

APPENDIX E

Gadsden County's Virtual Education Review Tool

Program Name: _____ Date of Review: _____

Submitted by:	Reviewed by:
Decision Recommended:	Decision Made:
Rationale:	Rationale:

Directions:

For each standard please review the relevant information or materials in the course and determine if the standard is not in place, is developing, is developed with inconsistent implementation and fidelity, or is developed and implemented with fidelity. Place a check mark in the appropriate location. Please use the following guidelines to make these determinations:

The Virtual Learning Program Rubric includes examples that convey one component of a fully met standard. These examples are meant to serve as a model for what the scale looks like in action and to assist you in your review; however, they are not exhaustive or mandatory for each standard.

A Virtual Learning Program Standard consists of all or a combination of certain characteristics, a process for implementation, a process for assessing the fidelity of implementation, and alignment or integration with other efforts.

Scale:

- Fully Met** – All characteristics of the standard are developed. A process to implement is in place. Implementation is done consistently and with fidelity across the system.
- Partially Met** – Characteristics of the standard are developed. A process to implement is developed. Implementation is not done consistently or with fidelity across the system.
- Developing** – Characteristics of the standard are being developed. A process to implement is being developed.
- Beginning** – There is little or no development of the standard and little or no implementation of the standard.

Please use the Evidence, Notes, Comments section to indicate why a particular score was given, to provide brief suggestions for improvement (if necessary), or to include a description of why something was particularly well done. It is strongly recommended that you explain how you scored standards with multiple variables (e.g., The course content comprehensively and rigorously addresses identified course objectives).

Gadsden County's Virtual Education Review Tool

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>Standard 1.1: The Virtual Learning Program mission statement reflects the importance of virtual learning and is informed by K12 research and best practices</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is informed by K12 virtual learning research and/or practices.</p>	<p>A mission statement has been developed that reflects the importance of virtual learning and the desired program impacts. It is not informed by K12 virtual learning research and/or practices.</p>	<p>A mission statement is being developed that reflects the importance of virtual learning. It is not informed by K12 virtual learning research and/or practices.</p>	<p>No mission statement has been developed.</p>	
<p>Standard 1.2: The Virtual Learning Program goals and objectives are clearly defined, specific, measurable, achievable, results focused, and time bound.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are specific, measurable, achievable, results focused, and time bound.</p>	<p>Virtual learning goals and objectives have been developed that reflect the program's mission. Goals and objectives are not specific, measurable, achievable, results focused, or time bound.</p>	<p>Virtual learning goals and objectives are being developed that reflect the program's mission.</p>	<p>Virtual learning goals and objectives have not been developed.</p>	
<p>Standard 1.3: Consistent efforts are made to communicate the program mission, goals, and objectives to all stakeholders.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>Information about the program mission, goals, and objectives is consistently communicated through the use of multiple methods. A plan exists and is being implemented to measure stakeholder understanding and to continuously improve communication efforts.</p>	<p>Information about the program mission, goals, and objectives has been communicated through the use of multiple methods. A plan has been developed for measuring stakeholder understanding.</p>	<p>Information about the program mission, goals, and objectives has been communicated through some other methods. No plan has been developed for measuring stakeholder understanding.</p>	<p>The Virtual Learning Program mission, goals, and objectives have not been communicated to stakeholders.</p>	
<p>Standard 1.4: The Virtual Learning Program goals encourage the development of strong working relationships with the broader community to support students' academic progress and social and emotional well-being.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The Virtual Learning Program has goals to engage the broader community in support of students' academic progress and social and emotional well-being. Partnerships have been developed, are active, and are continually assessed to ensure desired outcomes are achieved.</p>	<p>The Virtual Learning Program has goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being. These goals have been communicated to a variety of stakeholders.</p>	<p>The Virtual Learning Program is developing goals that reflect the need to develop working relationships with the broader community to support students' academic progress and social and emotional well-being.</p>	<p>The Virtual Learning Program goals do not reflect the need to develop working relationships with the broader community to support students' academic progress and emotional well-being.</p>	
<p>Standard 1.5: The Virtual Learning Program goals include developing strong working relationships with</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The Virtual Learning Program includes goals to work with the broader community to continually increase access for all</p>	<p>The Virtual Learning Program includes goals to work with the broader</p>	<p>The Virtual Learning Program is developing goals to include the</p>	<p>The Virtual learning Program goals do not include working with the</p>	

