TXCVE

July 27, 2022 Meeting

QM Is an International Benchmark for Quality in Online Ed & Digital Learning

✓ **Non-Profit**
✓ **Academic**
✓ **Peer-Based**

Integrated Quality Assurance Process
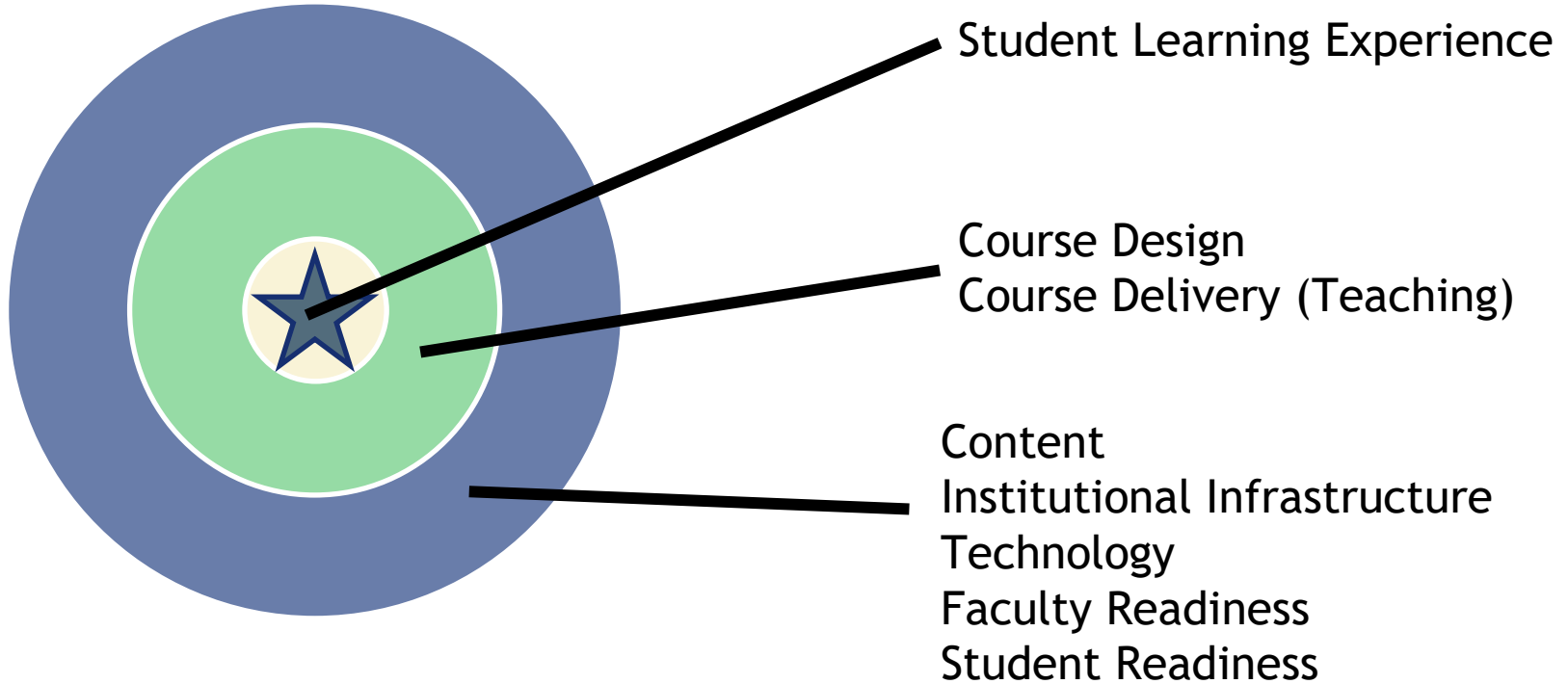

Rubric Standards

Professional Development

Course & Program Reviews

1,500+ QM Member Institutions

30+ COUNTRIES

6 CONTINENTS

CANADA
U.S.A.
MEXICO
JAMAICA
DOMINICAN REPUBLIC
COLOMBIA
PARAGUAY
CHILE
UK
FRANCE
SPAIN
PORTUGAL
GREECE
LEBANON
JORDAN
SAUDI ARABIA
BAHRAIN
QATAR
UAE
KENYA
SOUTH AFRICA
KYRGYZSTAN
PAKISTAN
INDIA
CHINA
VIETNAM
CAMBODIA
SINGAPORE
JAPAN
PAPUA NEW GUINEA
FIJI
AUSTRALIA

