

Using the Virtual Learning Program Rubric: A Collaborative Learning Opportunity

November 12, 2014 | 12:00 PM - 1:00 PM
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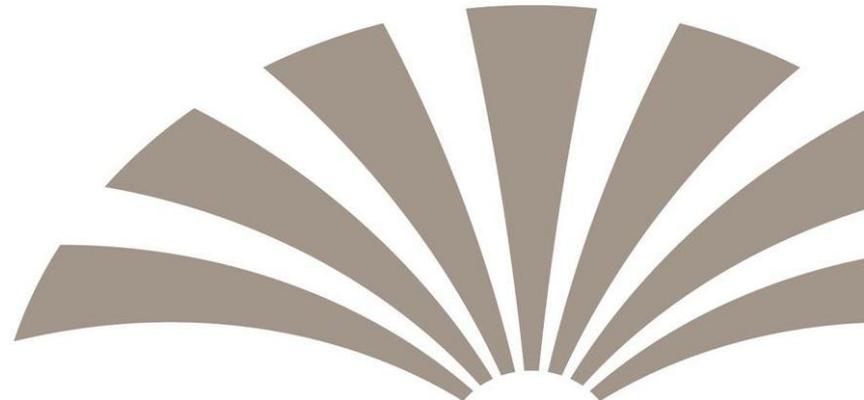
Agenda

- Introductions
- Virtual Learning Program (VLP) Rubric
- Using the Rubric
- How the Northeast Comprehensive Center and the Center on Innovations in Learning can support state and local education agencies (SEAs and LEAs)
- Final Thoughts and Questions



Section I

Introduction



About the Northeast Comprehensive Center

The mission of the Northeast Comprehensive Center (NCC) is to build SEA and LEA capacity in the following ways:

- Thinking **systemically** about the relationships among all elements to create coherence and articulate a common purpose;
- Using **research-based findings** and **rigorous evidence** to evaluate impact, refine practices, seek new solutions, and meet learners' needs;
- Acting **strategically** to make the best use of available resources; and
- Working **collaboratively** across leadership levels and organizations to leverage resources and overcome barriers.

About Us:

NCC is a partnership between RMC Research Corporation, the Community Training and Assistance Center, Learning Innovations at WestEd, and the New York Institute of Technology.

NCC operates under a grant from the US Department of Education. However, our work does not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the federal government.

To learn more visit our website:

www.northeastcompcenter.org



About the Center on Innovations in Learning

The Center on Innovations in Learning's mission is to:

- (a) increase the capacity of state education agencies (SEAs) to stimulate, select, implement, and scale up learning innovations in local education agencies (LEAs) and schools to improve learning outcomes for all students; and

- (a) increase the capacity of regional comprehensive centers (RCCs) to provide technical assistance to SEAs relative to the Center's scope of responsibility.

About Us:

The Center on Innovations in Learning is one of seven national content centers funded by the United States Department of Education.

To learn more visit our website:

www.centeril.org



Poll

How are you currently implementing virtual learning programs within your organization?

- a) We're operating but not evaluating them
- b) We're operating and evaluating them



Using the BBC Whiteboard feature



The image shows a screenshot of the BBC Whiteboard toolbar. The toolbar is a vertical strip of icons on the left side of a whiteboard. The icons are numbered 1 through 11. The numbers 10 and 11 are in red. The toolbar includes a selector tool, pointer tools, pencil tool, text editor tool, filled shape tools, empty shape tools, line tool, screen capture tool, clip art tool, highlighter tool, and simple text tool.

1	Selector tool
2	Pointer tools
3	Pencil tool
4	Text editor tool
5	Filled shape tools
6	Empty shape tools
7	Line tool
8	Screen capture tool
9	Clip art tool
10	Highlighter tool
11	Simple text tool

Please click on Number 4 and then Number 11 and then move your cursor to the white screen and begin typing. You can also use the chat feature to do so.



What are some tools you have used/are using to evaluate your virtual learning program?



Section II

The VLP Rubric

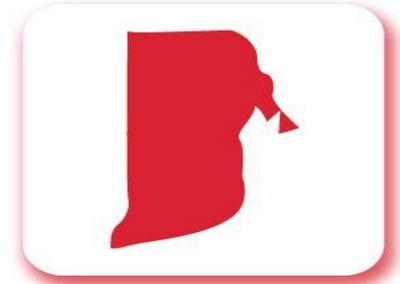
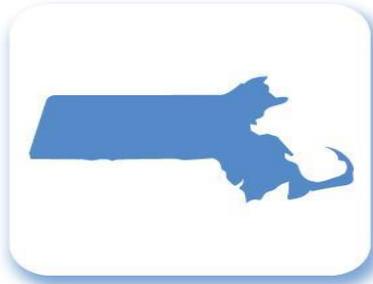


