make connections with practices that are already in place.


Online School Program (OSP) Criteria: This is aligned to the WA Instructional Framework "Program Accountability Statement"	
<b>Teacher &amp; Principal Criterion alignment:</b> All roles within a system work in collaboration with one another. This section intentionally connects the goals of teachers and administrators, with the goal of maximizing outcomes for students.	
<b>Connection:</b> This connects all criteria and its importance to Online School Programs	
To be determined	<b>NSQOL:</b> This section crosswalks the NSQOL to the WA State TPEP Criteria.
<b>WA Principal Criterion</b>	<b>AWSP:</b> <a href="#">AWSP Leadership Framework</a>
<b>Danielson</b> This section uses the crosswalk WA State Teacher Criteria, Definitions, and Instructional Framework document <a href="#">TPEP</a> , used for professional development. As most WA districts use Danielson, it was used as the anchor for the crosswalked information.	<b>NSQOL Documents:</b> <ul style="list-style-type: none"> <li>• <a href="#">Quality Online Courses</a></li> <li>• <a href="#">Quality Online Teaching</a></li> <li>• <a href="#">Quality Online Programs</a></li> </ul>


Online School Program (OSP) Criteria 1: EXPECTATIONS "The program fosters ownership of learning and high expectations through..."	
<b>Teacher Criterion 1:</b> Centering instruction on high expectations for student achievement.	
<b>Principal Criterion 4:</b> Assist instructional staff with instructional materials alignment.	
<b>Connection:</b> Student ownership of their learning is central in OSPs, including understanding how courses relate to their post-secondary goals, developing their knowledge and skills, and preparing them for lifelong success. This requires the OSP to have clear course offerings, aligned to the grade-level and course learning standards, and articulate proficiency criteria (in student-friendly language).	


 TBD <ul style="list-style-type: none"> <li>• Mission statement</li> <li>• Policy adoption and review</li> </ul>		<p><b>NSQOL:</b></p> <p><b>P-A1:</b> The mission statement clearly and concisely conveys the program purpose and educational focus to the target audience.</p> <p><b>P-A3:</b> The mission statement is reviewed annually.</p> <p><b>P-B3:</b> Roles and responsibilities of the governance and leadership teams are clearly defined and comply with all state and national regulations.</p> <p><b>P-C4:</b> Policies and procedures are reviewed and updated annually.</p> <p><b>P-H4:</b> Periodic external evaluations are completed by objective parties with experience in online learning.</p> <p><b>P-B2:</b> Governance responsibilities include policy development or approval and budget allocation approval to ensure the program’s vision, mission, and strategic plan are met.</p>
 <b>Principal Criterion 4:</b> The big idea of this criterion is reflected in an understanding of the power and importance of a guaranteed and viable curriculum for each and every student in the school. This requires attention to assuring “what” is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to the students being taught.	<p><b>AWSP:</b></p> <p><b>4.1:</b> Assists staff in aligning curriculum to state and local district learning goals.</p> <p><b>4.2:</b> Assists staff in aligning instructional practices to state standards and district learning goals.</p> <p><b>4.3:</b> Assists staff in aligning assessment practices to state standards and district learning goals.</p>	<p><b>NSQOL:</b></p> <p><b>P-E2:</b> The strategic plan addresses the resources necessary to support program priorities and achieve desired outcomes.</p> <p><b>P-E3:</b> Program goals are aligned to the strategic plan and updated annually.</p> <p><b>P-H2:</b> Results of regular internal evaluations inform management decisions and continuous improvement plans.</p> <p><b>P-H5:</b> Findings of external evaluations are used to develop annual goals and long-term improvement plans.</p>
 <b>Ownership of Learning Danielson 2b:</b> Students make informed choices, devote energy to learning, take pride in	<p><b>CEL 5D+:</b></p> <p><b>P1:</b> Learning target(s) connected to standards.</p> <p><b>Marzano:</b></p> <p><b>1.1:</b> Providing clear learning goals and scales (rubrics).</p> <p><b>1.4:</b> Demonstrating value and respect</p>	<p><b>NSQOL:</b></p> <p><b>C-B2:</b> Where applicable, the course content is aligned with accepted state and/or other accepted content standards.</p> <p><b>C-B3:</b> Digital literacy and communication skills are incorporated and taught as an</p>

<p>their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.</p>	<p>for reluctant learners and students regularly marginalized or underserved by school systems.</p>	<p>integral part of the curriculum.  <b>C-C1:</b> The course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.  <b>C-D3:</b> Assessment practices provide frequent and varied opportunities for self-monitoring and reflection of learning.  <b>T-C3:</b> The online teacher nurtures individual learner agency.</p>
<p> <b>Visible Criteria for Student Success</b>  <b>Danielson 3a:</b>  Student actions during each step of the learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.</p>	<p><b>CEL 5D+:</b>  <b>P5:</b> Success Criteria.  <b>Marzano:</b>  <b>1.2:</b> Celebrating Success.</p>	<p><b>NSQOL:</b>  <b>C-A6:</b> Grading policies and practices are clearly defined in accordance with course content learning expectations.  <b>C-D5:</b> Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.  <b>T-B1:</b> The course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.</p>
<p> <b>Engaging Students in Learning</b>  (student-friendly language and design)  <b>Danielson 3c:</b>  Students demonstrate agency in critical thinking in completion of tasks and activities that require high levels of intellectual engagement.</p>	<p><b>CEL 5D+:</b>  <b>P4:</b> Communication of learning target(s).  <b>CEC2:</b> Learning routines.  <b>Marzano:</b>  <b>1.3:</b> Understanding students' interests and backgrounds.</p>	<p><b>NSQOL:</b>  <b>C-C5:</b> The course design includes introductory assignments or activities to engage learners within the first week of the course.  <b>T-E2:</b> The course design facilitates readability.  <b>T-E8: Use of technology to maximize engagement.</b></p>





**Online School Program (OSP) Evaluation Criteria 2: INSTRUCTION**  
*"Supporting effective instruction through ..."*



 **Teacher Criterion 2:** *Demonstrating effective teaching practices.*

 **Principal Criterion 5:** *Monitoring, assisting, and evaluating effective instruction.*


 **Connection:** Ensuring that teachers are properly endorsed supports students' development of appropriate knowledge and skills aligned to course offerings. In WA state, teachers are trained in content and/or service areas to adapt lessons, create scaffolds, and meet the unique needs of students.


Appropriate credentialing and endorsement ensures effective, rigorous, and accessible instruction.


