



Online Professional Learning Support Network – Common Core State Standards

2013–14 Application for Eligibility: Network Provider

The purpose of the Online Professional Learning Support Network – Common Core State Standards (CCSS) is to provide professional learning to practicing professionals and to do so in an efficient, effective, and timely way. The Network will aid practicing professionals in implementing the CCSS and provide a pathway to an advanced degree in an education related field.

Deadline for Applications:

November 18, 2013

Title II Leadership Office
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814
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E-mail: TitleII@cde.ca.gov

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I. Background of the Online Professional Learning Support Network

On August 2, 2010, the California State Board of Education (SBE) adopted the Common Core State Standards (CCSS) and directed the California Department of Education (CDE) to develop a plan for implementing the CCSS among the state's 300,140 teachers, 10,296 public schools, and 1,043 school districts. In April 2013, the CDE released its *Common Core State Standards Systems Implementation Plan for California*. In part this plan reads:

California's adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CCSS renews its vision that all students graduating from our public school system be life-long learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy. California is not only fully committed to the complete and successful implementation of the CCSS; it is now fully engaged in that process. Across all branches of the CDE, within county offices of education, at every level of local education agency administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CCSS. There is much work to be done. Although California's 1997 academic content standards and the CCSS for English-language arts and mathematics share many similarities in content and design, there are a number of notable differences between the two sets of standards. For example, since students are often required to write, research, and analyze non-literary texts in college and the workplace, the CCSS place an emphasis on developing literacy in history, science, and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

Many current teachers will have to update their instructional practices to match new requirements. Schools and districts will be asked to provide support for educators to make these necessary shifts. Therefore, there is a need to provide professional learning to a large number of practicing professionals and to do so in an efficient, effective, and timely way. Integrated, online professional learning can be an efficient and cost-effective means of providing large-scale training in a short time frame.

The CDE is responsible for establishing an Online Professional Learning (PL) Support Network that can assist California's educators as they develop additional expertise relative to the CCSS.

I. Introduction

Statewide Focus on Online Professional Learning Support Network:

The National Academies Teacher Advisory Council, National Research Council states the following regarding online learning:

- Online teacher professional learning has many potential benefits for teachers, schools, districts, and states. Its greatest potential benefit should be the improvement of student learning, as is the case for all forms of high-quality professional learning.
- Online professional learning, when it is done well, has the opportunity to change teachers' practice and research findings state that teachers' practice is the most important factor impacting student achievement.
- Online professional learning can have many benefits such as these also cited by the National Research Council report include the following:
 - Flexibility
 - Versatility
 - Accountability
 - Economies of scale
 - Potential to build community among all educators
 - Improvement of teacher retention by enabling teachers to become more directly involved in their own learning and professional growth

The Vision of this Online Network:

The Online Professional Learning Support Network will provide districts with access to a variety of high quality, standards-aligned, online professional learning structures from which they may select the ones which best meet their own local needs. The CCSS will take center stage to describe what students should know and be able to do in each subject in each grade from kindergarten through high school.

The Network content will engage educators in high quality professional learning activities either by themselves or by connecting to other educators.

The Network content must provide educators broad accessible high quality professional learning opportunities to create a personal career path, leading to leadership positions as subject-matter coaches, district subject-matter experts, or administrators.

The Network provider must utilize the criteria developed by the National Standards for Quality Online Courses (iNACOL) located at <http://www.inacol.org/>

This criteria includes, but is not limited to, a coherent and clear organization, use of instructional materials and appropriate technology to enable and enrich participant learning, rigorous and appropriate content, and accessibility for individuals with disabilities. The Online PL Support Network must also follow the California Quality Professional Learning Standards located at <http://cacompcenter.org/educator-excellence/> that identify characteristics of quality professional learning that are most likely to support educators to build individual and collective capacity to meet professional, school, and student performance expectations.

The Network provider must obtain appropriate licenses and copyrights for fair use, opportunities for learners with different learning styles, and considerations of time and place limitations for learners.

Online Professional Learning Support Network Components Structure

The Online Professional Learning Support Network will ensure that approved providers have incorporated the following three high quality, online components:

1. A comprehensive video library element showcasing classroom educators leading students in engaging, CCSS standards-aligned lessons.
2. A peer-to-peer “educator connection” element which allows participating educators to discuss videos viewed from the Library and instructional strategies, share lessons and activities, and actively engage in a community of practice.
3. An element that can provide opportunities for educators to participate in focused communities of practice (e.g., lesson studies and lesson planning).
4. Optional “pathways” element that may lead to an advanced degree in an education related field, additional credential specializations/authorizations, National Board certification, and/or leadership opportunities.

Key Responsibilities

The CDE list of eligible Online PL Support Network providers shall include information on per-participant costs; including multiple-teacher discounts and pertinent contact information. California school districts may search the CDE list of eligible providers to determine which integrated learning structures best meet their local professional

learning needs. Only learning structures that have earned the Online PL Support Network approval will be included on the list of eligible providers.

