**Standards and Indicators from the National Standards for**

**Quality Online Programs**

Directions: For each Standard (A-N) put a numerical number (1-5) for each subset, in the box to the right of the subset, to indicate:

5 Exemplary: a model of best practice as related to this criterion

4 Accomplished: excellent implementation; comparable to other examples

3 Promising: good implementation; however, somewhat lacking in depth or detail

2 Incomplete: partial implementation of this criterion; additional work needed; good start

1 Confusing; not obvious; more work needed; not a good example

N/A Not Applicable

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| **STANDARD A: MISSION STATEMENT** | |
| *A mission statement of a quality program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communication between— and buy-in from—stakeholders is a critical component of a mission statement.* | |
| **A1** The mission statement gives the purpose of the program or organization, is clear and concise in articulating who the program or organization is, what it does, and whom it serves. |  |
| **A2** The mission statement indicates that learning is the focus of the program or organization. |  |
| **A3** The mission statement demonstrates a commitment to measurable quality and accountability to stakeholders. |  |
| **A4** The mission statement is made available to the public. |  |
| **A5** The mission statement is reviewed periodically by program leadership |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD B: GOVERNANCE** | |
| *A quality program will have a clear governance structure with transparent roles and responsibilities designed to ensure long-term success and sustainability.* | |
| **B1** Governance members are knowledgeable about K-12 online learning. |  |
| **B2** Governance members ensure the program or organization is adequately resourced through securing and/or approving resource allocations in a manner that aligns with the mission, vision, and strategic goals of the program or organization. |  |
| **B3** Programmatic or organizational bylaws clearly define the unique roles of the governance and leadership teams. Each of these groups works within the established guidelines. |  |
| **B4** Governance members collaborate with the leadership team who implements the policies and procedures that are in compliance with state educational statutes and/or regional accrediting agencies. |  |
| **B5** The program bylaws articulate the organization to which it belongs, the roles and responsibilities of its board and leadership, and comply with all state and federal regulations |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD C: LEADERSHIP** | |
| *The leadership of a quality online program is accountable to the program’s governance body and is responsible for setting and meeting the operational and strategic goals in support of the program’s mission and vision statements.* | |
| **C1** The leadership team establishes annual program or organizational goals, implements action plans designed to meet or exceed goals, and monitors and communicates progress on goals to stakeholders. |  |
| **C2** The leadership team maintains a disciplined knowledge of trends in its educational and business environment in order to inform budget projections. |  |
| **C3** The leadership team provides a productive collaborative environment for learning and work. |  |
| **C4** The leadership team verifies that measures are in place to ensure the quality, integrity, and validity of information. |  |
| **C5** The leadership team develops and implements program or organizational policies and procedures that are reviewed and updated regularly. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD D: PLANNING** | |
| *A quality program engages in regular strategic planning in order to reflect upon and improve organizational effectiveness.* | |
| **D1** A strategic plan is developed and updated regularly to address long-term actions. |  |
| **D2** The strategic plan addresses the requirements for resources that effectively and efficiently serve their learners and faculty, including curriculum, technology, academic support, professional development, and fiscal viability. |  |
| **D3** Organizational goals are aligned to the approved strategic plan and updated annually. |  |
| **D4** Organizational goals are shared and supported throughout the organization. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD E: ORGANIZATIONAL STAFF** | |
| *A quality online program has appropriate levels of qualified, well-trained, and supported staff who have the resources needed to achieve personal and organizational goals.* | |
| **E1** Sufficient qualified professional, administrative, and support staff are provided to achieve the organization’s mission and annual goals. |  |
| **E2** Sufficient organizational staff are provided to oversee the instructional learning environment. |  |
| **E3** Ongoing training and support are provided to the staff to carry out the mission, vision, and goals of the program. |  |
| **E4** Clearly defined individual and team roles and responsibilities are evident to help create a collegial team that provides effective delivery of quality education. |  |
| **E5** Evaluations of staff and faculty occur on a regularly scheduled basis. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD F: FINANCIAL AND MATERIAL RESOURCES** | |
| *A quality online program plans for and expends financial and material resources using sound business practices to accomplish the organization’s mission and vision.* | |
| **F1** Resources are managed in a responsible manner according to local, state, and/or federal budget regulations and accounting principles. |  |
| **F2** Resources are adequate and allocated to help ensure sustainability over time, according to the organization’s strategic plan, mission, and vision. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD G: EQUITY AND ACCESS** | |
| *A quality online program’s policies and practices support students’ ability to access the program. Accommodations are available to meet a variety of student needs.* | |
| **G1** Policies clearly state learner eligibility requirements for the program and are communicated to stakeholders. |  |
| **G2** Program faculty and staff work with students and families to personalize programs and adhere to accommodations as dictated by local policies and laws. |  |
| **G3** All learners are ensured equitable access to the program. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD H: INTEGRITY AND ACCOUNTABILITY** | |
| *In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes to all stakeholders.* | |
| **H1** Accurate information is disclosed to prospective and current stakeholders. |  |
| **H2** The program meets or exceeds industry standards related to course rigor and diploma-completion requirements. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD I: CURRICULUM AND COURSE DESIGN** | |
| *A quality online program will adopt and implement instructional design methods that enable effective online instruction for both institutionally developed courses as well as licensed content from other sources.* | |
| **I1** The program has clearly stated educational goals. |  |
| **I2** The program clearly organizes course offerings in a way that stakeholders can easily navigate. |  |
| **I3** Courses included in the program integrate quality instructional materials to enable and enrich student learning. |  |
| **I4** Courses offered through the program utilize regularly evaluated technology that supports the learning goals and enhances the learning experience. |  |
| **I5** Courses included in the program contain content that aligns with appropriate learning standards and includes provisions for both intervention and accelerated learning opportunities. |  |
| **I6** Courses included in the program provide opportunities for interaction that support active learning. |  |
| **I7** Courses included in the program provide a variety of activities that include options for in-depth learning through authentic problem-solving and experience. |  |
| **I8** Courses offered through the program meet content copyright law and fair use guidelines. |  |
| **I9** Courses offered through the program are designed using research-based design principles, such as Universal Design for Learning (UDL), that improve access to learning for all participants. |  |
| **I10** Courses offered through the program include opportunities for both asynchronous and synchronous learning. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD J: INSTRUCTION** | |
| *A quality online program takes a comprehensive and integrated approach to ensuring excellent teaching for its students.* | |
| J1 The program adopts clear expectations for curriculum design and teaching practices that align with its stated vision, mission, principles, or values. |  |
| J2 Instruction is guided by evidence-based practices. |  |
| J3 Teachers incorporate a process of continual self-assessment, using learning analytics to inform changes in pedagogy and instructional practices. |  |
| J4 Instruction is inherently inclusive for all learners. |  |
| J5 The program implements strategies to ensure the academic integrity of course assignments and assessments in order to increase student accountability. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD K: ASSESSMENT AND LEARNER PERFORMANCE** | |
| *A quality online learning program values positive learner outcomes and takes a comprehensive, integrated approach to measuring and monitoring progress toward defined learning objectives.* | |
| **K1** The program uses multiple methods to assess the degree to which stated learning goals are met. |  |
| **K2** Formative assessments are included that provide data for targeted remediation or intervention when needed. |  |
| **K3** Assessments are aligned to learning objectives. |  |
| **K4** The program provides standards for timely, effective feedback as an integral role of assessment. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD L: FACULTY AND STAFF SUPPORT** | |
| *A quality online program supports faculty and staff by providing mentoring, technical assistance, and timely professional development.* | |
| **L1** The program provides and encourages participation in induction and mentoring programs. |  |
| **L2** Teachers are provided regular feedback regarding their performance and student achievement/progress. |  |
| **L3** The program provides a wide variety of professional development opportunities to faculty and staff, which are aligned to the National Standards for Quality Online Teaching. |  |
| **L4** The program provides professional development opportunities to guidance staff focused on student needs unique to online learning and the network of services available to support online learning. |  |
| **L5** The program provides teachers and staff with timely and effective technical support. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD M: LEARNER AND PARENT/GUARDIAN SUPPORT** | |
| *A quality online program provides learner and parent/guardian support services to address the various needs of learners at different levels within the organization. The levels of support are appropriate and adequate for learner success.* | |
| M1 Learners are provided with an orientation to online learning technologies and successful online learning practices. |  |
| M2 The program provides academic services and academic advising to address learners’ academic and developmental needs. |  |
| M3 The program provides accessibility support services that comply with special education policies and procedures. |  |
| M4 The program provides access to the learning management system(s), as well as all appropriate learning and assessment content. |  |
| M5 The program establishes standards for teacher communications with learners and parents/guardians. |  |
| M6 The program establishes standards for timely, effective technical support for learners. |  |
| M7 The program has guidance services and academic advising to support learners and parents/guardians to ensure the success of the online program from the decision-making process through the renewal process or graduation for all educational goals to be met. |  |
| **Provide comments/evidence to support the ratings:** | |