Factors impacting Quality in Online Courses

Student Learning Experience

Course Design
Course Delivery (Teaching)

Content
Institutional Infrastructure
Technology
Faculty Readiness
Student Readiness

Change is the only constant

QM in Texas

109 Total Members (HE - K-12 - CPE)

SUBSCRIBING INSTITUTIONS- FOR TX
Arlington Independent School District
Harmony Public Schools
Houston ISD
Katy Independent School District
Keller ISD
Meridian Academy-Houston
New Caney ISD
South Texas ISD

K-12

QM in Texas Continued
Katy ISD

25%

Course Completions

- Engagement
- Ease of Navigation

- *Common Language*

QM in Texas Continued

- Educator Preparation Programs

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228	REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
RULE §228.35	Preparation Program Coursework and/or Training

- **24** EPPs utilizing QM

QM in Texas Continued

- **46** Reviews Conducted
- **49** QM-Certified K-12 TX Reviewers
- **10** QM-Certified K-12 Master Reviewers

QM Official Reviews

- Arkansas
- California
- Florida
- Indiana
- Maryland
- Michigan

- Missouri
- Oklahoma
- Pennsylvania
- Virginia
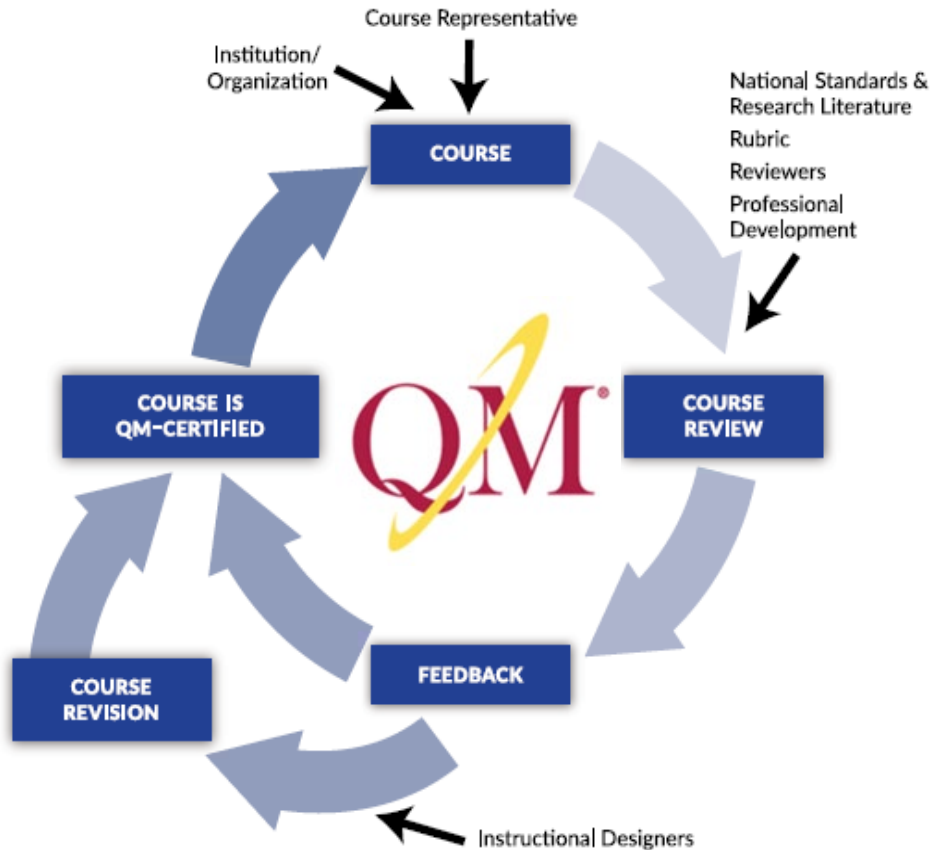- Coming Soon:
  - Utah
  - Kentucky

Texas Education Agency
TXVSN
Texas Virtual School Network

QM in K-12 Schools & Districts

- Approx. **500** member districts
  - Professional Development
  - Course Reviews
  - Community of Practice
  - Research supported frameworks for Online Teaching, Programs and Course Design

Barriers to Success

- Poorly designed courses
- Lack of PD opportunities
- Lack of incentives
- Little community support
- No plan for continuous improvement
- No Quality Assurance Plan