 TBD <ul style="list-style-type: none"> <li>• WA state certification/endorsement</li> </ul>		<p><b>NSQOL:</b>  <b>P-F1:</b> Sufficient qualified professional, administrative, and support staff are available to achieve the program’s mission and annual goals.  <b>T-A1:</b> The <del>online</del> teacher meets <del>or is working towards</del> local and/or state/national requirements for eligibility to teach.</p>
 <b>Principal Criterion 5:</b> The big idea of this criterion in addressing the “how” is instructional supervision and evaluation that promotes teacher growth and improved instruction throughout the building.	<p><b>AWSP:</b>  <b>5.1:</b> Uses adopted instructional framework to monitor and support effective instruction and assessment practices.  <b>5.2:</b> Uses adopted instructional framework <b>to</b> evaluate instruction and assessment.  <b>5.3:</b> Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness.</p>	<p><b>NSQOL:</b>  <b>C-F5: Courses utilize emerging technologies that can enhance the learning experience, prioritizing learners and outcomes.</b>   <b>C-C9:</b> Course instructional materials and resources present content in an effective, engaging, and appropriate manner.  <b>P-C2:</b> Program leaders promote a collaborative environment for learning and work.  <b>P-J1:</b> The program establishes clear expectations for teaching practices that are guided by evidence-based practices and aligned with the program’s mission and educational goals.  <b>T-A6:</b> The <del>online</del> teacher effectively manages their roles and responsibilities.</p>
 <b>Evidence-Based Practice</b> <b>Danielson 3b:</b> Questions and discussions challenge students to reason, reflect on learning, justify their thinking, and generate ideas for future inquiry.	<p><b>CEL 5D+:</b>  <b>SE1:</b> Quality of questioning.  <b>SE5:</b> Student talk.  <b>Marzano:</b>  <b>2.1:</b> Conducting direct instruction lessons.  <b>2.2:</b> Conducting practicing and deepening lessons.  <b>2.3:</b> Conducting knowledge application lessons.  <b>2.4:</b> Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems.</p>	<p><b>NSQOL:</b>  <b>C-C2:</b> The course’s content and learning activities promote the achievement of the stated learning objectives or competencies.  <b>P-J5:</b> Teaching expectations <del>standards</del> include <del>expectations for</del> providing timely, effective feedback to learners.  <b>P-L6:</b> Course design uses research-based design principles that meet the needs of all learners.  <b>T-C2:</b> The <del>online</del> teacher identifies patterns in learner engagement.  <b>T-C5:</b> The <del>online</del> teacher provides actionable, specific, and timely feedback.</p>


		<b>T-E6:</b> The online teacher designs curricular materials that incorporate constructive feedback.
 <b>Responsive Teaching</b> <b>Danielson 4a:</b> Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.	<b>CEL 5D+:</b> <b>SE4:</b> Opportunity and support for participation and meaning making. <b>CP5:</b> Use of scaffolds. <b>Marzano:</b> <b>2.5:</b> Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems. <b>2.6:</b> Noticing when students are not engaged. <b>2.7:</b> Using and applying academic vocabulary. <b>2.8:</b> Evaluating effectiveness of individual lessons and units.	<b>NSQOL:</b> <b>C-G3:</b> Continuous improvement based on on-going feedback. <b>C-C8:</b> The course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress. <b>P-J3:</b> Teachers reflect on learner performance and personal instructional practice, setting goals for continuous improvement. <b>T-A2: The online teacher demonstrates technological proficiency</b>  <b>T-D2:</b> The online teacher builds an understanding of the learner's needs and preferences. <b>T-D4:</b> The online teacher continuously monitors learner progress. <b>T-E8:</b> The online teacher designs learning experiences that efficiently use technology. <b>P-K2:</b> Formative assessments provide ongoing feedback to improve learning and inform teaching strategies.




**Online School Program (OSP) Evaluation Criteria 3: DIFFERENTIATION**  
 "Strategies are adjusted for learners...."

 **Teacher Criterion 3:** Recognizing individual student needs and developing strategies to address those needs.

 **Principal Criterion 8:** Commit to closing the opportunity gap.


 **Connection:** By identifying strengths and areas of growth, teachers provide differentiated instruction, targeted support, and adjusted pacing to maximize student learning opportunities.


 TBD		<b>NSQOL:</b> <b>P-G1:</b> Resources are managed according to local, state, and/or national budget regulations and accounting principles. <b>P-J4:</b> Instruction is inclusive and supports all learners. <b>P-L5:</b> Systematic processes and procedures are used to identify and
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		<p>remove barriers to participation in the program.</p> <p><b>P-N2:</b> Academic services and advising that addresses academic and developmental needs are made available to learners.</p>
<p> <b>Principal</b></p> <p><b>Criterion 8:</b> This criterion focuses on the principal’s responsibility to analyze achievement of groups of students who have had an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential.</p>	<p><b>AWSP:</b></p> <p><b>8.1:</b> Assesses data and identifies barriers.</p> <p><b>8.2:</b> Creates plans to dismantle barriers and increase achievement [See also 1.5 and 2.2].</p> <p><b>8.3:</b> Implements and monitors plans to shrink achievement gaps.</p> <p><b>8.4:</b> Provides evidence of growth in student learning.</p>	<p><b>NSQOL:</b></p> <p><b>C-B4:</b> Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned with the content delivered.</p> <p><b>C-E3:</b> The course provides accessible course materials and activities to meet the variable needs of learners, following Universal Design for Learning principles.</p> <p><b>T-A3:</b> The <del>online</del> teacher adheres to local or national laws or mandates related.</p> <p><b>P-L2:</b> Program staff collaborate to personalize programs in adherence to state and federal laws. (IEPs, 504s, ML, HiCap, etc.)</p>
<p> <b>Planning for Learner Variability</b></p> <p><b>Danielson 1b:</b> Students’ lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.</p>	<p><b>CEL 5D+:</b></p> <p><b>SE2:</b> Ownership of learning</p> <p><b>SE3:</b> Capitalizing on students’ strengths</p> <p><b>Marzano:</b></p> <p><b>3.2:</b> Planning and preparing for the needs of all students.</p>	<p><b>NSQOL:</b></p> <p><b>C-B5:</b> The course content and supporting materials reflect different perspectives and provide non-stereotypical forms of representation to the safety and access of all learners.</p> <p><b>C-C6:</b> The course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.</p> <p><b>P-L4:</b> Curriculum and instructional practices reflect a variety of cultural perspectives and experiences.</p> <p><b>T-D6 :</b> The <del>online</del> teacher creates or adapts curricular materials in response to the learner’s needs.</p> <p><b>T-E4:</b> The <del>online</del> teacher incorporates resources that are representative of the learners.</p>
<p> <b>Flexibility for Students</b> (Depth, breadth, and complexity)</p> <p><b>Danielson 3e:</b> When appropriate,</p>	<p><b>CEL 5D+:</b></p> <p><b>CP4:</b> Differentiated instruction.</p> <p><b>A4:</b> Teacher use of formative assessments.</p> <p><b>Marzano:</b></p> <p><b>3.1:</b> Effective scaffolding of information within a lesson.</p>	<p><b>NSQOL:</b></p> <p><b>C-C4:</b> The course content is appropriate to the reading level of the intended learners.</p> <p><b>C-D4:</b> Assessment materials provide the learner with the flexibility to demonstrate their understanding in a variety of ways.</p>






