Online Learning Application: Submitting Supporting Evidence

Guidance

Applicants will be able to submit evidence to demonstrate how the approval criteria is met. Keep these points in mind when submitting this documentation:

- Supporting evidence information (file names, instructions on where to find the evidence such as page and paragraph, other relevant information) should be listed under the appropriate criteria in the application template section titled "Supporting Documentation for Criteria". This points the review team to the appropriate evidence.
- Upload evidence files into the folder titled "Submitted Evidence". Title the files beginning with the specific letter and number of the criteria. This will aid the review team in sorting and reviewing the files.
- Do not provide assurances as evidence. Evidence of how your organization meets a given criterion is best presented as documentation of a given policy or procedure or as a link to specific features or demonstrations. We do not recommend submitting only simple statements in the comment box which assert that your organization meets a given criterion without also submitting bodies of evidence demonstrating how your organization meets it.
- Approval reviewers are not required to search for evidence beyond what has been submitted for a given criterion (which will include, for demo-reliant criteria, course demos). Providers should direct reviewers to the exact location of the evidence that should be considered for a given criterion. Evidence found elsewhere in the application materials (ie, submitted for another criterion) may not necessarily be taken into consideration for the scoring of a given criterion.
- We recommend using a locally-created spreadsheet or other tracking mechanism to make sure each criteria is supported with submitted evidence. Criteria for which no evidence has been submitted will be marked as zero by the review team.
- Evidence for demo-reliant criteria should demonstrate the criteria being met in multiple courses, not just one. Providers are strongly encouraged to specify the location of evidence within multiple course demos as reviewers expect to find a providers' upholding a criterion across all of their course offerings, not just within one exemplar.
- Multiple pieces of evidence may be submitted to address various aspects of a criterion.
- If necessary, language that explains how the evidence supports a criterion can be included within the "Supporting Documentation for Criteria" table in the application.

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- Evidence submitted may apply to multiple criteria. You may want to individualize your evidence for each criteria for clarity.
- Criteria denoted with an asterisk (*) will be evaluated via course demos submitted by the provider. For these items, providers should offer directions on where to locate evidence within multiple course demos (ie, Math 1, Unit 2, Lesson 3, Activity 4 and English 2, Unit 3, Lesson 4, Activity 5) via the evidence submission form. Other, noncourse demo evidence may be submitted if it is necessary to support proof of meeting any of these criteria.
- Course navigation tutorials should be submitted to ensure reviewers are able to locate and appreciate various aspects of demo courses and the courseware platform.
- Feel free to submit evidence that you think best supports a criterion even if it isn't on the suggested list of possibilities.

Possible Sources

The following list contains examples of possible sources of supporting evidence. These items are not required, and you may include items not on this list.

Some criteria is demo reliant – meaning that the review team needs to be able to find this evidence through the course demo. You may choose to supplement this with submitted screenshots or other evidence or annotation to assist the review team in finding this evidence through the demo.

A. **Course Content and Instructional Design**
- Course demos
- Course development/design and evaluation standards/protocols
- Course syllabus
- Curriculum development/design and evaluation
- Instructor expectations, responsibilities, and procedures
- Student learning inventories/self-assessments, and skills assessments
- Supplemental materials selection guidelines

B. **Student Assessment**
- Course demos
- Course development/design and evaluation standards/protocols
- Curriculum development/design standards/protocols
- Instructor expectations, responsibilities, and procedures
- Instructor handbook

C. **Classroom Management**
- Classroom expectations
- Course orientation
- Course syllabus
- FERPA statement

- Instructor expectations, responsibilities, and procedures
- Instructor handbook
- Privacy policies
- Provider website
- Student handbook or resources page

D. Course Evaluation and Management
- Program/course assessment and performance monitoring procedures
- Program/course review schedule and procedures
- Organizational chart with roles and responsibilities
- Sample course evaluations

E. Student Support
- Course/program description
- Course syllabus
- Instructor expectations, responsibilities, and procedures
- Intervention schedules/protocols
- Provider web site
- Quality assurance/assistance platform and submission forms
- Student course/program orientation
- Student handbook
- Student support protocols

F. School-Based Support
- Instructor expectations, responsibilities, and procedures
- Mentor communication protocol and sample mentor communications
- Mentor grade tracking systems
- Mentor handbook
- Organizational chart with roles and responsibilities

G. Technology
- Course description
- Course development/design standards/protocols
- Course platform features statement or samples
- NIMAS alignment statement
- Organizational chart with roles and responsibilities
- Provider web site
- Student support protocols
- Supplemental materials selection guidelines
- Technology requirements documentation
- Technology support systems and protocols
- Navigation tutorials (video, roadmap, screenshots)

H. Staff Development and Support
- Instructor expectations, responsibilities, and procedures

- Instructor job descriptions and hiring protocols
- Instructor handbook
- Instructor review process, components, and protocols
- Instructor training program/outlines

I. Program Management
- Academic calendar
- Course syllabus
- Enrollment and billing procedures and policies
- Enrollment system description and sample enrollment communications
- Organizational chart with roles and responsibilities
- Student support systems and protocols