What Works?
Course Reviews

CERTIFIED PEER REVIEWERS
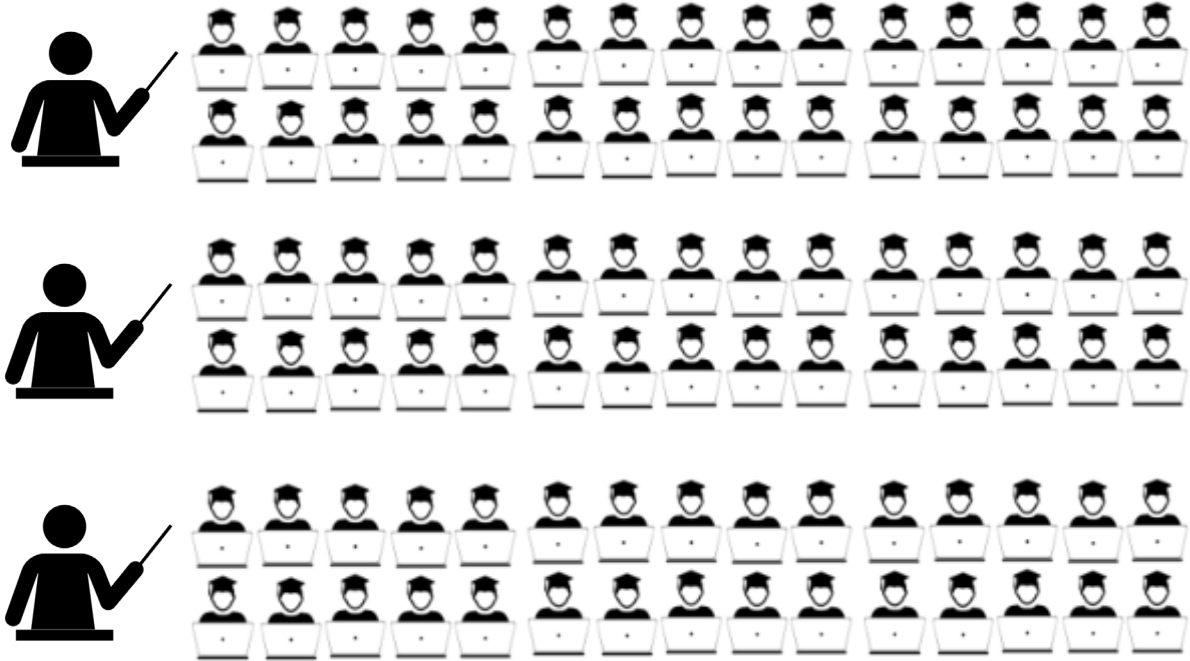
3,560
with **851 certified** in 2021

24%
certified in 2021

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qualitymatters.org

What Works? Course Reviews

Course	Pass Rate BEFORE QM Review	Pass Rate AFTER QM Review
World History	79%	91%
AP Course	3 or Above BEFORE QM Review	3 or Above AFTER QM Review
AP Chemistry	33%	66%
AP US History	60%	68%
AP Psychology	53%	68%