Developing the Regional VLP Rubric

- States were involved in a 4 week online course
- Draft rubric created at working group session in Woburn, MA over two days in October 2013
- Rubric review committee was formed to refine and enhance the rubric through January 2014
- Version 1.3 was released with wraparound content for each SEA working group team to bring to senior leadership for authorization and/or approval in February 2014
- The final [version](#) was released on April 14, 2014



Tri-State VLP Rubric-Process & Update



- Rubric has been officially adopted by these SEAs and posted to their websites
 - Massachusetts: <http://goo.gl/1igRBr>
 - New York: <http://goo.gl/9sY6m1>
 - Rhode Island: <http://goo.gl/l4Kzsh>



Massachusetts collaborative Tri-State effort to contribute to the VLP Rubric Project allows us to provide an analytical instrument to guide LEA's as they expand digital learning in their schools. This instrument enables school leaders to have a holistic tool to utilize into an action plan when scaling out virtual programs. Districts that utilize this tool will have a clearer process that limits the challenges when scaling out new virtual programs, saving them time and money while ensuring qualitative outcomes are achieved.

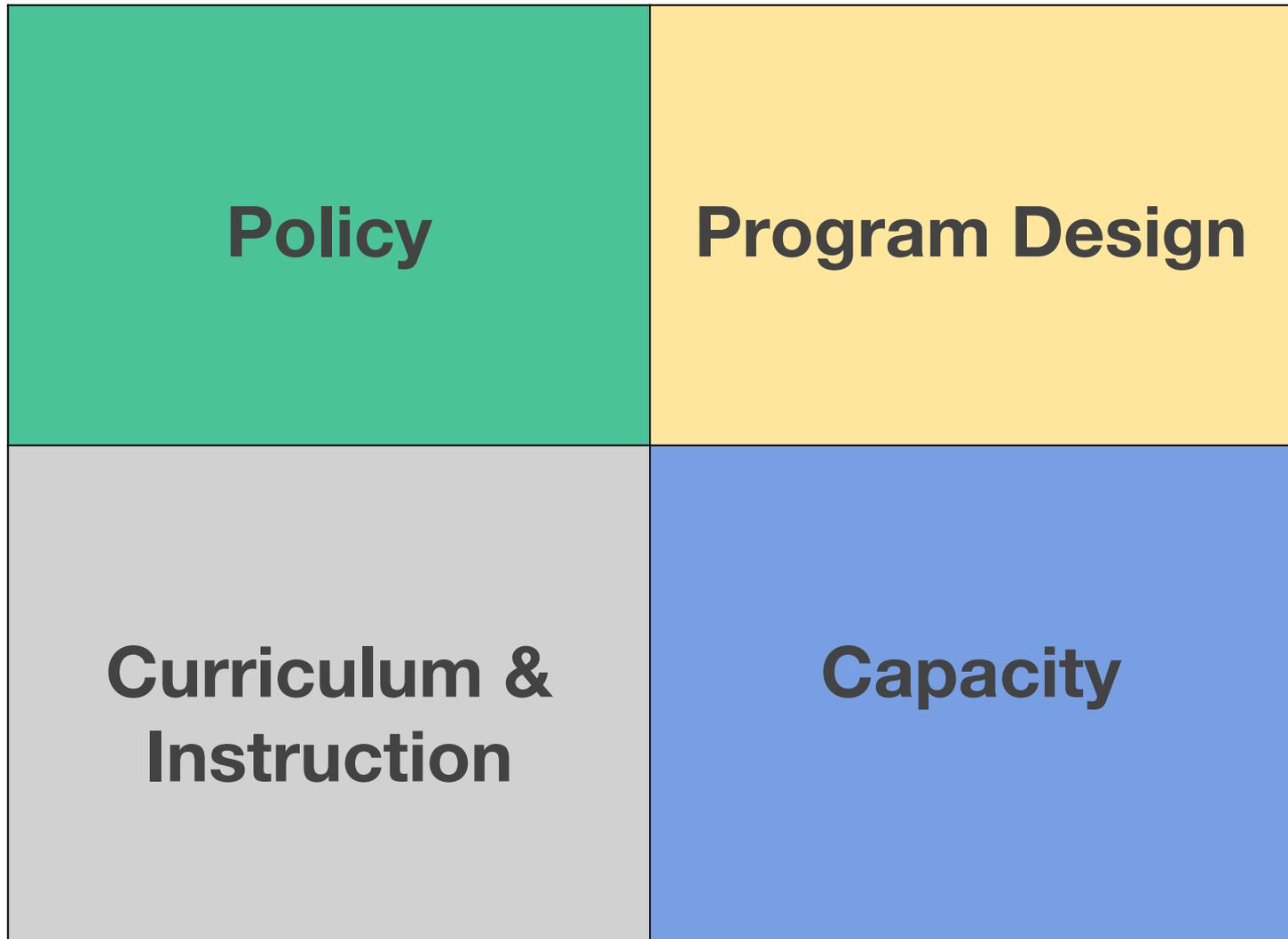
- *Chris Hieber, Office of Digital Learning, MA DESE*

For more information please watch this video:

<http://goo.gl/mQdpjP>.