<p>teachers use their expertise to alter or replace pre-planned activities based on student understanding, questions, and interests.</p>		<p><b>P-17:</b> Courses contain a variety of activities that include options for in-depth learning.  <b>T-D3:</b> The online teacher supports the learner's use of assistive technologies.  <b>T-D7:</b> The online teacher modifies instructional strategies in response to the learner's needs.  <b>T-E3:</b> The online teacher incorporates developmentally appropriate resources.</p>
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**Online School Program (OSP) Evaluation Criteria 4: CONTENT KNOWLEDGE**  
 "Content learning is supported through..."


 **Teacher Criterion 4:** Providing Clear and Intentional Focus on Subject Matter Content and Instructional Materials







 **Principal Criterion 6:** Manage staff and fiscal resources to support student achievement








 **Connection:** Ensuring that courses are aligned to appropriate content and have undergone the appropriate approval processes guarantees that students are receiving rigorous, high-quality instruction.


<p> TBD</p>	<p><b>NSQOL:</b>  <b>C-F2:</b> The course tools further the learning objectives and course competencies.   <b>C-F3:</b> The course technology allows for customization and personalization.   <b>C-F4:</b> The course operates within a platform to score and record assessments and calculate earned course points or grades.   <b>C-G1:</b> The course uses multiple methods and sources of input for assessing course effectiveness.  <b>P-D2:</b> Program leaders establish metrics for course quality, learner outcomes, and, if applicable, graduation requirements.  <b>P-F1:</b> Sufficient staff are available to support program mission and goals.  <b>P-N1:</b> Onboarding experiences, including technology support and strategies to increase success in the online environment, are provided to learners and parents/guardians.</p>
<p> <b>Principal Criterion 6:</b>    Decisions are made about resources that result in improved</p>	<p><b>AWSP:</b>  <b>6.1:</b> Managing self.  <b>6.2:</b> Recruiting and hiring. [It is assumed here that the principal has the authority to make hiring decisions.]  <b>6.3:</b> Assigning staff.</p>
	<p><b>NSQOL:</b>  <b>C-A8:</b> Learners are offered an orientation prior to the start of the course.  <b>C-B8:</b> Copyright and licensing status for any third-party content is appropriately cited and easily found.</p>

<p>teaching and learning while allowing staff to feel empowered throughout the process.</p>	<p><b>6.4:</b> Managing fiscal resources. [It is assumed here that the principal has the authority to make fiscal decisions.]</p>	<p><b>P-14:</b> A clear definition of high quality instructional materials exists. Materials used in the program are consistent with the definition and enrich learning.  <b>P-18: Course development process includes criteria for inclusion of asynchronous and synchronous learning opportunities.</b>   <b>T-E2:</b> The online teacher incorporates subject-specific resources.  <b>P-19:</b> Courses meet copyright law and fair use guidelines.</p>
<p> <b>Knowledge of Content and Pedagogy</b>  <b>Danielson 1a:</b>  Teachers have deep knowledge of the disciplines they teach, including structures, central concepts and skills, prerequisite relationship and methods of inquiry.</p>	<p><b>CEL 5D+:</b>  <b>CP2:</b> Teacher knowledge of content.  <b>CP3:</b> Discipline-specific teaching approaches.  <b>Marzano:</b>  <b>4.1:</b> Attention to establish content standards.</p>	<p><b>NSQOL:</b>  <b>C-B6:</b> The course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.  <b>C-G2:</b> The course is regularly reviewed to ensure that the course is current and relevant.  <b>P-D1:</b> Learner assessments align with stated course, unit, or lesson-level objectives or competencies.  <b>T-E1:</b> The online teacher aligns course content with associated learning goals.</p>
<p> <b>Instructional Outcomes</b>  <b>Danielson 1c:</b>  Instructional outcomes reflect appropriate grade-level standards and communicate high expectations for each student.</p>	<p><b>CEL 5D+:</b>  <b>P3:</b> Design of performance task.</p>	<p><b>NSQOL:</b>  <b>C-C2:</b> The learning activities promote the achievement of the learning objectives.  <b>C-G3:</b> The course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.  <b>P-I3:</b> Course content aligns with grade level and/or subject level content standards.</p>
<p> <b>Resources</b>  <b>Danielson 1d:</b>  Technology and digital resources support personalized instruction, equitable learning, engagement,</p>	<p><b>CEL 5D+:</b>  <b>CP1:</b> Alignment of instructional materials and tasks.  <b>Marzano:</b>  <b>4.2:</b> Use of available resources and technology.</p>	<p><b>NSQOL:</b>  <b>C-B9: Documentation and other support materials are available to support effective online course facilitation.</b>   <b>P-H3:</b> Course review protocols are aligned with the National Standards for Quality Online Courses.  <b>T-E5:</b> The online teacher designs courses with continuous assessment</p>


exploration, connection, and student development.		opportunities. <b>T-E9:</b> The online teacher continuously reviews and updates course content. <b>P-N4:</b> A learning management system serves as an access point for all learning and assessment content.
 <b>Coherent Instruction</b> <b>Danielson 1e:</b> Lessons and unit plans are well structured and flow from one to the next to support student learning and development.	<b>CEL 5D+:</b> <b>P2:</b> Lessons connected to previous and future lessons, broader purpose and transferable skills.	<b>C-A1:</b> A course overview and syllabus are included in the course. <b>C-C3:</b> The course is organized by units and lessons arranged in a logical sequence. <b>P-I2:</b> Course and lesson level learning objectives are presented in a clear, organized format. <b>P-K3:</b> Assessments and other activities that measure learner performance are aligned to learning objectives.