Source: Michigan Virtual

What Works? Course Reviews

What Works: Standards
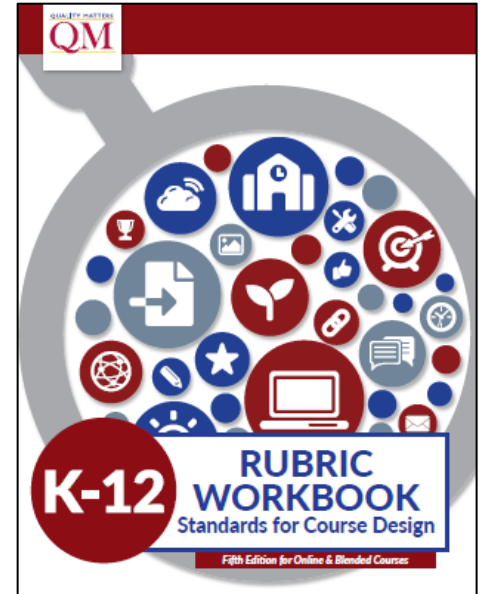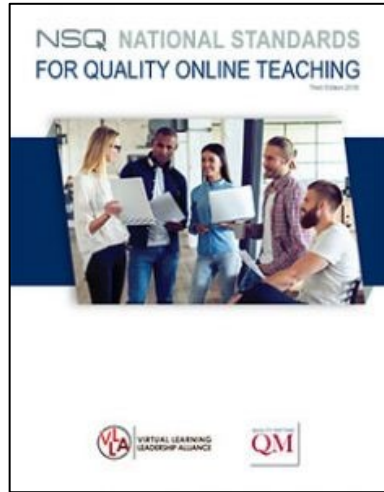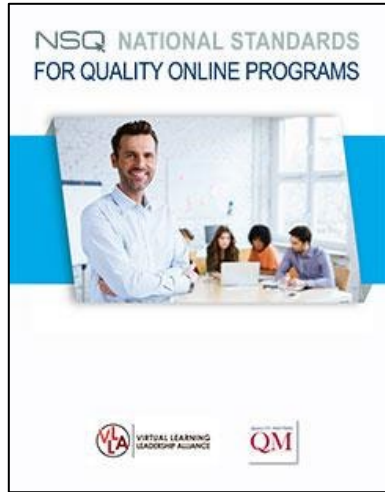
What Works: Standards
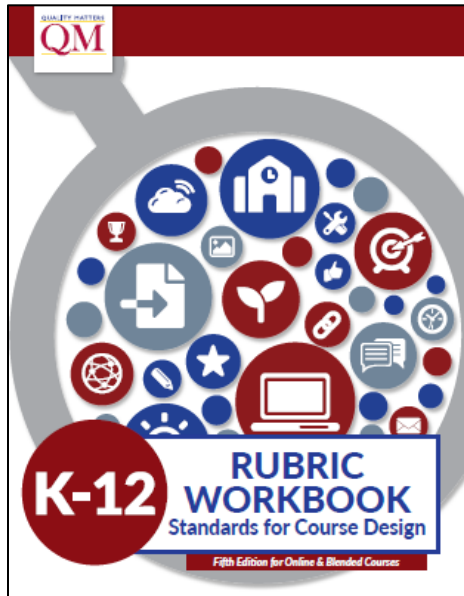
- Literature Reviews
- Supported by research and best practice
- Collaboration of Researchers & Practitioners
- Revised periodically

K-12 Rubric Organization

Eight General Standards

1. Course Overview and Introduction
2. **Learning Objectives (competencies)**
3. **Assessment and Measurement**
4. **Instructional Materials**
5. **Learning Activities and Learner Interaction**
6. **Course Technology**
7. Learner and Instructor Support
8. Accessibility and Usability

Key components must align.

Alignment:

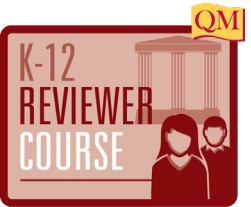*Critical course elements work together to ensure learners achieve the desired learning outcomes.*
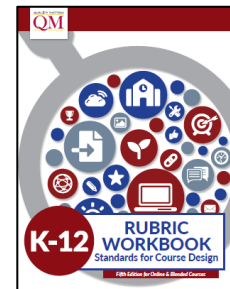
General Standard 2: Learning Objectives (Competencies)

Learning objectives or competencies are measurable and clearly stated. They assist learners in focusing their effort in the course.
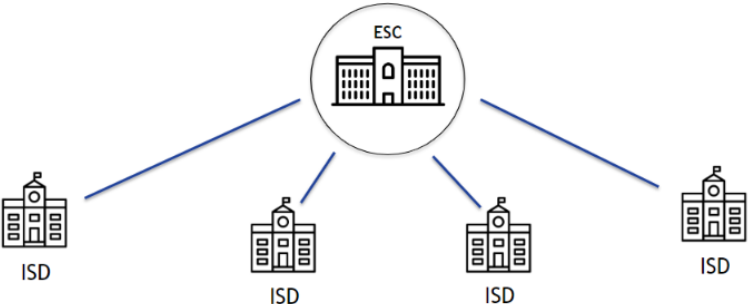
SPECIFIC REVIEW STANDARDS	POINTS	MET	NOT MET	ANNOTATIONS
2.3 ⊙ The learning objectives or competencies are aligned with state standards and/or other accepted content standards. 🏛 ⬅ 🌱 Alignment	3			Where state standards and/or other accepted content standards exist for the subject area of the course, those standards must be identified in the Course Worksheet and accurately represented in the content and objectives of the course.

Other accepted content standards may include Advanced Placement (AP), national, or professional standards. Courses may be enriched by going beyond state standards or benchmarks, but, at a minimum, **ALL** the standards identified in the Course Worksheet must be met.

Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable course- and module/unit-level learning objectives or competencies align to the state and/or other accepted content standards, as identified. This Specific Review Standard evaluates whether or not the course- and module/unit-level learning objectives and competencies are consistent with the state and/or other accepted content standards.