Domains



Standards

- Components within each Domain that reflect specific knowledge, skills, and characteristics related to high quality
- Key to the evaluation's credibility
- The more specific they are, the easier they are to measure



Developing Levels - Scale

- Fully Met
- Partially Met
- Developing
- Beginning



Example of one Standard from the rubric

3. 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 3.7: 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>Evidence, Notes, Comments</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>	



Section III

Using the Rubric



How can the VLP Rubric be used?

- Educate stakeholders
- Adapt the rubric to include standards that are unique to your program
- Evaluate virtual learning programs
 - Monitor
 - Make Decisions
 - Enhance
 - Report conclusions about your VLP



Monitoring a VLP

Using the Rubric for this purpose, helps an evaluation team to use the program data to understand:

- a program's process
- why a program did or did not meet the standards
- which aspects of the program are working and which may not be



Monitoring a VLP - An Example

Domain: Program Design

Standard: 2.3

The Rubric indicates that to fully meet this standard, 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.

One solution: Program evaluation team indicates that VLP administrators should develop an annual communications plan to include face-to-face and online tools for information dissemination to include regular formal and informal feedback from stakeholders.



Making Decisions about a VLP

Using the Rubric for this purpose, helps an evaluation team gather program data to understand:

- what future efforts need to be prioritized
- how to take immediate action to change the course of the program



Making Decisions about a VLP - An Example

Domain: Policy

Standard: 1.9

*The Rubric indicates that to fully meet this standard, policies supporting competency-based learning and reflecting student-learning outcomes versus seat time have been **developed and implemented consistently with fidelity**.*

One Solution: Program evaluation team suggests that VLP administrators annually review all program components (including, but not limited to, its curriculum, alignment to relevant learning standards, instructional strategies and requirements, formative and summative assessments, professional development for teachers, and general delivery and revision processes) to identify areas within the policies that do not support competency-based learning.



Enhancing a VLP

Using the Rubric for this purpose, helps an evaluation team to use program data to understand:

- where their strengths are and where they may need to improve or enhance their work
- how programs can improve by taking specific actions



Enhancing a VLP - An Example

Domain: Capacity

Standard: 4.1

The Rubric indicates that to fully meet this standard, the program has all the materials needed to be successful in a virtual environment including hardware, software, internet, manipulatives, textbooks, etc. and that they are accessible to all stakeholders.

One Solution: Program evaluation team suggests that VLP administrators seek grant funding to purchase manipulatives necessary for students to conduct virtual labs at home.



Reporting Conclusions Made With the VLP Rubric

Using the Rubric for this purpose, helps a program evaluation team to

- develop and present findings in ways that are useful for the intended users of the evaluation
- support them in developing a plan to make use of the findings



Reporting Conclusions about a VLP - An Example

Domain: Curriculum/Instruction

Standard: 3.1

*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.*

One Solution: Program evaluation team suggests that VLP administrators set-up biannual professional development efforts to allow teachers time to work with others to develop student learning objectives so that the program curriculum is aligned in a way that allows them to be successful in teacher evaluation efforts.



Using the VLP Rubric for Program Evaluation

Questions to consider when using the findings from the VLP Rubric process to report on your program implementation:

1. What is the timeframe for reporting?
2. What is the purpose of the evaluation effort?
3. Who will be part of your program evaluation team?
4. How will you aggregate evidence, notes, and comments that support evaluation findings?
5. Will the evaluation include recommendations?
6. What reporting format(s) are most appropriate for the intended readers?
7. How will the report be made easily accessible for different stakeholder groups?

