



December 18, 2020 | CISI E-Bulletin

California Institute for School Improvement: partnering with California school districts since 1984.

- **Holiday Message**
 - **Being far away doesn't have to mean feeling far apart during the winter holidays.**
 - **10 Ways to Make Online Learning Work**
 - **National Standards for Quality Online Courses**
 - **National Standards for Quality Online Teaching**
 - **Most Popular items from recent California Institute for School Improvement (CISI) E-bulletins**
 - **Want more on a particular educational topic? Let us know!**
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(Sypes Flare, Photo Credit: Scott Liedstrand)

"The last of human freedoms is one's ability to choose one's attitude in a given set of circumstances." Viktor Frankl (1905-1997), psychiatrist, Holocaust survivor, and author.

Holiday Message

Dear CISI Colleagues,

As 2020 draws to a close, we want to wish you happy holidays, good health, and hope for the New Year. This year, especially, has brought to light the heroic efforts of educators in working to meet the needs of K-12 students during a pandemic and to keep teaching under extraordinary circumstances.

As members of the California Institute for School Improvement, and in affiliation with the **Center for Applied Policy (CAP-Ed)** in the UC Davis School of Education, you are part of a network of educators committed to providing high quality education to all California students. CAP-Ed's leadership development programs extend research-based and evidence-informed practices in school districts and schools across the state.

CAP-Ed's Core Programs

• **Superintendents' Executive Leadership Forum (SELF) & the California Superintendents Collaborative Network**

- serving 50 school district superintendents in three cohorts, annually.

• **Shared Leadership Collaborative**

- 4 partner school districts in collaboration with district teams

- serving 110 school principals and 230 teachers in 34 school districts in four cohorts, statewide.

Every month, more than 2,500 California education leaders receive the CISI E-Bulletin. We appreciate everything you do for California's students. Thank you for being a part of the California Institute for School Improvement!

Sincerely,

Christina

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Being far away doesn't have to mean feeling far apart during the winter holidays.

(Excerpt from UC Davis Health)

1. A holiday-oriented book club: Choose a book that is reminiscent of the holidays and schedule virtual meetings to discuss the book.
2. A cookie exchange: Coordinate a postal cookie exchange where you can meet and discuss recipes and delicious treats!
3. An adult beverage exchange: Each time, one person chooses a holiday-themed cocktail with the recipe. At the virtual get-together, you can judge recipes, make suggestions, or just drink and be merry! (Please drink responsibly)
4. Create a holiday playlist and share it with your loved ones- you can even have a dance-off!
5. A virtual or socially distant holiday decoration contest: there are so many options with this activity! You can choose to have a weekly meeting featuring a new home each time, a day packed with judging the different competing homes, or even an outdoor ballot in the neighborhood to vote for the best decorations (if outdoors) - the possibilities are plenty!

10 Ways to Make Online Learning Work

This November 2020 report from a partnership between the COVID Collaborative, Council of Chief State School Officers, Council of the Great City Schools and National Governors Association brings together leading experts in health, education, and the economy to support and empower state and local leaders to take unified action to turn the tide on the pandemic.

10 Ways to Make Online Learning Work provides a summary of current challenges facing schools including the following:

- **McKinsey** estimates the instructional disruptions in the spring led to nearly 7 months of lost learning on average, with black students losing 10 months and low-income students losing as much as a year.
- The Center for Research on Education Outcomes (CREDO) at Stanford estimates that students lost as much as 183 days of learning in reading and 232 days in math.
- Students of color were more likely to be learning remotely, putting them potentially at risk of falling further behind. Nearly 79% of Hispanic students and 75% of Black students were in remote learning compared to only 51 percent of white students.

To address the needs of students, teachers and families, the report suggests the following:

3. Align Online Programs with Quality Standards
4. Rethink Use of Instructional Time
5. Foster Connections and Relationships
6. Assess Learning Needs
7. Identify Students Not Being Served
8. Support Special Populations
9. Ensure Continuity of Service to Care for the Whole Child
10. Leverage the Crisis to Build a Better System

Access full paper [HERE](#).