<b>Online School Program (OSP) Evaluation Criteria 5: LEARNING ENVIRONMENT</b> <i>"A safe environment is created through"</i>		
 <b>Teacher Criterion 5:</b> Foster and managing a safe, positive learning environment.  <b>Principal Criterion 2:</b> Support physical, emotional, and intellectually safe environments.		
 <b>Connection:</b> As students access coursework, communication tools, and instructional materials through digital LMS and digital platforms, implementing an Acceptable Use Policy (AUP) sets clear expectations for responsible technology use and ensures the application of digital citizenship by providing a framework for misuse.		
 TBD		<b>NSQOL:</b> <b>C-F1:</b> All technologies and tools included for use as part of the course ensure that learner privacy is protected in accordance with the Acceptable Use Policy and applicable law.
 <b>Principal Criterion 2:</b> An effective leader supports community (both in and out of school) to develop a expanded understanding of what it means to be safe.	<b>AWSP:</b> <b>2.1</b> Provides for physical safety. <b>2.2</b> Provides for social, emotional and intellectual safety [see also 1.5 and 8.2]. <b>2.3</b> Creates and protects identity safety.	<b>NSQOL:</b> <b>C-A5:</b> Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. <b>P-L3:</b> All learners have access to program resources, technologies, and support systems. <b>P-M5:</b> Timely and effective technical support is provided to all users.
 <b>Affirming</b>	<b>CEL 5D+:</b>	<b>NSQOL:</b>


<p><b>Environments</b>  <b>Danielson 2a:</b>  Teacher-student and student-student interactions demonstrate caring, respect, and honor the dignity of each member of the community.</p>	<p><b>CEC4:</b> Student status.  <b>Marzano:</b>  <b>5.6:</b> Displaying objectivity and control.</p>	<p><b>C-C7:</b> The course provides regular opportunities for learner-learner interaction.  <b>T-C7:</b> The online teacher facilitates collaboration among learners.  <b>T-C8:</b> The online teacher responds quickly to violations of the community engagement expectations.  <b>C-B7: The course is free of adult content and avoids unnecessary advertisements.</b>   <b>P-16:</b> Courses provide opportunities for interaction that support relationships amongst peers and with teachers.</p>
<p> <b>Purposeful Environments</b>  <b>Danielson 2c:</b>  Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.</p>	<p><b>CEL 5D+:</b>  <b>CEC3:</b> Use of learning time.  <b>CEC5:</b> Norms of learning.  <b>Marzano:</b>  <b>5.2:</b> Reviewing expectations for rules and procedures.  <b>5.5:</b> Acknowledging adherence to rules and procedures.</p>	<p><b>NSQOL:</b>  <b>P-N3:</b> Accessibility support services comply with special education policies and procedures.  <b>T-A7: The online teacher models digital citizenship including the responsible use of emerging technologies.</b>   <b>T-B3: The online teacher models compliance with intellectual property policies and fair-use standards while fostering learner understanding and responsible application of these concepts.</b>   <b>T-C1:</b> The online teacher provides and/or directs learners to technical support in a prompt manner.</p>
<p> <b>Supporting Positive Behaviors</b>  <b>Danielson 2d:</b> Teacher models, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.</p>	<p><b>Marzano:</b>  <b>5.3:</b> Demonstrating “withitness.”  <b>5.4:</b> Applying consequences for lack of adherence to rules and procedures.</p>	<p><b>NSQOL:</b>  <b>T-B1:</b> The online teacher facilitates learning experiences that promote responsible digital citizenship for all learners.  <b>T-B2:</b> The online teacher establishes expectations for learner behavior that encourage academic integrity and appropriate use of digital tools in adherence to local policies.  <b>T-B4: The online teacher implements national and local policies designed to safeguard all learners in digital learning environments.</b> </p>
<p> <b>Organizing Spaces for learning</b>  <b>Danielson 2e:</b> The learning space is safe</p>	<p><b>CEL 5D+:</b>  <b>CSC1:</b> Classroom arrangement and resources.  <b>Marzano:</b>  <b>5.1:</b> Organizing the physical layout of</p>	<p><b>C-A7:</b> The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.  <b>C-E4:</b> Multimedia in the course is easy</p>

and accessible to all students and is modified if necessary by students or teachers to accommodate individual student need.	the classroom.	to use. <b>T-E1: Course navigation is logical, consistent, and efficient from the learner’s point of view.</b> 
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**Online School Program (OSP) Evaluation Criteria 6: ASSESSMENT**  
 “Data is used to improve student learning through...”


 **Teacher Criterion 6:** Use multiple data elements to modify instruction and improve student learning.

 **Principal Criterion 3:** Use data to promote improvement in multiple aspects of the system.

 **Connection:** To guide instruction, OSP must leverage assessment data to ensure the appropriate placement of students in appropriate courses and/or services. This includes:


- Multilingual services,
- Accelerated services (consistent with the district’s acceleration policy [RCW 28A.320.195](#),
- Special Education services,
- Highly capable services,
- LAP services,

Other, as applicable.

 TBD






**NSQOL:**  
**P-B4:** Governance members and program leaders collaborate to ensure successful implementation of vision, mission, strategic plan, and goals.  
**P-D3:** Program leaders complete an annual evaluation of metrics related to course quality, learner outcomes, and, if applicable, graduation rates.  
**P-G2:** Resources are adequate and allocated to help ensure sustainability over time, according to the program’s vision, mission, and strategic plan.  
**P-G3:** Program budget and resource allocation are determined by program leaders using projections established from trends in the educational and business environments.

 **Principal Criterion 3:** A leader influences others to achieve mutually-agreed upon purposes for the improvement

**AWSP:**  
**3.1** Recognizes and seeks out multiple data sources.  
**3.2** Analyzes and interprets multiple data sources to inform school-level improvement efforts.  
**3.3** Creates data-driven plans for improved teaching and learning [see also


**P-C1:** Program leaders establish annual goals that are aligned with the strategic plan, implement action plans designed to meet goals, and monitor and communicate progress on goals to stakeholders.  
**P-C3:** Program leaders verify that measures are in place to ensure the