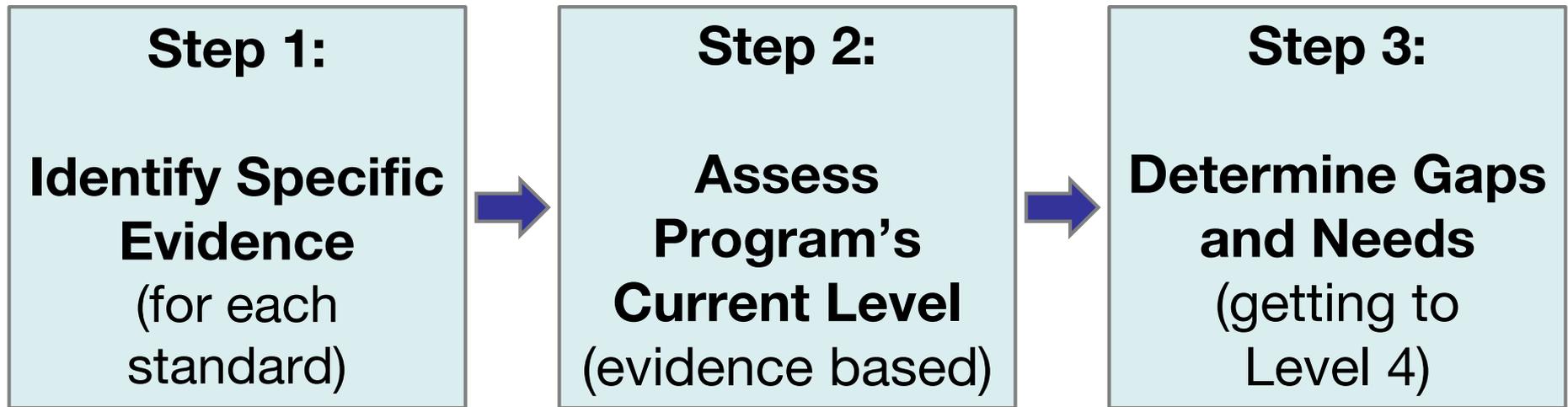


A Comprehensive VLP Program Evaluation Process

- Rubrics tell you some important information
- Triangulation of evidence
- Evaluation tools and methods should support the programmatic objectives



Using the VLP Rubric



Section IV
support

How NCC can
SEAs and LEAs



VLP Rubric User Training

- VLP Rubric User Training Format
 - Online, asynchronous
 - Weekly, digestible content
 - Learn, share, and collaborate with colleagues across the country
- [VLP Rubric User Training Syllabus](#)
 - Unit 1: Introduction to the Virtual Learning Program Rubric
 - Unit 2: Virtual Learning Program Standards
 - Unit 3: The Virtual Learning Program Descriptors
 - Unit 4: Using information from The Virtual Learning Program Standards Rubric
- [VLP Rubric Training Registration](#)



What would VLP Rubric pilot testing look like for states in the Northeast?

- Needs and readiness assessment
- VLP Rubric User training online
- Pre-Implementation practice norming session
- On-site support
- Post-Implementation Review
- Synthesis of findings and recommendations



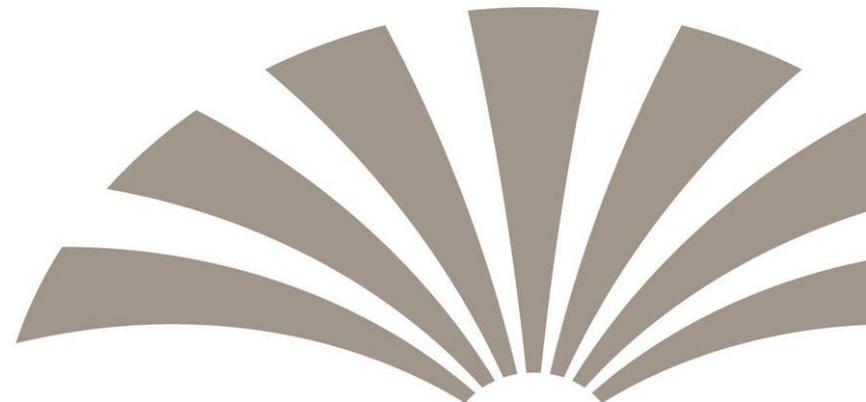
VLP Rubric support for other states across the country

- Online VLP Rubric training
- Email **CHRISTINE SADJIAN-PEACOCK** at csadjpea@temple.edu if you would like additional support on how to use the rubric within your SEA or LEA



Section V
and
Questions

Final Thoughts



Next Steps

- Register for the VLP Rubric User Training course: <http://goo.gl/F1SbwT>
- Download the VLP Rubric: <http://goo.gl/GzBKky>



Comprehensive Center Evaluation

The NCC is required to have our technical assistance event participants complete our (incredibly comprehensive) evaluation. This is what allows us to provide free service – like our presentation today. We appreciate your thorough feedback.

Please follow the link below to complete our comprehensive center evaluation: <http://goo.gl/VHqnTt>





NORTHEAST COMPREHENSIVE CENTER

Thank you.



[@NECompCenter](https://twitter.com/NECompCenter)



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Thank you.

If you enjoyed the session and know someone else who would benefit from participating in this work please tweet:

Attended @NECompCenter session on Intro to VLP Rubric. Sign up for free PD! <http://goo.gl/F1SbwT>