1. Program Design: This domain reflects the Virtual Learning Program's mission and goals and addresses the accessibility and understanding of these to relevant stakeholders, including students, parents, and community members.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
the broader community to support access for all students.	students. It frequently measures access to ensure all students have equitable opportunities.	community to continually increase access for all students.	broader community to increase access for some students.	broader community to increase access for students.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 2.1: Virtual Learning Program curriculum is aligned to state/district standards and performance goals.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is a process to continually assess alignment across all standards and grades.	The Virtual Learning Program curriculum has been aligned to the state/district standards and contains clearly stated performance goals. There is no process to continually assess alignment across all standards and grades.	A plan is being developed to align the Virtual Learning Program curriculum to the state/district standards and performance goals.	Virtual learning Program curriculum is not aligned to state/district standards and is not mapped to performance goals.	
<i>Evidence, Notes, Comments</i>					
Standard 2.2: The implementation of the Virtual Learning Program curriculum is monitored for quality and fidelity.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is implemented with consistency and fidelity. There is a process for reflecting on and using feedback from monitoring for ongoing curriculum and instructional enhancement.	A plan has been developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity. The monitoring process is being implemented but not consistently or with fidelity.	A plan is being developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	There is no plan developed to oversee or provide ongoing monitoring of curriculum implementation in terms of quality and fidelity.	
<i>Evidence, Notes, Comments</i>					
Standard 2.3: Virtual Learning Program curriculum is organized (i.e., clear, coherent, and aligned vertically between grades and horizontally across subjects on the same grade level) and rigorous (i.e., embeds critical thinking, problem solving, analysis, integration, creativity, and collaboration and provides guidance for differentiation according to student abilities).	The Virtual Learning Program curriculum has a detailed plan, has clear conceptual organization, and adheres to standards, which provide for deeper learning opportunities that challenge and engage students.	The Virtual Learning Program curriculum shows evidence of planning and has clear conceptual organization. However, it does not adhere to standards and/or lacks in deeper learning opportunities.	A plan is in place to strengthen both the organization and rigor of the Virtual Learning Program curriculum.	The Virtual learning Program curriculum is neither organized nor rigorous.	
<i>Evidence, Notes, Comments</i>					
Standard 2.4: Virtual Learning Program curriculum and assessments are competency based (i.e., students progress as they demonstrate mastery).	Virtual learning Program curriculum is aligned to a competency-based learning approach and includes competency-based assessments that allow students to demonstrate mastery.	Virtual Learning Program curriculum is aligned to a competency-based learning approach but does not include competency-based assessments that allow students to demonstrate mastery.	There is a process in place to ensure the Virtual Learning Program curriculum and assessments are aligned to a competency-based learning approach.	Virtual learning Program curriculum and assessments are not aligned to a competency-based learning approach.	
<i>Evidence, Notes, Comments</i>					