<p>of teaching and learning through consistent use of data.</p>	<p>Criterion 8 — Closing the Gap].  <b>3.4</b> Implements data-informed improvement plans.  <b>3.5</b> Provides evidence of student growth that results from the school improvement planning process.</p>	<p>quality, integrity, and validity of information used to evaluate the program and measure learner success.  <b>P-J2:</b> Instructional leaders evaluate multiple sources of data to ensure teacher expectations support the program’s mission and educational goals.  <b>P-E1:</b> A strategic plan is developed and updated regularly to address long-term actions.</p>
<p> <b>Designing Assessments</b>  <b>Danielson 1f:</b>  Criteria and standards for assessment are appropriate and aligned, clearly communicated, and whenever possible have been developed with student input.</p>	<p><b>CEL 5D+:</b>  <b>A3:</b> Quality of formative assessment methods.  <b>Marzano:</b>  <b>6.1:</b> Designing instruction aligned to assessment.</p>	<p><b>NSQOL:</b>  <b>C-D1:</b> Learner assessments align with stated course, unit, or lesson-level objectives or competencies.  <b>P-K4:</b> The program utilizes strategies to ensure the integrity of course assessments and validity of learner work.  <b>T-E7:</b> The online teacher develops a range of assessments.</p>
<p> <b>Using Assessments</b>  <b>Danielson 3d:</b>  Teachers and students are constantly monitoring learning and making use of specific strategies to elicit evidence of understanding.</p>	<p><b>CEL 5D+:</b>  <b>A2:</b> Student use of formative assessments over time.  <b>Marzano:</b>  <b>6.2:</b> Using multiple data elements.</p>	<p><b>NSQOL:</b>  <b>T-E5:</b> use of multiple assessments.  <b>T-E7:</b> range of assessments.  <b>C-D4:</b> demonstration of proficiency in a variety of ways.  <b>P-K1:</b> Multiple methods of assessment are used to determine learner progress.</p>
<p> <b>Monitoring Growth</b>  <b>Danielson 4b:</b> The teacher documents student progress towards learning and developmental goals and shares information with students, parents,</p>	<p><b>CEL 5D+:</b>  <b>A1:</b> Student self-assessment.  <b>A5:</b> Collective systems for formative assessment data.  <b>Marzano:</b>  <b>6.3:</b> Tracking student progress.</p>	<p><b>NSQOL:</b>  <b>C-D2:</b> Valid course assessments measure learner progress toward understanding of content.  <b>P-I5:</b> Technology is evaluated on a regular basis to ensure the technology supports program goals and enhances learning experiences.  <b>T-D4:</b> The online teacher continuously monitors learner progress.  <b>T-D5:</b> The online teacher analyzes a variety of data sources.</p>


and educational collaborators.		
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## Online School Program (OSP) Evaluation Criteria 7: FAMILIES AND COMMUNITY

“Families, student, and partner communication maximized through...”






 **Teacher Criterion 7:** *Communicate and collaborate with parents and school community.*






 **Principal Criterion 7:** *Partner with families and communities to promote learning.*

 **Connection:** In online learning, families play a vital role in supporting students daily learning, including creating a conducive environment, monitoring progress, and navigating technology and access. Clear communication, in their preferred method, allows families to understand program expectations and support their child’s learning.

 TBD		<b>NSQOL:</b> <b>P-A2:</b> The mission statement is made available to the public. <b>P-H6:</b> Evaluation results are communicated to program stakeholders. <b>P-I1:</b> Course offerings are presented in a clear, descriptive, and easy to navigate format that provides sufficient information for decision making, including: course level, prerequisite requirements, cost of required materials, synchronous meeting requirements, and where a course is sourced. <b>P-L1:</b> Policies clearly state learner eligibility criteria for the program and are communicated to stakeholders. <b>P-N5:</b> Clear standards outline program expectations for teacher communication.
 <b>Principal Criterion 7:</b> An effective school leader recognizes and capitalizes on the potential that families and communities can have on students’ achievement.	<b>AWSP:</b> <b>7.1</b> Partners with families to promote student learning. <b>7.2</b> Incorporates strategies that engage all families, particularly those that historically have been underserved [See also 1.2]. <b>7.3</b> Engages with communities to promote learning [See also Criterion 6 — Managing Resources].	<b>NSQOL:</b> <b>C-A3:</b> The instructor’s biographical information and information on how to communicate with the instructor are provided. <b>C-A4:</b> Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course. <b>P-F3:</b> Clearly defined individual and team roles and responsibilities are evident. <b>P-H1:</b> Metrics that guide internal evaluation are clearly defined by program leaders and use valid data sources that include measures of learner performance.
	<b>CEL 5D+:</b>	<b>NSQOL:</b>

<p><b>Communicating with Families &amp; the Communities</b> <b>Danielson 4c:</b> Established structures and processes keep families informed about the instructional program and provide opportunities for input and feedback</p>	<p><b>PCC2:</b> Communication and collaboration with parents and guardians. <b>PCC3:</b> Communication within the school community about student progress. <b>Marzano:</b> <b>7.1:</b> Engaging in positive interactions with parents and the school community about courses, programs, and school events. <b>7.2:</b> Engaging in timely and professional interactions with parents and the school community.</p>	<p><b>C-A2:</b> Minimum computer skills and digital literacy skills expected of the learner are clearly stated. <b>C-E5:</b> Vendor accessibility statements are provided for all technologies required in the course. <b>P-L2:</b> Program staff collaborate with learners and other invested stakeholders to personalize programs in alignment with local policies and laws. <b>T-C4:</b> The <del>online</del> teacher communicates in a timely and supportive manner. <b>T-C6:</b> The <del>online</del> teacher provides and/or facilitates the development of community engagement expectations. <b>T-C9:</b> The <del>online</del> teacher leverages partnerships with stakeholders within the learner’s local learning community. <b>T-D1:</b> The <del>online</del> teacher collaborates with stakeholders.</p>
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<h2 style="text-align: center;">Online School Program (OSP) Evaluation Criteria 8: PROFESSIONAL PRACTICE</h2>		
<p style="text-align: center;">“Create a culture that promotes continuous improvement through...”</p>		
<p> <b>Teacher Criterion 8:</b> Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</p>		
<p> <b>Principal Criterion 1:</b> Foster mutual accountability to ensure student success.</p>		
<p> <b>Connection:</b> Collaborative practices are especially important in OSPs because teachers may not have the same informal opportunities to share teaching and learning strategies, including observing instruction, and problem-solving in a physical setting. By intentionally designing ongoing professional opportunities, OSPs ensure teachers build the skills needed to deliver effective virtual instruction and to effectively engage students.</p>		
<p> TBD</p>		<p><b>NSQOL:</b> <b>P-B1:</b> Governance members are well-informed about K-12 online learning. <b>P-F2:</b> Ongoing training and support are provided to the staff to carry out the vision, mission, and goals of the program.</p>
<p> <b>Principal Criterion 8:</b> This criterion focuses on the principal’s responsibility to analyze achievement of groups of students</p>	<p><b>AWSP:</b> <b>8.1</b> Assesses data and identifies barriers. <b>8.2</b> Creates plans to dismantle barriers and increase achievement [See also 1.5 and 2.2]. See also Criterion 3 — Planning with Data. <b>8.3</b> Implements and monitors plans to shrink achievement gaps.</p>	<p><b>NSQOL:</b> <b>P-F4:</b> Evaluations of program staff occur on a regularly scheduled basis and use clear and consistent policies, measures, and procedures. <b>P-M1:</b> The program provides and requires that all new teachers participate in induction and mentoring programs.</p>