In order to be listed on the list of eligible Online PL Support Network providers, providers must ensure that the (1) video library, the (2) educator connections components and the (3) opportunities for educators to participate in focused community of practice are all available to any California public school teacher free of charge. Providers may assess fees for the (4) pathway element(s). Providers may be for-profit corporations or entities or not-for-profit organizations. The CDE will not charge a fee for issuing a Network approval.

The Network must demonstrate one of many types of professional learning support — an integrated, online professional learning support structure.

In determining the quality of an integrated, online professional learning support structure, this Network will rely extensively on the criteria developed by the iNACOL, which notes that a high quality online learning program should include:

- A coherent and clear organization
- Use of instructional materials and appropriate technology to enable and enrich participant learning
- Rigorous and appropriate content
- Accessibility for individuals with disabilities
- Appropriate licenses and copyrights for fair use
- Opportunities for learners with different learning styles
- Considerations of time and place limitations for learners

II. Eligible Applicants

State regulations *California Code of Regulations*, Title 5 (5 CCR) Section 13075.1 define eligible and ineligible applicants. Applicants must:

- Have a demonstrated record of effectiveness in increasing the academic proficiency of students. This will be evident from the emphasis of the effective teaching methods based on proven, scientifically-based professional learning strategies that have been shown to increase student academic achievement.
- Be legally constituted and qualified as an educational provider in California.

- Be fiscally sound.

A public or private non-profit or for-profit entity may apply to become an approved provider. The following types of entities are eligible:

- A local educational agency (LEA) that is not in Program Improvement (PI) (including county offices of education [COEs], LEAs, and direct-funded charter schools)
- A COE that is in PI but that bifurcates services utilizing the procedures set forth by the SBE
- An institution of higher education
- A faith-based organization
- A community-based organization
- A business

Individuals who have had an ownership interest in an approved provider that was debarred or terminated as a provider are ineligible to apply for two fiscal years following the debarment or suspension, as outlined in 5 CCR Section 13075.1.

Providers will be included on the list of eligible Online PL Support Network providers if they meet all the required criteria outlined in this Application for Eligibility (AfE).

III. Definitions

High Quality Professional Learning – In this Online PL Support Network application packet, the term “high quality professional learning” shall mean professional learning for kindergarten through grade twelve (K–12) educators that is aligned to the CCSS that significantly increases educator content knowledge and provides each participating educator with the skills and knowledge necessary to implement successful integrated learning in the participants classroom.

Quality – Content knowledge and practices that improve student outcomes.

Professional Learning – Professional Learning is defined for this application as an approach to teaching and learning that emphasizes the integral connectedness of at least one of the core disciplines: science and mathematics; English/Reading Language Arts; History/Social Science; and, at least one of the supporting disciplines: technology and/or engineering. The connections are made explicit through the collaboration of both

educators and their students, resulting in real and appropriate contexts that are built into the instruction, curriculum, and assessment. The common element of problem solving as defined in the CCSS is emphasized across the identified disciplines and grade spans allowing practicing professionals to engage, explore, expand, and evaluate their learning and apply critical thinking skills as they learn.

IV. Objectives and Outcomes

These objectives and outcomes will form the basis for determining the quality of the Online PL Support Network created by applicants:

- **Create a comprehensive video library showing classroom teachers leading students in engaging, standards-aligned lessons:** The Video and Digital Media Library (Library) will contain classroom video clips of teachers modeling best-practice strategies and students demonstrating skills that exemplify CCSS-aligned instruction and learning. The Library will also contain CCSS-related digital media professional learning resources (e.g., modules, podcasts, photo and animated slide shows, digital art presentations, etc.).
- **Provide a peer-to-peer “educator connection” element which allows participating educators to discuss videos viewed from the Library and instructional strategies, share lessons and activities, and to actively engage in a professional learning community:** Providers seeking a listing on the Online PL Support Network list of eligible providers must document how online activities and communities of practice will help educators understand and strengthen their content and pedagogical knowledge in preparation for and implementation of the CCSS. Utilizing the Library, educators will be provided opportunities to discuss the videos through a social media process.
- **Engage participants in High Quality Professional Learning:** Institutions of higher education (IHEs) and professional learning providers engage participating participants in high quality professional learning.
- **Provide New Teaching Strategies:** Educators learn and practice engaging strategies such as project-based, problem-based, inquiry-based, and service-based teaching and learning.
- **Integrate:** The content, skills, and processes of science, technology, engineering, mathematics, History/Social science, English/Reading Language Arts are integrated in a multi-disciplinary approach that is used to solve authentic, real world problems. Educators learn content, pedagogy, and strategies of each discipline through integrating and applying multiple disciplines.
- **Create a “pathways” element that can provide opportunities for in depth on-line learning in focused communities of practice (e.g., lesson studies**

and lesson planning). This pathway may also lead either to an advanced degree in an education related field, additional credential specializations/authorizations, National Board certification, and/or leadership opportunities:

The online professional learning coursework listed on the Online PL Support Network may result in educators earning Continuing Education Units or graduate level credit. For this to occur, the educator will participate in a certificate of completion, or similar structured and sequenced professional learning courses offered by IHEs or other entities. Providers shall identify all major activities, events, and meetings to be held online. Cyclical activities can be noted as such in order to save time and space.