2. Curriculum/Instruction: This domain reflects the design and rigor of the Virtual Learning Program curriculum as well as the fidelity of its implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>Standard 2.5: Virtual Learning Program instruction reflects pedagogical preparation (i.e., coursework and/or training/practice designed to prepare instructors) toward college and career readiness.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards, and the instruction is being implemented with consistency and fidelity.</p>	<p>The design of the Virtual Learning Program instruction incorporates and models current college and career readiness standards. The instruction is not being implemented with consistency or fidelity.</p>	<p>There is a plan to ensure the design and implementation of the Virtual Learning Program instruction incorporates and models current college and career readiness standards.</p>	<p>The design and implementation of the Virtual Learning Program instruction does not incorporate or model current college and career readiness standards.</p>	
<p>Standard 2.6: Virtual Learning Program curriculum includes objectives that require interactive collaboration between students to students and students to teachers.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers and is being implemented consistently with fidelity.</p>	<p>The curriculum includes objectives that require high levels of interactive collaboration between students to students and students to teachers. It is not being implemented consistently or with fidelity.</p>	<p>A plan is being developed to ensure the curriculum consistently reflects objectives that require high levels of interactive collaboration between students to students and students to teachers.</p>	<p>The curriculum does not include objectives that require high levels of interactive collaboration between students to students and students to teachers.</p>	
<p>Standard 2.7: The Virtual Learning Program reflects instructional methods that support personalized learning (i.e., learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students).</p> <p><i>Evidence, Notes, Comments</i></p>	<p>Virtual Learning Program instructional methods support personalized learning for all students and are being implemented with fidelity.</p>	<p>Virtual learning Program instructional methods support personalized learning for all students but are not being implemented with fidelity.</p>	<p>Virtual Learning Program instructional methods are being developed to support personalized learning for all students.</p>	<p>The Virtual Learning Program does not reflect instructional methods that support personalized learning for all students.</p>	

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
Standard 3.1: The Virtual Learning Program has all the educational materials needed to be successful in a virtual learning environment.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to all essential stakeholders.	Program has all the materials needed to be successful in a virtual environment, including hardware, software, internet, manipulatives, textbooks, etc. These materials are accessible to most, but not all, essential stakeholders. Plans are developed to reach full accessibility for all essential stakeholders.	All materials needed to be successful in a virtual environment are in the process of being acquired. Plans to make these materials available to all essential stakeholders are being developed.	Materials needed to be successful in a virtual environment are being identified and acquired. No plan has been developed to make these materials available to all essential stakeholders.	
<i>Evidence, Notes, Comments</i>					
Standard 3.2: The Virtual Learning Program provides opportunities for training regarding program methodologies and the proper use of the learning management system.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program proper use of the learning management system. All essential stakeholders are using the training consistently.	Administrators, teachers, staff, students, parents, and other stakeholders have access to training regarding Virtual Learning Program methodologies and the proper use of the learning management system. All essential stakeholders are using the training, but not consistently.	A plan is being developed to train stakeholders regarding Virtual Learning Program methodologies and the proper use of the learning management system.	The Virtual Learning Program has little to no evidence of access to training for stakeholders regarding program methodologies and the proper use of the learning management system.	
<i>Evidence, Notes, Comments</i>					
Standard 3.3: Staff and students have reliable access to resources and support for learning.	Staff and students have access with 90 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 80 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with 50 percent or better reliability to support hardware, software, and human resources for the Virtual Learning Program.	Staff and students have access with less than 50 percent reliability to support hardware, software, and human resources for the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					
Standard 3.4: The governance system (i.e., the distribution of power among levels of government and roles of various officials, administrators, teachers, parents, and students) provides stewardship and oversight of the Virtual Learning Program.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted with consistency and fidelity.	There is a governance system to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team have been developed. The governance system is enacted but without consistency and fidelity.	There is a governance system being developed to ensure the success and sustainability of the Virtual Learning Program. The goals, objectives, and processes for this team are being developed.	There is no governance system to ensure the success and sustainability of the Virtual Learning Program.	
<i>Evidence, Notes, Comments</i>					