National Standards for Quality Online Courses

The National Standards for Quality Online Courses is one of three sets within the National Standards for Quality Online Learning, which also includes the recently revised The National Standards for Quality Online Programs (2019) and The National Standards for Quality Online Teaching (2019). The purpose of the National Standards for Quality (NSQ) revision initiative is to provide the K-12 online and blended learning community with an updated set of openly licensed standards to help evaluate and improve online courses, online teaching and online programs.

Each standard is accompanied by explanations and examples.

Summary of the Standards

STANDARD A: COURSE OVERVIEW AND SUPPORT

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.

STANDARD B: CONTENT

The online course provides learners with various content options that promote their mastery of content and are aligned with state or national content standards.

STANDARD C: INSTRUCTIONAL DESIGN

The online course incorporates instructional materials, activities, resources, and assessments that are aligned to standards, engage all learners, and support the achievement of academic goals.

STANDARD D: LEARNER ASSESSMENT

A variety of assessment strategies are used throughout the course geared toward learning and engagement and learners are provided with feedback on their progress.

STANDARD E: ACCESSIBILITY AND USABILITY

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. Online 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. The course, developed with universal design principles in mind, addresses Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) by following (Web Content Accessibility Guidelines) WCAG 2.0 AA standards. This does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

The technologies enabling the various course components facilitate active learning and do not impede the learning process.

STANDARD G: COURSE EVALUATION

The online 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.

Access the full resource [HERE](#).

National Standards for Quality Online Teaching

The National Standards for Quality Online Teaching is one of three sets within the National Standards for Quality Online Learning, which also includes the National Standards for Quality Online Courses (2011) and the National Standards for Quality Online Programs (2009). Designed to complement one another, the National Standards for Quality have been the benchmark for online programs, districts and state agencies since their creation in 2007. A number of states have incorporated the National Standards for Quality into legislation, state rule or adopted them less formally as the criteria by which they assess and approve online learning instruction and course content.

The National Standards for Quality Online Teaching provide a framework for schools, districts, state agencies, statewide online programs and other interested educational organizations to improve online teaching and learning.

Each standard is accompanied by a set of indicators. The standards team of contributors has expanded the guidance provided in previous versions of the standards by including explanations and examples. The explanations and examples will be particularly helpful for districts adopting the standards and indicators to fit their unique needs.

STANDARD A: PROFESSIONAL RESPONSIBILITIES

The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.

STANDARD B: DIGITAL PEDAGOGY

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

STANDARD C: COMMUNITY BUILDING

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

STANDARD D: LEARNER ENGAGEMENT

The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.

STANDARD E: DIGITAL CITIZENSHIP

The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

STANDARD F: DIVERSE INSTRUCTION

The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.

STANDARD G: ASSESSMENT AND MEASUREMENT

Assessment and Measurement - The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures. The teacher measures learner progress through assessments, projects, and assignments that meet standards-based learning goals, and evaluates learner understanding of how these assessments measure achievement of the learning objectives. (Note: In courses that are already created, teachers may not be able to create or include additional assessments.)

achievement of academic goals. Note: These standards are considered optional, as instructional design does not always fall under online teaching responsibilities. For full online course design standards, see the National Standards for Quality Online Courses. The following section outlines standards for instructional design skills for the online teacher of record, where applicable.

Access the full resource [HERE](#).

Most Popular items from recent California Institute for School Improvement (CISI) E-bulletins

Based on analytics from the most recent E-bulletin, the following articles received the most clicks from CISI Members.

- [Fostering Relationships in the Classroom](#)
- [7 High-Impact, Evidence-Based Tips for Online Teaching](#)

Want more on a particular educational topic? Let us know!

Interested in seeing more on a particular topic? We're here to support your work in connecting research to practice. Please follow this link to let us know your thoughts and requests for specific topics [HERE](#).

Also, follow CISI on the [CISI Twitter Page!](#)

We look forward to hearing from you!

The California Institute for School Improvement (**CISI**) provides education leaders at the school and district level with the accurate, unbiased, up-to-date policy and research information. District membership benefits supports superintendents, principals, and curriculum and instructional leaders through **monthly policy and research briefs, annual workshops, resource guides and reports.**

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