- **Provide Opportunities for Educators to Learn How to Implement CCSS:** Educators will understand and creatively implement the CCSS appropriate for each grade level.
- **Provide Opportunities for Teachers to Become Teacher Leaders:** Participating teachers will take on the expanded role of “teacher leader.” The expectation is that these teacher leaders will provide professional learning and mentoring for additional teachers and schools interested in implementing best instructional practices.
- **Facilitate Improved Student Performance in Disciplines:** Educators will learn new content and teaching strategies, empowering them to facilitate improved student performance in appropriate disciplines.

The Online PL Support Network providers that earn a listing on the list of eligible Online PL Support Network providers will have designed their online activities and resources using proven, well-executed online learning strategies for adults. They will provide detailed user information about who participates in which training experiences, at what times, and what assessments were completed at what levels of proficiency. When renewing a listing on the Network, providers will be asked to provide evidence about the effectiveness of their high quality professional learning program in producing educationally and/or statistically significant gains in content and pedagogical knowledge among participating educators. An Online PL Support Network approval will be valid for three years from the date of issuance.

V. Tasks to be Completed

Task 1: Create a Comprehensive Video Library

The applicants will provide the following evidence:

1. Resources included in the Library will be selected based on the professional learning needs of California K–12 educators. Data may be collected from recent statewide surveys, COEs, universities, independent educational research organizations, or other reliable methods that utilize methods of collecting educator input at the local level on an ongoing basis.
2. All items considered for inclusion in the Library will be reviewed by a team of highly-qualified individuals knowledgeable about the CCSS, online learning, instructional design, professional learning, and education research. The sharing of resources by Library users will undergo a specified review and approval process to ensure appropriate and pertinent content.
3. All items in the Library will be categorized by grade level/span, content area, and featured CCSS standard(s). Resources will be searchable by common key words that relate to the categories above, allow for multiple results within specified categories, and provide related resources for further exploration.
4. The Library will include resources that focus on CCSS implementation specifically relating to the needs of special populations (e.g., students with disabilities, English learners, and socioeconomically disadvantaged students).
5. Videos will include and highlight California classrooms in particular, and provide identifiers for the CCSS with California additions featured as appropriate. Videos will also include classroom exemplars from around the nation and abroad, based on foundational concepts of the CCSS, and will also include identifiers for each featured standard.
6. Videos will be accompanied by transcripts, downloadable lesson plans, supporting materials, associated reflection activities, and access to discussion blogs relating to the featured topic.
7. The Library will contain embedded features within that enable users to interact, share resources, and collaborate on topics related to the content within. Additionally, there will be a feature that allows users to begin their own discussion thread on topics related to the Library resources.

8. The provider will continually seek out new videos and digital media to expand the resource collection, including those relating to the needs of special student populations.
9. The Library will provide, in addition to media resources, links to other CCSS resources (Web pages, documents, professional learning modules, etc.) on the CDE Web site and outside sources. Additionally, there will be a feature that enables the sharing of additional Web links by Library users, upon provider review and approval.
10. All items in the Library will be monitored regularly by provider to ensure that links remain active and the host site/server is properly functioning 24 hours per day. In the event that one or more items in the video library become inaccessible, the provider will be responsible for resolving the problem promptly.

Task 2: Create a Peer-to-Peer “Educator Connection”

Applications must provide the following information for each social media activity:

1. All blogs/discussion boards will be monitored on a daily basis to prevent misuse. Additionally, there will be a feature that allows users to report inappropriate content. A disclaimer will be provided to indicate, that although monitored, the content of user discussion threads is not endorsed by the provider or the CDE.
2. Identify the grade level(s) and content areas for educators who would benefit from each social media activity.
3. Describe the specific activities and projects available to educators to engage in, which will lead to changes in the instructional practices in the classroom.
4. Identify the desired changes in educator content knowledge and pedagogical skills.
5. Describe the strategies and activities that will be used to recruit educators for participation in online activities.

Task 3: Create a “Focused Community of Practice” Element

Applications must provide the following information for each planned activity:

1. The time-frame during which the activity will occur. If the time-frame is broad (weeks or months), indicate the frequency of meetings, not dates.

2. The number of educators who may be directly involved if there are limits to participation.
3. Indicate online instructors who will be responsible for and lead activities and/or events. Provide the resumes or vita (maximum of 1 page each) for each online instructor. **Do not** submit vitae longer than one page.
4. Supply the total hours of online professional learning activities and/or events that will be available to educators. This does not include staff planning or preparation time, only the amount of time during which educators will be actively involved.
5. A well thought-out approach to its curriculum and course design.
6. Clearly stated and attainable educational goals connected to specific CCSS standard(s).
7. Describe the strategies and activities that will be used to recruit educators for participation in online activities.
8. Describe the high degree of interaction between facilitators, instructors, and among participating learners as appropriate.
9. Embedded critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.

Task 4: Provide Evidence of the Following Mandate Requirements for “Pathways” for Advanced Degrees (optional)

1. Description of Course Content Standard: The course provides online learners with engaging learning experiences that promote their mastery of content and are aligned with the CCSS.
 - a. Academic Content Standards and Assessments Indicators
 - i. Goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.
 - ii. Content and assignments are aligned with the CCSS.
 - iii. Tasks and assessments align with the required local, state and national assessments that are associated with the CCSS.
 - iv. Content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.