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| **STANDARD N: PROGRAM EVALUATION** | |
| *A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results.* | |
| **N1** Ongoing internal evaluations are conducted to regularly collect and analyze data based on national, state, and/or program metrics. |  |
| **N2** Ongoing internal evaluations are conducted using valid and reliable measures to evaluate learner success and to drive instructional and management decision-making. |  |
| **N3** Ongoing internal evaluations are conducted to determine program success and plan for continuous improvement by measuring learner achievement and satisfaction based on valid and reliable assessment techniques. |  |
| **N4** Regular internal evaluation of state or national standardized test results designed to measure achievement of all learners are conducted to inform the program’s impact on student outcomes. |  |
| **N5** Faculty are evaluated on an ongoing basis to assure instructional quality, using clear, consistent policies, measures, and procedures. |  |
| **N6** A process for reviewing and evaluating courses is implemented to ensure quality, consistency with the curriculum, currency, and advancement of student learning outcomes. |  |
| **N7** Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of internal evaluation processes and results. |  |
| **N8** Periodic external evaluations are conducted by highly qualified parties with a demonstrated ability to deliver an objective and comprehensive evaluation of progress towards the program’s goals, mission, and strategic plan. |  |
| **N9** Findings from external evaluations conducted by highly qualified parties with a demonstrated ability to deliver objective and comprehensive evaluations supported by current research are used to develop and implement an improvement plan. |  |
| **N10** Evaluation results are communicated to program stakeholders. |  |
| **Provide comments/evidence to support the ratings:** | |