<p>who have had an historical disadvantage, as well as the achievement of individual students who are not realizing learning potential.</p>	<p><b>8.4</b> Provides evidence of growth in student learning.</p>	<p><b>P-M2:</b> Teachers are provided regular feedback regarding their performance and learner achievement/progress.  <b>P-M3:</b> Professional development opportunities aligned to the National Standards for Quality Online Teaching are provided to teachers, academic coaches, and instructional leaders.  <b>P-M4:</b> Professional development opportunities that are focused on how to support learners in an online learning environment are provided to career coaches, academic mentors, school counselors, and support staff.</p>
<p> <b>Contributing to a positive culture</b>  <b>Danielson 4d:</b> Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.</p>	<p><b>CEL 5D+:</b>  <b>PCC1:</b> Collaboration with Peers and Administrators to improve student learning.  <b>Marzano:</b>  <b>8.2:</b> Promoting positive interactions with colleagues.</p>	<p><b>NSQOL:</b>  <b>P-E4:</b> Program goals are shared and supported throughout the organization.</p>
<p> <b>Growing Professionally</b>  <b>Danielson 4e:</b> Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.</p>	<p><b>Marzano:</b>  <b>8.1:</b> Seeking mentorship for areas of need or interest.  <b>8.4:</b> Monitoring progress relative to the professional growth and development plan.</p>	<p><b>T-A4:</b> The online teacher is a reflective practitioner.  <b>T-A5: The online teacher regularly participates in professional learning related to online learning and pedagogy.</b> </p>
<p> <b>Service to Students</b>  <b>Danielson 4f:</b> Teachers are advocates for students, their families, and colleagues and lead in taking action on their behalf.</p>	<p><b>CEL 5D+:</b>  <b>PCC4:</b> Support of school, district, and state curricula, policies and initiatives.  <b>PCC5:</b> Ethics and Advocacy.  <b>Marzano:</b>  <b>8.3:</b> Participating in school or district initiatives.</p>	<p><b>NSQOL:</b>  <b>T-A8: The online teacher advocates for quality online learning with stakeholders.</b> </p>

# APPENDIX A: NSQOL COURSES

## Courses

NSQOL	Criteria Detail	EC
<b>Standard A: Course Overview and Support</b>		
The overall design of the course is made clear to the learner at the beginning of the course. The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.		
<b>A1</b>	A course overview and syllabus are included in the course.	
<b>A2</b>	Minimum computer skills and digital literacy skills expected of the learner are clearly stated.	
<b>A3</b>	The instructor’s biographical information and information on how to communicate with the instructor are provided.	
<b>A4</b>	Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.	
<b>A5</b>	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	
<b>A6</b>	Grading policies and practices are clearly defined in accordance with course content learning expectations.	
<b>A7</b>	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	
<b>A8</b>	Learners are offered an orientation prior to the start of the course.	
<b>Standard B: Content</b>		
The course provides learners with various content options that promote their understanding of content and are aligned with state or national content standards.		
<b>B1</b>	The course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.	
<b>B2</b>	Where applicable, the course content is aligned with accepted state and/or other accepted content standards.	
<b>B3</b>	Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.	
<b>B4</b>	Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned with the content delivered.	
<b>B5</b>	The course content and supporting materials reflect different perspectives and provide non-stereotypical forms of representation	
<b>B6</b>	The course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.	
<b>B7</b>	The course is free of adult content and avoids unnecessary advertisements.	
<b>B8</b>	Copyright and licensing status for any third-party content is appropriately cited and easily found.	
<b>B9</b>	Documentation and other support materials are available to support effective online course facilitation.	
<b>Standard C: Instructional Design</b>		
The course incorporates instructional materials, activities, resources, and assessments that align with standards, engage all learners, and support the achievement of academic goals.		
<b>C1</b>	The course design includes activities that guide learners toward promoting ownership of	

	their learning and self-monitoring.	
<b>C2</b>	The course's content and learning activities promote the achievement of the stated learning objectives or competencies.	
<b>C3</b>	The course is organized by units and lessons arranged in a logical sequence.	
<b>C4</b>	The course content is appropriate to the reading level of the intended learners.	
<b>C5</b>	The course design includes introductory assignments or activities to engage learners within the first week of the course.	
<b>C6</b>	The course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.	
<b>C7</b>	The course provides regular opportunities for learner-learner interaction.	
<b>C8</b>	The course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.	
<b>C9</b>	Course instructional materials and resources present content in an effective, engaging, and appropriate manner.	
<b>Standard D:</b> A variety of assessment strategies are used throughout the course, geared toward learning and engagement, and learners are provided with feedback on their progress.		
<b>D1</b>	Learner assessments align with stated course, unit, or lesson-level objectives or competencies.	
<b>D2</b>	Valid course assessments measure learner progress toward understanding of content.	
<b>D3</b>	Assessment practices provide frequent and varied opportunities for self-monitoring and reflection of learning.	
<b>D4</b>	Assessment materials provide the learner with the flexibility to demonstrate their understanding in a variety of ways.	
<b>D5</b>	Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.	
<b>Standard E:</b> The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components. Course materials, activities, and assessments are designed to ensure that all learners have access to the same information and are able to engage in the same interactions and within the same time frame.		
<b>E1</b>	Course navigation is logical, consistent, and efficient from the learner's point of view.	
<b>E2</b>	The course design facilitates readability	
<b>E3</b>	The course provides accessible course materials and activities to meet the variable needs of learners, following Universal Design for Learning principles.	
<b>E4</b>	Multimedia in the course is easy to use.	
<b>E5</b>	Vendor accessibility statements are provided for all technologies required in the course.	
<b>Standard F:</b> The technologies enabling the various course components facilitate active learning and support the learning process.		
<b>F1</b>	All technologies and tools included for use as part of the course ensure that learner privacy is protected in accordance with the Acceptable Use Policy and applicable law.	
<b>F2</b>	The course tools further the learning objectives and course competencies.	
<b>F3</b>	The course technology allows for customization and personalization.	
<b>F4</b>	The course operates within a platform to score and record assessments and calculate earned course points or grades.	
<b>F5</b>	Courses utilize emerging technologies that can enhance the learning experience, prioritizing learners and outcomes.	
<b>Standard G:</b> The course is evaluated regularly for effectiveness using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up-to-date, both in content and in the application of new research on course design and technologies.		