- v. Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.
- vi. Sufficient learning resources and materials to increase the participating educator's success are available to them before the course begins.

b. Course Overview and Introduction Indicators

- i. A clear, complete course overview and syllabus are included in the course.
- ii. Requirements are consistent with course goals, representative of the scope of the course and clearly stated.
- iii. Information is provided to the participating educator's on how to communicate with the online instructor and course provider, including information on the process for these communications.

c. Legal and Acceptable Use Policies Indicators

- i. Issues associated with the use of copyrighted materials are addressed.
- ii. Academic integrity and Internet etiquette expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.
- iii. Privacy policies are clearly stated.

d. Online Instructor Resources and Qualification Indicators

- i. Online instructor resources and notes are included.
- ii. Assessment and assignment answers and explanations are included.
- iii. The online instructor has academic credentials and experience in the field in which he or she is teaching and has been trained to teach online and to use the course.

2. Description of Instructional Design Standard: The course uses learning activities that engage the participating educators in active learning; provides the participating educators with multiple learning paths to master the content based on student needs; reflects multicultural education and is accurate, current and free of bias; and provides ample opportunities for interaction and communication

educator to educator, educator to online instructor and online instructor to educator.

a. Instructional and Audience Analysis Indicator

- i. The design reflects a clear understanding of the participating educator's needs and incorporates varied ways to learn and multiple levels of mastery of the curriculum.

b. Course, Unit and Lesson Design Indicators

- i. The course is organized into units and lessons.
- ii. The unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.
- iii. Each lesson includes a lesson overview, content and activities, assignments and assessments to provide multiple learning opportunities for the participating educators to master the content.
- iv. The course is designed to teach concepts and skills that the participating educators will retain over time.

c. Instructional Strategies and Activities Indicators

- i. Instruction includes activities that engage the participating educators in active learning.
- ii. Instruction provides students with multiple learning paths to master the content, based on the participating educator's needs.
- iii. The online instructor engages the participating educators in learning activities that address a variety of learning styles and preferences.
- iv. The course provides opportunities for the participating educators to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.
- v. Content reflects multicultural education and is accurate, current and free of bias.
- vi. The online instructor can adapt learning activities to accommodate the participating educator's needs.

- ii. Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content.
 - c. Assessment Resources and Materials Indicators
 - i. Assessment materials provide the online instructor with the flexibility to assess participating educators in a variety of ways.
 - ii. Grading/assessment rubrics and models of partially to fully-completed assignments are provided to the online instructor.
 - iii. Grading/assessment policy and practices are easy to understand.
- 4. Description of Technology Standard: The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.
 - a. Course Architecture Indicators
 - i. Architecture permits the online instructor to add content, activities, and assessments to extend learning opportunities.
 - ii. The course accommodates multiple school calendars; (e.g., block 4X4 and traditional K–12 schedules).
 - b. User Interface Indicators
 - i. The course is easy to navigate.
 - ii. The course makes maximum use of the capabilities of the online medium and makes resources available by alternative means; (e.g., video, CDs and podcasts).
 - c. Technology Requirements and Interoperability Indicators
 - i. Hardware, Web browser, and software requirements are specified.
 - ii. Prerequisite skills in the use of technology are identified.
 - iii. Appropriate content-specific tools and software are utilized.
 - iv. Interoperability technical standards allow sharing content among different learning management systems.
 - v. Interoperability technical standards ensure sharing of questions, assessments and results with others.

- d. Accessibility Indicators
 - i. The course meets universal design principles, such as those specified in the iNACOL to ensure access for all participating educators.
 - ii. Online textbooks used in a course meet nationally endorsed standards for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.
 - e. Data Security Indicators
 - i. Student information remains confidential, as required by the Family Educational Rights and Privacy Act.
5. Description of Course Evaluation and Management Standard: The 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.
- a. Assessing Course Effectiveness Indicators
 - i. Results of peer review and participating educator evaluations of courses are available.
 - ii. The course provider uses multiple ways of assessing course effectiveness.
 - iii. The course is evaluated regularly for effectiveness, and the findings are used as a basis for improvement.
 - b. Course Updates Indicator
 - i. The course is updated periodically to ensure timeliness.
 - c. Certification Indicator
 - i. Course instructors, whether face-to-face or virtual, are certificated and “highly qualified”. The online course teacher possesses a teaching credential from a state-licensing agency and is “highly qualified” as defined under the Elementary and Secondary Education Act (ESEA).

- ii. Accreditation (if academic credit or service credential is an option for participating educators)
 - a. The course provider is regionally accredited and in good standing with their accrediting entity.
 - b. The course provider, if offering a course that leads to a services credential, has approval from the California Commission on Teacher Credentialing.
 - c. The online instructor is a member of the faculty that teaches at the IHE and is listed along with their qualifications in the current IHE catalog.

