

# S.I.P

## STANDARDS IN PRACTICE

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### STANDARD HIGHLIGHT

National Standards for Quality Online Courses  
Standard D

Standard D: Courses

Standard Highlighted D3 Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.\*

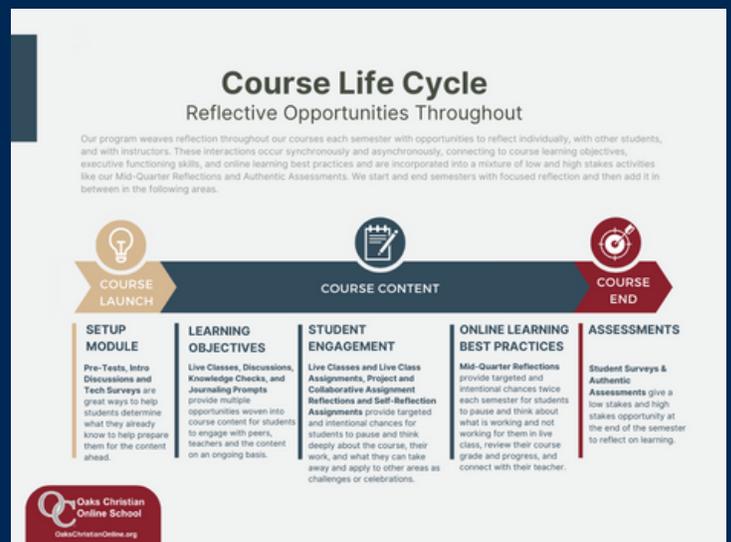
Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.

### STANDARD OVERVIEW

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Reflective practices provide invaluable metacognition for students. Our weekly live classes allow students multiple opportunities to reflect on their learning whether they attend live or watch the recording through a live class assignment. In our program, we incorporate regular reflections at mid-quarter, so twice each semester, asking our students about their progress in their course, their learning, and what is and isn't working for them. In addition, we continue to build out checks for understanding that allow students to verify their comprehension with low or no stakes. Surveys and rankings of skills prior to new tasks help students evaluate areas of strength and weakness, and these are built into course content or shared in the live classroom setting. We have woven reflection throughout our entire program, from what they are learning at the very beginning of their course about how to be an online learner to end of semester or year evaluations in authentic assessments.

### Course Life Cycle





## HELPFUL HINTS for putting standard into practice

- Include in conversations with SMEs from initial course development
- Maintain intentional reflective mindset to support inclusion throughout curriculum development process and evaluation
- Provide Professional Development to support teachers so they can facilitate and weave reflection opportunities into live classes
- Incorporate in discussions and assignments as well as stand-alone reflection assignments
- Model and include reflective practices with teachers in meetings, evaluations, and procedures
- Start small, pick one or two places to quickly and easily add it in, then incorporate into course improvements and updates

## RESOURCES to support standard use

While every program has different requirements and guidelines, creating space and opportunities for teachers and course developers to organically include reflection throughout the course, including live class time, discussions, activities, and assessments.

Here are a few resources we have found helpful or created for our program:

- [Authentic Assessment Faculty Workshop Slides](#) (PDF Download)
- [Mid-Quarter Reflection Example](#) (PDF Download)
- [Live Class Participation Assignment Example](#) (PDF Download)
- [Assessment Validation Checklist](#) from Quality Performance Assessment for teachers and subject matter experts to evaluate authentic or project-based assessments.



## Author/Organization Bio

Oaks Christian Online has been offering online courses to part-time or full-time students, and partnering with schools since 2011. Run by a small, but mighty team, they have learned innovative ways to work smarter, not harder to best support the students and faculty they serve.

Lauren Travis is the Dean of Instruction; her role includes guiding the curriculum development process and supporting teachers in instruction as part of the administrative team. You can contact her at [ltravis@oakschristian.org](mailto:ltravis@oakschristian.org).

Karri Iverson is the Associate Dean of Students and Instruction; her role includes supporting students through the admissions and onboarding process and teachers through community building and culture. You can contact her at [kiverson@oakschristian.org](mailto:kiverson@oakschristian.org).

Lita Bledsoe is the Director of Operations; her role includes managing systems and developing processes where technology supports, not prevents, work or learning for school staff, faculty, families, and partners. You can contact her at [lbledsoe@oakschristian.org](mailto:lbledsoe@oakschristian.org).

Check out the NSQ Professional Learning Portal and NSQ Website for more resources at [www.NSQOL.org](http://www.NSQOL.org).

