KEYS TO DESIGN

This toolkit is designed to provide considerations and actionable steps to help you create high-quality online learning experiences for students. The information and best practices are aligned to the Kentucky Digital Learning Guidelines, National Standards for Quality Online Programs, existing relevant KDE guidance, and current online, virtual and remote learning programs across the state of Kentucky.

Leadership teams can use the considerations and steps to take as a collaborative exercise when developing and refining an online/virtual program in their district.

DESIGN ELEMENTS OF **HIGH QUALITY** ONLINE, VIRTUAL, & REMOTE LEARNING PROGRAM

LEADERSHIP, PLANNING & GOVERNANCE

CONTINUOUS IMPROVEMENT

ASSESSMENT & FEEDBACK SYSTEMS

DIGITAL PEDAGOGY & STUDENT LEARNING

DIGITAL READINESS

Leadership, Planning, & Governance

A high-quality online, virtual and remote learning program should align with the district's values and further its mission and vision. From the outset, leaders should collaboratively outline the systems required for the program to fulfill the needs of the students, district and community and engage the appropriate stakeholders to ensure successful implementation and improvement of the program.

CONSIDERATIONS

- Who will this program serve?
- How will it align with our values and vision for the district?
- What grade-levels do we want to serve and can we staff the program to fulfill the needs?
- What policies and procedures will we need?
- How will we work to continually improve and sustain the program?
- Is an A5 alternative education program, an A8 full-time enrolled online, virtual, and remote learning program, or A1 academy the right structure for us?
- How will we onboard students and families?
- What is the communication plan?
- Where do we want accountability to track?
- Do we want to include voluntary and involuntary enrollment options?
- Are we going to offer non-resident student enrollment? If so, does our district non-resident policy need any adjustments?
- What graduation requirements will the program have?
- How will we set up courses and track attendance?
- Will students be able to participate in extracurricular/co curricular activities?

STEPS TO TAKE

- ❏ Identify who will be part of the online program support team, likely to include:
  - ❏ Leadership *(administrators, school counselors, library media specialists)*
  - ❏ Teaching and learning team *(teachers, content mentors, instructional coaches)*
  - ❏ Support team *(mental health counselors, therapy services, school nurse)*
- ❏ Identify program collaborators and determine how to engage with them. Possibilities include:
  - ❏ Students and families
  - ❏ Other district leadership including the local school board members
  - ❏ District resource partners including the FRYSC and technology leaders
  - ❏ Community non-profit and business leaders
- ❏ Collaboratively develop necessary policies and procedures
- ❏ Determine if the current Certified Evaluation Plan for the district should include adjustments to align with the online/virtual program.
- ❏ Identify funding sources, current and new, as well as a staffing model to provide sustainability.

LEADERSHIP, PLANNING, & GOVERNANCE

CONTINUOUS IMPROVEMENT

Programs should engage in a system of continuous improvement to inform the effectiveness of strategies pertaining to program goals and values.

CONSIDERATIONS

- Who will be engaged in the continuous improvement process?
- What learner outcomes will be used to determine program success?
- What data (quantitative and qualitative) will be collected and how?
- How will the program determine the effectiveness of professional learning and teacher evaluation systems?
- Are 3rd parties available to assist the program in improvement?
- How will the program utilize emerging best practices and research to more effectively serve the program?

STEPS TO TAKE

- ❏ Identify team members and other stakeholders and determine their role in the improvement process of the program.
- ❏ Identify local, state, and national accountability benchmarks the program is responsible for.
- ❏ Determine the measurement infrastructure (quantitative and qualitative data) needed and how it will be collected.
- ❏ Identify professional learning for teachers pertinent to the environment.

ASSESSMENT & FEEDBACK SYSTEMS

The program utilizes an integrated assessment system providing staff the information and context needed to build a personal and meaningful learning experience for students. Varied types of demonstrations of learning create feedback loops to maximize student voice and choice.

CONSIDERATIONS

- How will we know our students are successful?
- What interim assessments will we use?
- How will teachers utilize formative and summative assessment results?
- How will the course content and learning management system aid this process for teachers and students?
- What local, state, and national assessments will help us determine if students are on track?
- How will we align with the district MTSS?
- How will we use results on identified assessments and benchmarks to drive improvement and sustainability of the program?

STEPS TO TAKE

- ❏ Identify the types of assessments to be used, when they are used, what they inform, and a system to utilize the results to impact student outcomes.
- ❏ Align practices to the district MTSS to ensure continuity of services for students.

DIGITAL PEDAGOGY & STUDENT LEARNING

The digital teaching and learning process of the program is central to building high-quality online learning experiences for the whole-child. Aligning digital teaching models with Kentucky Academic Standards for content and grade-levels as well as the social-emotional learning needs of students is a driving factor in student success.