- d. Instructor and Student Support Indicator
 - i. Professional development about the online course delivery system is offered by the provider to assure effective use of the courseware and various instructional media available.
 - ii. The course provider offers technical support and course management assistance to students, the course instructor, and the school coordinator.
 - iii. Course instructors, whether face-to-face or virtual, have been provided professional development in the behavioral, social, and when necessary, emotional, aspects of the learning environment.
 - iv. Course instructors, whether face-to-face or virtual, receive instructor professional development, which includes the support and use of a variety of communication modes to stimulate student engagement online.
 - v. The provider assures that course instructors, whether face-to-face or virtual, are provided support, as needed, to ensure their effectiveness and success in meeting the needs of online students.
 - vi. Students are offered an orientation for taking an online course before starting the coursework.

VI. Application Preparation and Submission Instructions

Applications submitted in response to this AfE should be prepared and submitted in accordance with the following guidelines:

A. Format

Applications that do not comply with these formatting requirements will not be reviewed or considered for acceptance and will be returned.

1. Use the forms/template provided to complete the application.
2. Body of application is limited to 20 pages, typewritten.
3. 1.5 line spacing (does not apply to forms or supporting documentation).
4. 12-point type, using an easy-to-read font such as Arial or Times New Roman.
5. Address each section by its number and title, as presented in this AfE, (i.e. "Task 1: Create a Comprehensive Video Library").
6. Charts and graphs may be single spaced and use no smaller than 10 point type.
7. 1" side, top, and bottom margins.
8. Footer on each page with page number and the Network name on all copies.
9. Stapled in upper left corner (do not use binders or folders when submitting application).
10. Supporting Documentation: No more than twenty (20) pages of supporting documentation may be included with an application (not including letters of support, forms, charts and tables associated with application requirements). Examples of supporting documentation might be:
 - a. Biographical Sketches of key Network personnel (Individual biographical sketches may not exceed one page);
 - b. Research, data, or articles showing the success of proposed model;
 - c. Communications or public relations materials;
 - d. Existing resources that can benefit the Network;

- e. Evidence of support of target teachers; and
- f. Other supporting documentation.

11. Do not attach additional pages or information not requested in the application.

B. Delivery of Application

1. Send one signed original, two paper copies, and a Microsoft Word copy of the application on a CD or flash drive. The CD or flash drive should contain all narrative sections and forms and attachments. E-mail attachments or applications will not be accepted.
2. All application components must be **received by** the Title II Leadership Office by 5 p.m. on November 18, 2013.
3. Incomplete, late, or incorrectly formatted applications will not be scored or considered for approval.
4. Applicants are urged to use express, certified, or registered mail.
5. Transmission by electronic mail (e-mail) or facsimile (fax) **will not** be accepted.
6. Mail applications to:

Title II Leadership Office
Attention: Online PL Support Network Application
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

VII. Application Review Process and Selection Criteria

A. Application Review and Selection Process

Selection of the final Network applicants will be through a three-stage review process.

- **Stage 1: Review of Written Application**

The Title II Leadership Office will designate a selection panel which will meet in Sacramento and review all of the completed Network applications submitted by the required date.

Note: Points will be awarded based on completeness and responsiveness of the narrative responses to each of the required components listed in the Scoring Rubric and throughout this AfE.

- **Stage 2: Structured Conference Call Interview**

The highest ranking Network applicants will be invited by the Title II Leadership Office to participate in a 45-minute structured conference call interview.

- **Stage 3: CDE Review and Approval of Network Application**

The Title II Leadership Office will notify the potential Network participants of any changes necessary for the completion of a successful Network Application. Upon receipt and approval of these required changes, CDE will review updated applications.

B. Notification

Upon completion of the Network application review process, the CDE will post a notification of acceptance on the CDE Learning Support Network Web page located at <http://www.cde.ca.gov/pd/sn/index.asp>. Final posting of successful applicants will be posted to the same Web site after the appeals process is complete.

C. Appeal Process

Appeals must be received within **10 business days** of the notice of intent to approve and shall be limited to the application review process as specified in this document. Only the key Network Lead may file a letter of appeal with the Director of the Professional Learning Support Division of the CDE. Letters of appeal must

be solely based on the premise that the CDE failed to properly apply the application review process as specified in this document. An applicant may not use the appeal process to present new information. Individual appeals will receive a response within **30 calendar days**. Mail appeal letters to:

Phil Lafontaine, Director
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

IX.

Cover Sheet and Scoring Rubric

Scoring Rubric for Online PL Support Network – Common Core State Standards Applications

As each applicant writes the application, please structure your application to follow the four application sections, starting with the Application Cover Sheet. The scoring rubrics for each task are intended to assist applicants in organizing the narrative responses in the application, to inform applicants of the information that CDE considers critical, and to facilitate consistency and equity. It is also intended to inform applicants of the relative value of each component so that they can plan section length and content accordingly.

Application Section I - Application Cover Sheet

Application Section II - Assurances and Certifications

Each of the **required assurances and certifications** listed below should be downloaded and printed from the supplied CDE Web pages and signed copies shall accompany the application.

- Drug-Free Workplace, CDE-100DF <http://www.cde.ca.gov/fg/fo/fm/drug.asp>
- Lobbying, ED 80-0013 <http://www.cde.ca.gov/fg/fo/fm/lobby.asp>
- Debarment and Suspension, ED 80-0014
<http://www.cde.ca.gov/fg/fo/fm/debar.asp>
- General Assurances (CDE-100A)
<http://www.cde.ca.gov/fg/fo/fm/generalassur2013.asp>

Application Section III - Narrative Responses

The **Narrative Responses** for each task.