<b>G1</b>	The course uses multiple methods and sources of input for assessing course effectiveness.	
<b>G2</b>	The course is regularly reviewed to ensure that the course is current and relevant.	
<b>G3</b>	The course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.	

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# APPENDIX B: NSQOL TEACHING

## Teaching

NSQOL	NSQOL Criteria Detail	EC
<b>Standard A: Professional Responsibilities</b>		
The online teacher demonstrates professional competence by adhering to professional responsibilities.		
A1	The online teacher meets <del>or is working towards</del> local and/or state/national requirements for eligibility to teach.	
A2	The online teacher demonstrates technological proficiency.	
A3	The online teacher adheres to local or national laws or mandates related to the safety and access of all learners.	
A4	The online teacher is a reflective practitioner.	
A5	The online teacher regularly participates in professional learning related to online learning and pedagogy.	
A6	The online teacher effectively manages their roles and responsibilities.	
A7	The online teacher models digital citizenship including the responsible use of emerging technologies.	
A8	The online teacher advocates for quality online learning with stakeholders.	
<b>Standard B: Digital Citizenship</b>		
The online teacher facilitates learning experiences that model and promote digital citizenship while ensuring fair access and participation for all learners.		
B1	The online teacher facilitates learning experiences that promote responsible digital citizenship for all learners.	
B2	The online teacher establishes expectations for learner behavior that encourage academic integrity and appropriate use of digital tools in adherence to local policies.	
B3	The online teacher models compliance with intellectual property policies and fair-use standards while fostering learner understanding and responsible application of these concepts.	
B4	The online teacher implements national and local policies designed to safeguard all learners in digital learning environments.	
<b>Standard C: Engagement and Belonging</b>		
The online teacher cultivates learner success by promoting meaningful engagement to build a supportive online community where learners feel connected, valued, and motivated to learn.		
C1	The online teacher provides and/or directs learners to technical support in a prompt manner.	
C2	The online teacher identifies patterns in learner engagement.	
C3	The online teacher nurtures individual learner agency.	
C4	The online teacher communicates in a timely and supportive manner.	
C5	The online teacher provides actionable, specific, and timely feedback.	
C6	The online teacher provides and/or facilitates the development of community engagement expectations.	
C7	The online teacher facilitates collaboration among learners.	
C8	The online teacher responds quickly to violations of the community engagement expectations.	
C9	The online teacher leverages partnerships with stakeholders within the learner's local learning community.	

<b>Standard D: Learner-Centered Instruction</b>		
The online teacher personalizes instruction based on the learner's academic, social, and emotional needs.		
<b>D1</b>	The online teacher collaborates with stakeholders.	
<b>D2</b>	The online teacher builds an understanding of the learner's needs and preferences.	
<b>D3</b>	The online teacher supports the learner's use of assistive technologies.	
<b>D4</b>	The online teacher continuously monitors learner progress.	
<b>D5</b>	The online teacher analyzes a variety of data sources.	
<b>D6</b>	The online teacher creates or adapts curricular materials in response to the learner's needs.	
<b>D7</b>	The online teacher modifies instructional strategies in response to the learner's needs.	
<b>Standard E: Instructional Design</b>		
The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure the achievement of academic goals. (Optional if covered under Courses)		
<b>E1</b>	The online teacher aligns course content with associated learning goals.	
<b>E2</b>	The online teacher incorporates subject-specific resources.	
<b>E3</b>	The online teacher incorporates developmentally appropriate resources.	
<b>E4</b>	The online teacher incorporates resources that are representative of the learners.	
<b>E5</b>	The online teacher designs courses with continuous assessment opportunities.	
<b>E6</b>	The online teacher designs curricular materials that incorporate constructive feedback.	
<b>E7</b>	The online teacher develops a range of assessments.	
<b>E8</b>	The online teacher designs learning experiences that efficiently use technology.	
<b>E9</b>	The online teacher continuously reviews and updates course content.	

# APPENDIX C: NSQOL PROGRAMS

## Programs

NSQOL	NSQOL Criteria Detail	EC
<b>Standard A: Mission Statement</b>		
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 are a critical component of a mission statement.		
<b>A1</b>	The mission statement clearly and concisely conveys the program purpose and educational focus to the target audience.	
<b>A2</b>	The mission statement is made available to the public.	
<b>A3</b>	The mission statement is reviewed annually.	
<b>Standard B: Governance</b>		
A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability. Governance members will be knowledgeable about K-12 online learning and will have a collaborative relationship with program leaders.		
<b>B1</b>	Governance members are well-informed about K-12 online learning.	
<b>B2</b>	Governance responsibilities include policy development or approval and budget allocation approval to ensure the program's vision, mission, and strategic plan are met.	
<b>B3</b>	Roles and responsibilities of the governance and leadership teams are clearly defined and comply with all state and national regulations.	
<b>B4</b>	Governance members and program leaders collaborate to ensure successful implementation of vision, mission, strategic plan, and goals.	
<b>Standard C: Program Leadership</b>		
The leadership of a quality online program is accountable to the program's governance body and is responsible for setting and executing annual operational goals that align with the program's strategic plan and support of the program's vision and mission statements.		
<b>C1</b>	Program leaders establish annual goals that are aligned with the strategic plan, implement action plans designed to meet goals, and monitor and communicate progress on goals to stakeholders.	
<b>C2</b>	Program leaders promote a collaborative environment for learning and work.	
<b>C3</b>	Program leaders verify that measures are in place to ensure the quality, integrity, and validity of information used to evaluate the program and measure learner success.	
<b>C4</b>	Policies and procedures are reviewed and updated annually.	
<b>Standard D: Transparency and Accountability</b>		
Accurate information regarding program policies and outcomes is made available to prospective and current stakeholders.		
<b>D1</b>	Learner assessments align with stated course, unit, or lesson-level objectives or competencies.	
<b>D2</b>	Program leaders establish metrics for course quality, learner outcomes, and, if applicable, graduation requirements.	
<b>D3</b>	Program leaders complete an annual evaluation of metrics related to course quality, learner outcomes, and, if applicable, graduation rates.	
<b>Standard E: Planning</b>		
A quality program engages in regular strategic planning in order to reflect upon and improve program effectiveness.		