The Course Representative must provide evidence of complete standards alignment in the Course Worksheet by presenting a correlation document, course map, or numbering system. This documentation should demonstrate the alignment of course- and unit/module-level objectives to all state and/or other accepted content standards. (The Course Representative may request examples of these alignment documents from staff.)

The course review cannot begin unless the documentation of alignment is presented in the Course Worksheet.

Reviewers, verify that the course- and unit/module-level objectives are consistent with the standards identified in the Course Worksheet.

These are examples of how learning objectives accurately represent state standards:

State Algebra Standard: Graph polynomial functions with and without technology, and describe end behavior.

Learning Objective: The student will graph polynomial functions with and without technology, and describe end behavior.

State Economics Standard: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, and pure competition).

Learning Objective: The student will analyze market types and assess their place on a spectrum from most competitive to least competitive.

Reviewers, for specific information about state standards and/or other accepted standards, consult the Course Worksheet.

No Applicable Standards: If there are no applicable state standards and/or other accepted content standards, this Specific Review Standard should be marked as met. The note "NA" (Not Applicable) is entered into the Evidence area.

Lab/Component Review: Lab/Components will not, appropriately, be designed to meet all state and/or other accepted content standards. This Specific Review Standard should therefore be marked as met. The note "NA" (Not Applicable) is entered into the Suggestions for Improvement area.

Elementary-Level Courses: Reviewers, look for evidence that the learning guide and/or the parent has access to correlation documents at the beginning of the course. This document should clearly state which objectives are not covered in the course, as well as any additional objectives addressed in the course.

Helping you deliver on your online promise
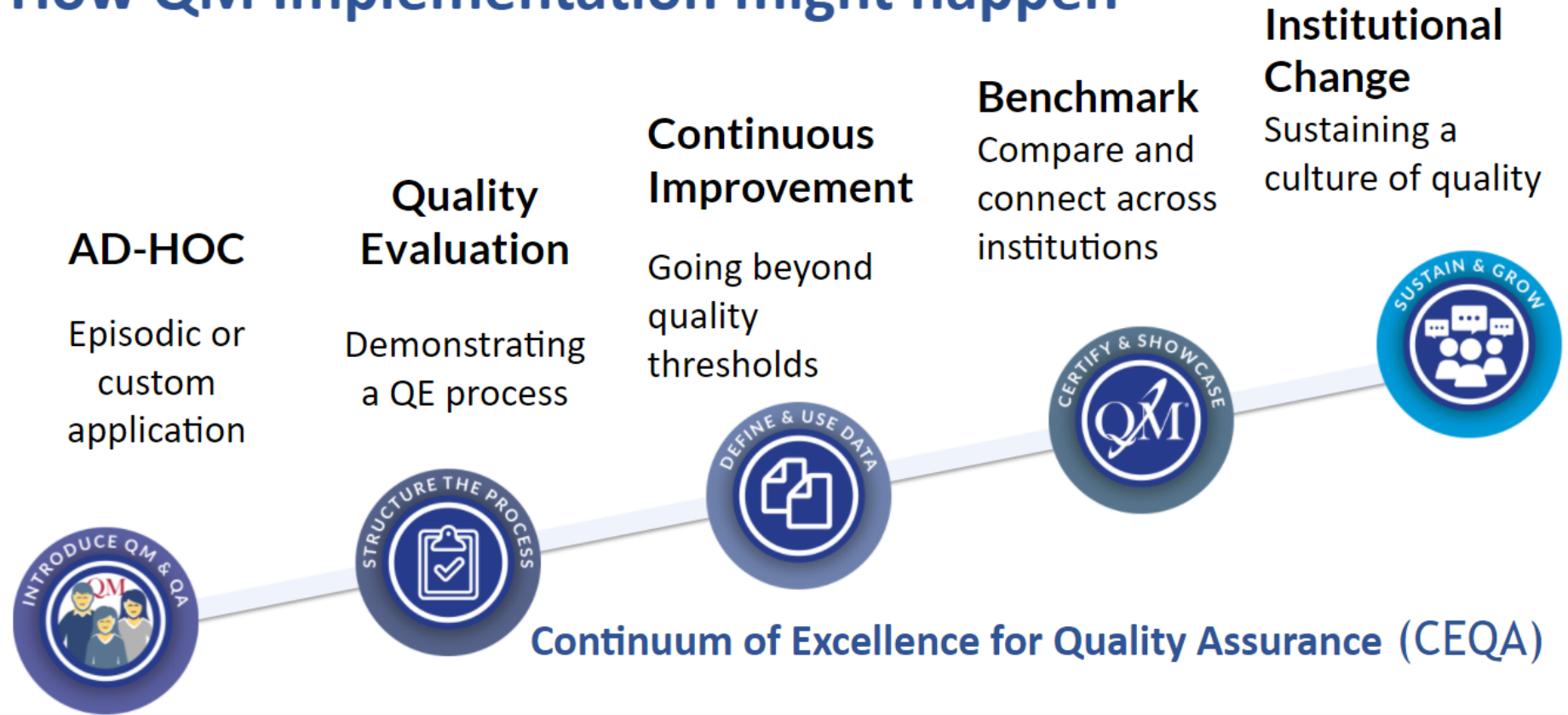qualitymatters.org