- Task 1 (Criteria 1 – 10)
- Task 2 (Criteria 11 – 15)
- Task 3 (Criteria 16 – 25)
- Task 4 (Optional) (Criteria 26 – 87)

Application Section IV - Supporting Documentation

Online Professional Learning Support Network

Cover Sheet

Network Name:				
Website/URL:				
Network Lead (Name, Title, Organization)				
Phone:				
E-mail:				
Mailing Address				
City and Zip Code		California		
Alternate Contact Person / Phone / E-mail				
Content grade spans	<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	<input type="checkbox"/> 6-8	<input type="checkbox"/> 9-12
Content Disciplines	<input type="checkbox"/> Science	<input type="checkbox"/> Technology	<input type="checkbox"/> Engineering	<input type="checkbox"/> Mathematics
	<input type="checkbox"/> ELA	<input type="checkbox"/> Literacy	<input type="checkbox"/> History/SS	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does Applicant include Task #4 Evidence for Advanced Degree (optional)?	<input type="checkbox"/> Yes <input type="checkbox"/> No			
The applicant has provided copies of appropriate license and copyrights for fair use.	<input type="checkbox"/> Yes <input type="checkbox"/> No			
Network Overview (No more than 500 words – use separate sheet if desired)				

Lead Network/Organization Signature

Dean's Signature

Network/Organization Printed Name

Dean's Printed Name

Institution of Higher Education

Date

Date

Rating Scale:

- 0 Not Acceptable- Absent – Component is Missing
- 1 Unsatisfactory – Needs significant improvement
- 2 Somewhat satisfactory – Needs targeted improvement
- 3 Satisfactory – Discretionary improvement needed (See Comments)
- 4 Very Satisfactory – Met all Requirements
- 5 Excellent – No improvement needed

Tasks						
Task 1: Create a Comprehensive Video Library	Not Acceptable	1	2	3	4	5 Excellent
1. Resources included in the Library have been selected based on the professional learning needs of California K–12 educators. There is detailed information about how data was collected from recent statewide surveys, COEs, universities, independent educational research organizations, or other reliable methods that utilize methods of collecting educator input at the local level on an ongoing basis. (Provide evidence in Supporting Documentation Section)						
2. There is detailed information that all items considered for inclusion in the Library have been reviewed by a team of highly-qualified individuals knowledgeable about the CCSS, online learning, instructional design, highly quality professional development, and education research. There is detailed information regarding the sharing of resources by Library users and a description of the specified review and approval process to ensure appropriate and pertinent content.						

Task 1: Create a Comprehensive Video Library	Not Acceptable	1	2	3	4	5 Excellent
3. All items in the Library are categorized by grade level/span, content area, and featured standard(s). There is a description of how resources are searchable by common key words that relate to the categories above, allowing for multiple results within specified categories, and provide related resources for further exploration.						
4. The Library has included resources that focus on CCSS implementation specifically relating to the needs of special populations (e.g., students with disabilities, English learners, and socioeconomically disadvantaged students).						
5. Videos include and highlight California classrooms in particular, and provide identifiers for the CCSS with California additions featured as appropriate. Videos also include classroom exemplars from around the nation and abroad, based on foundational concepts of the CCSS, and include identifiers for each featured standard.						
6. Videos are accompanied by transcripts, downloadable lesson plans, supporting materials, associated reflection activities, and access to discussion blogs relating to the featured topic.						
7. The Library contains embedded features within that enable users to interact, share resources, and collaborate on topics related to the content within. Additionally, there are features that allow users to begin their own discussion thread on topics related to the Library resources.						

Task 1: Create a Comprehensive Video Library	Not Acceptable	1	2	3	4	5 Excellent
8. The provider has provided information about how they will continually seek out new videos and digital media to expand the resource collection, including those relating to the needs of special student populations.						
9. The Library provides, in addition to media resources, links to other CCSS resources (Web pages, documents, professional learning modules, etc.) on the CDE Web site and outside sources. Additionally, there are features that enable the sharing of additional Web links by Library users, upon provider review and approval.						
10. All items in the Library are proven to be monitored regularly to ensure that links remain active and the host site/server is properly functioning 24 hours per day. Statement regarding the resolution of items in the video library that become inaccessible; how the provider will be responsible for resolving the problem promptly.						

Total:

Possible 50 pts.

Comments:

Task 2: Create a Peer-to-Peer “Educator Connection”	Not Acceptable	1	2	3	4	5 Excellent
11. All blogs/discussion boards are described as being monitored on a daily basis to prevent misuse. Additionally, there are features that allow users to report inappropriate content. A disclaimer has been provided to indicate, that although monitored, the content of user discussion threads is not endorsed by the provider or the CDE.						
12. Identifies the grade level(s) and content areas for educators who would benefit from each social media activity.						
13. There is a description of the specific activities and projects available to educators that are engaging and will lead to changes in the instructional practices in the classroom.						
14. Identifies the desired changes in educator content knowledge and pedagogical skills.						
15. There is a description of the strategies and activities that are used to recruit educators for participation in online activities.						

