



DISTANCE LEARNING IMPLEMENTATION EVALUATION

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
STUDENT SUPPORT AND INNOVATION

School District: _____

District Point of Contact: _____

Review of Distance Learning Design and Development

Plan Development and Design:

NDDPI will review processes and procedures utilized to inform the development and revision of the distance learning plan.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Distance Learning Plan design was representative of multiple stakeholder groups (i.e., leaders, students, families, parents, community, educators)
<input type="checkbox"/>	<input type="checkbox"/>	Procedures are in place to gather stakeholder feedback, information is reviewed, and adjustments have been made accordingly to improve distance learning experience
<input type="checkbox"/>	<input type="checkbox"/>	Plan adheres to North Dakota K-12 Smart Restart expectations (regarding distance learning) and has been adapted as state guidelines have adjusted

Observations:

Educational Staff Expectations:

NDDPI will review professional learning supports, human resource (HR) policies, and communication strategies to verify educator support and engagement is prevalent.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Professional development was provided regarding transition to distance learning environment and continue
<input type="checkbox"/>	<input type="checkbox"/>	Processes are in place to deliver employee support services <ul style="list-style-type: none">• HR policies reflect flexibility and adherence to health guidance
<input type="checkbox"/>	<input type="checkbox"/>	Regular communication regarding distance learning and opportunities for input and improvement exist for staff, including feedback loops with district/school administration and colleagues

Observations:

Review of Implementation

Engagement and Attendance:

NDDPI will review attendance procedures, district processes, and data sets to verify that distance learning plan is being delivered as locally designed.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Attendance plans and practices adhere to North Dakota K-12 Smart Restart expectations (regarding distance learning) and have been adjusted as needed
<input type="checkbox"/>	<input type="checkbox"/>	Students are afforded regular access to educators in distance environment
<input type="checkbox"/>	<input type="checkbox"/>	Student attendance, participation and engagement is measured and informs practices (classroom, school, and district)
<input type="checkbox"/>	<input type="checkbox"/>	Student attendance is considered for all subgroups and special populations
<input type="checkbox"/>	<input type="checkbox"/>	Actionable interventions exist for students who are failing, not participating, or disengaged

Observations:

High-Quality, Effective, Standards-Based Education:

NDDPI will review documentation of instructional practices, student supports, family engagement strategies and progress monitoring practices, which may include virtual observation of distance education courses.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Students have access to devices; reliable, high-speed internet; assistive technology, etc. as applicable and necessary
<input type="checkbox"/>	<input type="checkbox"/>	Regular communication and additional support is provided to all families, including those families whose native language is not English
<input type="checkbox"/>	<input type="checkbox"/>	High-quality, standards-based skills and instruction are prevalent for all students in distance learning environments
<input type="checkbox"/>	<input type="checkbox"/>	Academic progress monitoring occurs on a regular basis and informs instructional practices and student supports
<input type="checkbox"/>	<input type="checkbox"/>	Strategic interventions are provided to students when inadequate progress is made by student(s)
<input type="checkbox"/>	<input type="checkbox"/>	Clear and consistent practices for assessing and evaluating student progress exist (i.e., mechanisms for assessing student learning, and giving feedback, and providing grades)

Observations:

Ensuring Equitable Services: Special Education, English Learners, Federal Title Considerations
NDDPI will review documentation of procedures and practices for all students, but in particular for students included in the below subgroups.

Evident	Not Evident	N/A	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student unique needs and learning styles are considered when designing distance learning plans across all grade levels, classes, and courses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Individual considerations and accommodations exist and are implemented for students on Individualized Education Plans (IEPs)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Individual considerations exist and are implemented for students on 504 Plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plans are consistent with Individuals with Disabilities Education Act (IDEA) and the NDDPI Office of Special Education guidelines
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	English learner students are continually identified, even after the start of school (within 30 days of the first day of school or within 30 days mid-year enrollment)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruction is scaffolded for English learners to ensure accessibility to content
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Language instruction educational program (LIEP) is adapted for distance learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate instructional strategies are provided to ensure accessibility to content, dependent on federal title designation (i.e., schoolwide, targeted, private school services)

Observations:

School Counseling Services:

NDDPI will review SEL instructional and programmatic supports to students.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	School counseling services, including social and emotional learning supports, are provided to students

Observations:

Assessment and Grading Practices:

NDDPI will review the district’s assessment and grading practices used to monitor engagement, learning, and participation.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Students are able to demonstrate ongoing understanding and growth toward academic proficiency in grade level or advanced grade level content
<input type="checkbox"/>	<input type="checkbox"/>	Clear and consistent practices for assessing student learning, documenting progress, and assigning grades/scores are in place
<input type="checkbox"/>	<input type="checkbox"/>	All K-12 students were assessed within the first four weeks of the school year

Observations:

Review of Data

STARS Submissions:

NDDPI will verify information provided on district website and reported to the state are current, in alignment, and have school board approval.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	Health and Safety plan link is functional; evidence of board approval
<input type="checkbox"/>	<input type="checkbox"/>	Distance Learning Plan link is functional; evidence of board approval

Observations:

Reporting:

NDDPI will verify the instructional models implemented are in alignment with the district plan and there is not great discrepancy or non-reporting of information.

Evident	Not Evident	
<input type="checkbox"/>	<input type="checkbox"/>	The reporting of face to face, hybrid, and distance learning in PowerSchool is accurate and the numbers provided have been validated
<input type="checkbox"/>	<input type="checkbox"/>	The reporting of COVID-19 numbers to NDDPI is accurate and processes allow for timely reporting
<input type="checkbox"/>	<input type="checkbox"/>	Current number of students accessing distance learning at the time of review _____

Observations:

Evaluation completed:

NDDPI Representative

Date: _____

Reviewed by:

Amanda Peterson, Director Educational Equity & Support

Date: _____