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>Standard 3.5: The governance system for the Virtual Learning Program has established an effective process for decision making and communication.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The governance system has clear and well-understood processes for decision making and communication. The processes are implemented with consistency.</p>	<p>The governance system has clear and well-understood processes for decision making and communication. The processes are implemented but without consistency.</p>	<p>The governance system is developing or clarifying processes for decision making and/or communication.</p>	<p>The governance system has no clear processes for decision making and/or communication.</p>	
<p>Standard 3.6: The governance system for the Virtual Learning Program includes a process to approve and update policies related to virtual learning.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is consistent, and revisions are made as needed.</p>	<p>A plan has been developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations. The implementation of this plan is inconsistent.</p>	<p>A plan is being developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.</p>	<p>There is no plan developed for the governance system to approve or update policies to ensure compliance with applicable laws, regulations, and requirements that facilitate efficient and effective operations.</p>	
<p>Standard 3.7: The governance system for the Virtual Learning Program addresses evaluation of instructional quality and program delivery using clear policies, measures, and procedures.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented with consistency and fidelity. Feedback is used to guide program and instructional enhancements.</p>	<p>The governance system has developed an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures. The evaluation plan is being implemented but without consistency and fidelity.</p>	<p>The governance system is developing an evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.</p>	<p>The governance system has no evaluation plan to ensure instructional quality and program delivery using clear policies, measures, and procedures.</p>	
<p>Standard 3.8: The Virtual Learning Program provides opportunities for educators to reflect on the implementation of the program, curriculum, instructional practices, and student results.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A mechanism has been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results. The reflection process is effective and informs changes as needed.</p>	<p>A mechanism has been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, and student results. The reflection process requires enhancement (e.g., more frequency, more substance, greater participation).</p>	<p>A mechanism is being developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results.</p>	<p>A mechanism has not been developed to enable educators to reflect on the implementation of the Virtual Learning Program, curriculum, instructional practices, and student results.</p>	
<p>Standard 3.9: The Virtual Learning Program has staffing and supervision plans that define and</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A plan has been developed to address staffing and supervision of the Virtual Learning Program. Staffing and supervision</p>	<p>A plan has been developed to address staffing and supervision of the Virtual Learning Program. There is no</p>	<p>A plan is being developed to address staffing and supervision of the Virtual Learning Program.</p>	<p>A plan has not been developed to address staffing and supervision of the Virtual Learning Program.</p>	

3. Capacity: This domain reflects both individual capacities (e.g., knowledge and skill sets) and systemic capacities (e.g., governing systems, financial resources, policies, materials, and infrastructure) that support those individuals as they ensure optimal program implementation.					
Standard	Fully Met (4)	Partially Met (3)	Developing (2)	Beginning (1)	Score
<p>delineate roles and responsibilities among leaders, faculty, staff, and other stakeholders.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>are consistently reviewed, and inefficiencies are mitigated as needed.</p>	<p>process for reviewing inefficiencies in staffing/supervision and/or mitigating these on an ongoing basis.</p>			
<p>Standard 3.10: The Virtual Learning Program has monitoring and evaluation plans in place to ensure that all essential stakeholders have the knowledge and skills to participate in and implement the program with fidelity.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A plan has been developed to assess and build the knowledge and skills of stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented with consistency and fidelity.</p>	<p>A plan has been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed. The plan is being implemented but not with consistency and fidelity.</p>	<p>A plan is being developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	<p>A plan has not been developed to assess and build the knowledge and skills of essential stakeholders in relation to their ability to participate in and implement the Virtual Learning Program as designed.</p>	
<p>Standard 3.11: The governing system for the Virtual Learning Program includes essential stakeholders.</p> <p><i>Evidence, Notes, Comments</i></p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. All essential stakeholders are represented.</p>	<p>A plan has been developed to form a governing system for the Virtual Learning Program that includes essential stakeholders. Outreach and recruitment is ongoing to form this governing system. Not all essential stakeholders are yet represented.</p>	<p>A plan is being developed to form a governing system for the Virtual Learning Program that includes essential stakeholders.</p>	<p>There is no governing system for the Virtual Learning Program that includes essential stakeholders.</p>	