What Works: Professional Learning

RUBRIC

K-12 REVIEWER COURSE

K-12 MASTER REVIEWER CERTIFICATION

QM Live!

QM TOC

CERTIFIED FACILITATORS

743 with 134 certified in 2021

18% certified in 2021

Train the Trainer Model

How QM Implementation might happen

AD-HOC

Episodic or custom application

Quality Evaluation

Demonstrating a QE process

Continuous Improvement

Going beyond quality thresholds

Benchmark

Compare and connect across institutions

Institutional Change

Sustaining a culture of quality

Continuum of Excellence for Quality Assurance (CEQA)

Texas – Tips for Ensuring Success

Plan for short term and long term QA
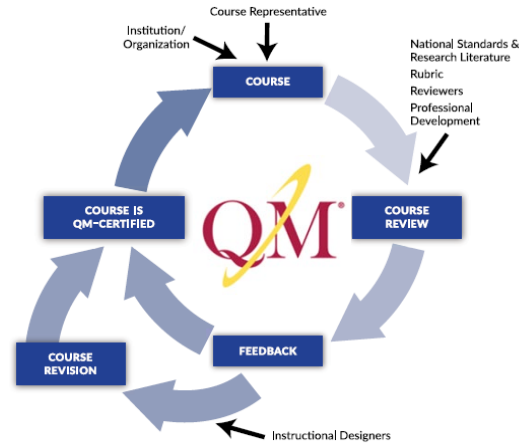
Additional Resources

- QM Bridge to Quality: A Course Design Guide, K-12 Edition
- QM Emergency Remote Instruction: Accommodating Student Individualized Education Program (IEP) & 504 Plans* in K-12 Education
- QM Emergency Remote Instruction (ERI) Checklist
- Standards from the QM K-12 Rubric, Fifth Edition, for K-12 Publisher Reviews
- Standards from the QM K-12 Rubric, Fifth Edition, for K-12 Reviews
- QM White Paper: Course Design Considerations for Inclusion and Representation (Brooks & Grady, 2022)
- QM Overview Booklet
- 2021 QM Community in Review Report
- 2020 QM Community in Review Report

Additional Resources, Continued

- QM Digital Accessibility White Paper Series
- 5 Tips for Moving from Remote Instruction to Quality Online Learning (Shattuck, Simunich, & Burch, 2020)
- Challenges and Solutions of Research into the Quality of Online Learning: A Quality Matters Lens
- QM Impact Survey
- K-12 Online Learning Research: 2018 Trends from Peer-Reviewed Literature
- K-12 Online Learning Research: 2018 Trends from Dissertation Research
- 2018 Literature Review for revising the National Standards for Quality Online Courses
- 2018 Literature Review for revising the National Standards for Quality Online Teaching
- 2018 Literature Review for revising the National Standards for Quality Online Programs
- Review of K-12 Online and Blended Education Research Literature

Additional Resources, Continued

- QM Research
- QM Reviews & Certification
- QM Professional Development
- National Standards for Quality Online Courses
- National Standards for Quality Online Programs
- National Standards for Quality Online Teaching
- National Standards for Quality Online Learning Supplemental Resources
- 2022 Snapshot Report, Digital Learning Collaborative
- 2020 Snapshot Report, Digital Learning Collaborative
- What Makes an Excellent Online Teacher? (Boudreau, 2020)
- Retention Study (Michigan Virtual)
- Tamm, S. (2022, January 7). *100 essential e-Learning statistics for 2022*.

Deb Adair, Ph.D.
Executive Director
dadair@qualitymatters.org

Christine Voelker
Director, K-12 Program
cvoelker@qualitymatters.org

Questions? Contact Us.