CONSIDERATIONS

- Are we going to purchase curriculum/courses or have our teachers curate and develop content? Or both?
- What courses would we like to offer?
- What will our staffing/support model look like (full-time & part-time teachers, content mentors, course stewards), including staff to student ratio?
- How do synchronous and asynchronous interactions fit into the teaching and learning model we want?
- How will we offer Special Education, Gifted and Talented, English Language Learner services unique to online and blended learning?
- How will we determine professional learning needs for staff and align opportunities to the teaching and learning process?
- How will we build connections with students? What resources and staffing will we need? What teaching and learning strategies can we use to foster a community of learners?
- Do we have a way to determine how the curriculum is aligned with the KAS? If there are gaps in alignment, how are we going to fill those?

STEPS TO TAKE

- ❏ Determine whether you have the capacity to curate and develop content or if content/curriculum will need to be purchased.
- ❏ Build a team to determine the alignment of purchased content/curriculum with the KAS.
- ❏ Determine if you will fill gaps in alignment using curated resources from the district, additionally purchased content, or a combination of both.
- ❏ Look for content/curriculum that aligns strategies and assessments with the program models. (Example: synchronous instruction could have a different need in how the content is packaged and able to be delivered to students than a more self-paced asynchronous course)
- ❏ Consult and collaborate with others in the district to align strategies and practices for student groups the program serves.
- ❏ Investigate community building strategies that can be used online and possibly in-person.
- ❏ Determine the career and technical education pathways the program can offer.
- ❏ Determine any advanced and dual-credit coursework.

DIGITAL READINESS

High-quality online, virtual, and remote learning environments require intentional efforts to eliminate barriers so students and staff have the digital tools and resources necessary. Programs collaborate with the district edtech leader to maintain continuity of services and ensure coaching, training and support needs are coordinated for students and families.

CONSIDERATIONS

- Will we provide a digital device and/or Internet access for all students or as-needed?
- How will students and families learn how to access all the resources they need?
- Who will they contact for the different device, tool, program support needs?
- How well does our Learning Management System and digital curriculum/content integrate, especially with other district programs such as Infinite Campus and other network standards? Will program and district staff need training?
- What assistive technology device and supports are we able to provide?
- How will we integrate digital citizenship skills?
- Do we have the appropriate security and content management tools for district-provided devices?
- What synchronous meeting tool (Google Meet, MS Teams, etc.) will we use?

STEPS TO TAKE

- ❏ Include the district Ed Tech Leader/CIO into digital ecosystem planning to ensure the program has the access, support, and technical expertise needed.
- ❏ Create a system to determine the digital device and Internet needs of the families as it aligns with the enrollment policy of the program.
- ❏ Work collaboratively and schedule demonstrations with potential Learning Management Systems and content/curriculum providers.
- ❏ Determine the staff training needs for the setup and implementation of course enrollments, attendance tracking, LMS and content/curriculum implementation.
- ❏ Determine the technical support roles and responsibilities for program and district staff.
- ❏ Determine a digital citizenship strategy and resources.

RESOURCES

Kentucky Digital Learning Guidelines
NSQ Quality Online Programs
A Guide for Starting and Growing an Online Learning Program
704 KAR 19:002. Alternative education programs
Guidance for Alternative Education Programs
A8 Program Considerations
District and School Collection Repository (DASCR)
100 Day Tool | 703 KAR 5:240
704 KAR 3:305 | Virtual & Performance-based Setup Guidance
704 KAR 3:535

Data Standard - Pupil Attendance
Course Data Standard
Data Standard - Enrollment
Non-Resident Student Policy Information
Minimum Graduation Requirements | Data Standard - Graduation
Ky Online Learning Experience Collaborative (KyOLXC)
KY High School Athletic Association (KHSAA) Bylaws
Digital Learning Collaborative
Virtual Learning Leadership Alliance
Sample Budget Tool

A Guide for Continuous Improvement of Digital Learning Programs
Continuous Improvement Team Support and Services

Networked Improvement Community
30-60-90 Day Plan Template
30-60-90 Day Plan Explanation
SWOT Analysis Tool

PDSA (plan, do, study, act) 4 Square Template
PDSA Template
PDSA Template Simplified
Plus/Delta Template
Plus/Delta Information

KyMTSS.org
Review, Analyze and Apply Data
The Role of Interim Assessments
Kentucky Accountability System
NSQ Quality Online Teaching

DigCit Framework
Digital Driver's License (DDL)

Danielson Framework Crosswalk with NSQ Quality Online Teaching Standards
Virtual & Performance-based Course Set up and Attendance Verification

Kentucky Framework for Teaching
Kentucky Digital Curriculum Guidance
District Off-list Notification Information
Online/Virtual Class Size Guidance

Kentucky Academic Standards Resources
Model Curriculum Framework
High-Quality Instructional Resources
NSQ Quality Online Courses

Searchable State Course Code Database
Guide to Selecting an LMS
QM K-12 Digital Content Publisher Rubric
QM Free Professional Learning
Standards in Practice

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KDE Online, Virtual, and Remote Learning Program Support

KY Online Learning Experience Collaborative