<b>E1</b>	A strategic plan is developed and updated regularly to address long-term actions.	
<b>E2</b>	The strategic plan addresses the resources necessary to support program priorities and achieve desired outcomes.	
<b>E3</b>	Program goals are aligned to the strategic plan and updated annually.	
<b>E4</b>	Program goals are shared and supported throughout the organization.	
<b>Standard F: Program Staff</b>		
A quality online program has appropriate levels of qualified, well-trained, and supported staff who have the resources needed to achieve personal and program goals.		
<b>F1</b>	Sufficient qualified professional, administrative, and support staff are available to achieve the program's mission and annual goals.	
<b>F2</b>	Ongoing training and support are provided to the staff to carry out the vision, mission, and goals of the program.	
<b>F3</b>	Clearly defined individual and team roles and responsibilities are evident.	
<b>F4</b>	Evaluations of program staff occur on a regularly scheduled basis and use clear and consistent policies, measures, and procedures.	
<b>Standard G: Financial and Material Resources</b>		
A quality online program plans for and expends financial and material resources using sound business practices to accomplish the program's vision and mission.		
<b>G1</b>	Resources are managed according to local, state, and/or national budget regulations and accounting principles.	
<b>G2</b>	Resources are adequate and allocated to help ensure sustainability over time, according to the program's vision, mission, and strategic plan.	
<b>G3</b>	Program budget and resource allocation are determined by program leaders using projections established from trends in the educational and business environments.	
<b>Standard H: Program Evaluation</b>		
A quality online program recognizes the importance of program evaluation and demonstrates a commitment to both internal and external evaluations. Internal evaluations are completed on an ongoing basis, for the purpose of tracking learner progress and identifying strengths and areas in need of improvement. External evaluations provide an objective perspective that adds credibility and validates internal findings. This dual approach creates a comprehensive framework for continuous improvement and accountability.		
<b>H1</b>	Metrics that guide internal evaluation are clearly defined by program leaders and use valid data sources that include measures of learner performance.	
<b>H2</b>	Results of regular internal evaluations inform management decisions and continuous improvement plans.	
<b>H3</b>	Course review protocols are aligned with the National Standards for Quality Online Courses.	
<b>H4</b>	Periodic external evaluations are completed by objective parties with experience in online learning.	
<b>H5</b>	Findings of external evaluations are used to develop annual goals and long-term improvement plans.	
<b>H6</b>	Evaluation results are communicated to program stakeholders.	
<b>Standard I: Curriculum and Course Design</b>		
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.		
<b>I1</b>	Course offerings are presented in a clear, descriptive, and easy to navigate format that provides sufficient information for decision making including: course level, prerequisite requirements, cost of required materials, synchronous meeting requirements, and where a course is sourced.	

<b>I2</b>	Course and lesson level learning objectives are presented in a clear, organized format.	
<b>I3</b>	Course content aligns with grade level and/or subject level content standards.	
<b>I4</b>	A clear definition of high quality instructional materials exists. Materials used in the program are consistent with the definition and enrich learning.	
<b>I5</b>	Technology is evaluated on a regular basis to ensure the technology supports program goals and enhances learning experiences.	
<b>I6</b>	Courses provide opportunities for interaction that support relationships amongst peers and with teachers.	
<b>I7</b>	Courses contain a variety of activities that include options for in-depth learning.	
<b>I8</b>	Course development process includes criteria for inclusion of asynchronous and synchronous learning opportunities.	
<b>I9</b>	Courses meet copyright law and fair use guidelines.	
<b>Standard J: Instruction</b>		
A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its learners.		
<b>J1</b>	The program establishes clear expectations for teaching practices that are guided by evidence-based practices and aligned with the program's mission and educational goals.	
<b>J2</b>	Instructional leaders evaluate multiple sources of data to ensure teacher expectations support the program's mission and educational goals.	
<b>J3</b>	Teachers reflect on learner performance and personal instructional practice, setting goals for continuous improvement.	
<b>J4</b>	Instruction is inclusive and supports all learners.	
<b>J5</b>	Teaching standards include expectations for providing timely, effective feedback to learners.	
<b>Standard K: Assessment and Learner Performance</b>		
A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.		
<b>K1</b>	Multiple methods of assessment are used to determine learner progress.	
<b>K2</b>	Formative assessments provide ongoing feedback to improve learning and inform teaching strategies.	
<b>K3</b>	Assessments and other activities that measure learner performance are aligned to learning objectives.	
<b>K4</b>	The program utilizes strategies to ensure the integrity of course assessments and validity of learner work.	
<b>Standard L: Equity and Access</b>		
A quality online program's policies and practices support learners' ability to access the program. Accommodations are available to meet a variety of learner needs.		
<b>L1</b>	Policies clearly state learner eligibility criteria for the program and are communicated to stakeholders.	
<b>L2</b>	Program staff collaborate with learners and other invested stakeholders to personalize programs in alignment with local policies and laws.	
<b>L3</b>	All learners have access to program resources, technologies, and support systems.	
<b>L4</b>	Curriculum and instructional practices reflect a variety of cultural perspectives and experiences.	
<b>L5</b>	Systematic processes and procedures are used to identify and remove barriers to participation in the program.	
<b>L6</b>	Course design uses research-based design principles that meet the needs of all learners.	
<b>Standard M: Instructional Staff Support</b>		
A quality online program supports instructional staff (instructional leaders, teachers, coaches, guidance		

and career counselors, and support staff) by providing mentoring, technical assistance, and timely professional development.		
<b>M1</b>	The program provides and requires that all new teachers participate in induction and mentoring programs.	
<b>M2</b>	Teachers are provided regular feedback regarding their performance and learner achievement/progress.	
<b>M3</b>	Professional development opportunities aligned to the National Standards for Quality Online Teaching are provided to teachers, academic coaches, and instructional leaders.	
<b>M4</b>	Professional development opportunities that are focused on how to support learners in an online learning environment are provided to career coaches, academic mentors, school counselors, and support staff.	
<b>M5</b>	Timely and effective technical support is provided to all users.	
<b>Standard N: Learner and Parent/ Guardian Support</b>		
A quality online program provides 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.		
<b>N1</b>	Onboarding experiences, including technology support and strategies to increase success in the online environment, are provided to learners and parents/guardians.	
<b>N2</b>	Academic services and advising that addresses academic and developmental needs are made available to learners.	
<b>N3</b>	Accessibility support services comply with special education policies and procedures.	
<b>N4</b>	A learning management system serves as an access point for all learning and assessment content.	
<b>N5</b>	Clear standards outline program expectations for teacher communication.	

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