Total:

Possible 25 pts.

Comments:

Task 3: Create A Focused Community of Practice Element	Not Acceptable	1	2	3	4	5 Excellent
16. There is a time-frame stated during which the activity will occur. If the time-frame is broad (weeks or months), indicate the frequency of meetings, not dates.						
17. There is a statement about the number of educators who are directly involved and a statement regarding limitations of the number of participants.						
18. Indicates online instructors who will be responsible for and lead activities and/or events. Provides the resumes or curriculum vitae (maximum of 1 page each) for each online instructor. NO submission of curricula vitae longer than one page.						
19. Supplies the total hours of professional learning activities and/or events that are available to educators. This does not include staff planning or preparation time, only the amount of time during which educators will be actively involved.						
20. Demonstrates a well thought-out approach to its curriculum and course design.						
21. Clearly stated and attainable educational goals connected to CCSS standard(s).						
22. Describe the strategies and activities that will be used to recruit educators for participation in online activities.						
23. Demonstration of a high degree of interaction between facilitators, instructors, and among participating learners as appropriate.						

24. There is embedded critical thinking, problem solving, analysis, integration, and synthesis abilities in learning activities.						
25. Online PL Support Network provider(s) are identified and a rationale for the choice of provider (if IHE is the professional development provider, describe their expertise as it relates to this project).						

Total:

Possible 50 pts.

Comments:

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
Description of Course Content Standard: The course provides online learners with engaging learning experiences that promote their mastery of content and are aligned with the CCSS.						
Academic Content Standards and Assessments Indicators are Present						
26. Goals and objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.						
27. Content and assignments are aligned with the CCSS.						
28. Tasks and assessments align with the required local, state and national assessments that are associated with the CCSS.						
29. Content and assignments are of sufficient rigor, depth and breadth to teach the standards being addressed.						
30. Information literacy and communication skills are incorporated and taught as an integral part of the curriculum.						
31. Sufficient learning resources and materials to increase the participating educator’s success are available to them before the course begins.						
Course Overview and Introduction Indicators are Present						
32. A clear, complete course overview and syllabus are included in the course.						
33. Requirements are consistent with course goals, representative of the scope of the course and clearly stated.						
34. Information is provided to the participating educators on how to communicate with the online instructor and course provider, including information on the process for these communications.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
Legal and Acceptable Use Policies Indicators are Present						
35. Issues associated with the use of copyrighted materials are addressed.						
36. Academic integrity and Internet etiquette expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.						
37. Privacy policies are clearly stated.						
Online Instructor Resources and Qualification Indicators are Present						
38. Online instructor resources and notes are included.						
39. Assessment and assignment answers and explanations are included.						
40. The online instructor has academic credentials and experience in the field in which he or she is teaching and has been trained to teach online and to use the course.						
Description of Instructional Design Standard: The course uses learning activities that engage the participating educators in active learning; provides the participating educators with multiple learning paths to master the content based on student needs; reflects multicultural education and is accurate, current and free of bias; and provides ample opportunities for interaction and communication educator to educator, educator to online instructor and online instructor to educator.						
Instructional and Audience Analysis Indicator are Present						
41. The design reflects a clear understanding of the participating educator’s needs and incorporates varied ways to learn and multiple levels of mastery of the curriculum.						
Course, Unit and Lesson Design Indicators are Present						
42. The course is organized into units and lessons.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
43. The unit overview describes the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit.						
44. Each lesson includes a lesson overview, content and activities, assignments and assessments to provide multiple learning opportunities for the participating educators to master the content.						
45. The course is designed to teach concepts and skills that the participating educators will retain over time.						
Instructional Strategies and Activities Indicators are Present						
46. Instruction includes activities that engage the participating educators in active learning.						
47. Instruction provides students with multiple learning paths to master the content, based on the participating educator’s needs.						
48. The online instructor engages the participating educators in learning activities that address a variety of learning styles and preferences.						
49. The course provides opportunities for the participating educators to engage in higher-order thinking, critical-reasoning activities and thinking in increasingly complex ways.						
50. Content reflects multicultural education and is accurate, current and free of bias.						
51. The online instructor can adapt learning activities to accommodate the participating educator’s needs.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
52. Readability levels, written language assignments and mathematical requirements are appropriate for the course content and the students.						
Communication and Interaction Indicators are Present						
53. The design provides opportunities for appropriate online instructor-participating educator interaction, including timely and frequent feedback about student progress.						
54. The course provides opportunities for appropriate online instructor-participating educator and educator-educator (peer to peer) interaction to foster mastery and application of the material and a plan for monitoring that interaction.						
Resources and Materials Indicators are Present						
55. The course provides opportunities for appropriate participating educator interaction with the content to foster mastery and application of the material.						
56. Participating educators have access to resources that enrich the course content.						
Description of Student Assessment Standard: The course uses multiple strategies and activities to assess participating educator readiness for, and progress in, course content and provides participating educators with feedback on their progress.						
Evaluation Strategies Indicators are Present						
57. Evaluation strategies for the participating educator are consistent with course goals and objectives, representative of the scope of the course and clearly stated.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
58. The structure includes adequate and appropriate methods and procedures to assess the participating educator’s mastery of content.						
Feedback Indicators are Present						
59. Ongoing and frequent assessments are conducted to verify each participating educator’s readiness for the next lesson.						
60. Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content.						
Assessment Resources and Materials Indicators are Present						
61. Assessment materials provide the online instructor with the flexibility to assess participating educators in a variety of ways.						
62. Grading/assessment rubrics and models of partially to fully-completed assignments are provided to the online instructor.						
63. Grading/assessment policy and practices are easy to understand.						
Description of Technology Standard: The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.						
Course Architecture Indicators are Present						
64. Architecture permits the online instructor to add content, activities and assessments to extend learning opportunities.						
65. The course accommodates multiple school calendars (e.g., block 4X4 and traditional K–12 schedules).						
User Interface Indicators are Present						
66. The course is easy to navigate.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
67. The course makes maximum use of the capabilities of the online medium and makes resources available by alternative means; (e.g., video, CDs and podcasts).						
Technology Requirements and Interoperability Indicators are Present						
68. Hardware, Web browser and software requirements are specified.						
69. Prerequisite skills in the use of technology are identified.						
70. Appropriate content-specific tools and software are utilized.						
71. Interoperability technical standards allow sharing content among different learning management systems.						
72. Interoperability technical standards ensure sharing of questions, assessments and results with others.						
Accessibility Indicators are Present						
73. The course meets universal design principles, such as those specified in the iNACOL — <i>National Standards for Quality Online Programs</i> to ensure access for all participating educators.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
74. Online textbooks used in a course meet nationally endorsed standards for publishers to ensure distribution of accessible, alternative versions of textbooks and other instructional materials.						
Data Security Indicators are Present						
75. Student information remains confidential, as required by the Family Educational Rights and Privacy Act.						
Description of Course Evaluation and Management Standard: The 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.						
Assessing Course Effectiveness Indicators are Present						
76. Results of peer review and participating educator evaluations of courses are available.						
77. The course provider uses multiple ways of assessing course effectiveness.						
78. The course is evaluated regularly for effectiveness, and the findings are used as a basis for improvement.						
Course Updates Indicator are Present						
79. The course is updated periodically to ensure timeliness.						
Certification Indicator are Present						
80. Course instructors, whether face-to-face or virtual, are certificated and “highly qualified”. The online course teacher possesses a teaching credential from a state-licensing agency and is “highly qualified” as defined under ESEA.						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
<p>81. Accreditation (if academic credit or service credential is an option for participating educators)</p> <ul style="list-style-type: none"> a. The course provider is regionally accredited and in good standing with their accrediting entity. b. The course provider, if offering a course that leads to a services credential, has approval from the California Commission on Teacher Credentialing. c. The online instructor is a member of the faculty that teaches at the IHE and is listed along with their qualifications in the current IHE catalog. 						
Instructor and Student Support Indicators are Present						
<p>82. Professional development about the online course delivery system is offered by the provider to assure effective use of the course work and various instructional media available.</p>						
<p>83. The course provider offers technical support and course management assistance to students, the course instructor, and the school coordinator.</p>						
<p>84. Course instructors, whether face-to-face or virtual, have been provided professional development in the behavioral, social, and when necessary, emotional, aspects of the learning environment.</p>						

Task 4: Provide Evidence of Mandate Requirements for “Pathways” to Advanced Degrees: (optional)	Not Acceptable	1	2	3	4	5 Excellent
85. Course instructors, whether face-to-face or virtual, receive instructor professional development, which includes the support and use of a variety of communication modes to stimulate student engagement online.						
86. The provider assures that course instructors, whether face-to-face or virtual, are provided support, as needed, to ensure their effectiveness and success in meeting the needs of online students.						
87. Students are offered an orientation for taking an online course before starting the coursework.						

Total:

Possible 305 pts.

Comments:

X. Checklist for Submission of Online Professional Learning Support Network Application

APPLICATION CONTENTS

Confirm with an “X” each completed item of the application. An application must meet all the required criteria to be reviewed by the CDE. A completed application **MUST** include all of the following:

Application Format

Confirm with an “X” that the application meets the following format specifications:

- Use the forms/template provided to complete the application.
- Body of application is limited to 20 pages, typewritten.
- The documents in the application are arranged in the order listed in this checklist.
- 1.5 line spacing (does not apply to forms or supporting documentation).
- 12-point type, using an easy-to-read font such as Arial or Times New Roman.
- Address each section by its number and title, as presented in this AfE, (i.e. “Task 1: Create a Comprehensive Video Library”).
- Charts and graphs may be single spaced and use no smaller than 10 point type.
- 1" side, top, and bottom margins.
- Footer on each page with page number and the Network name on all copies.
- Stapled in upper left corner (do not use binders or folders when submitting application).
- The application package to be delivered to the CDE includes one signed original, two paper copies, and a Microsoft Word copy of the application on a CD or flash drive. The CD or flash drive should contain all narrative sections and forms and attachments. E-mail attachments or **applications will not be** accepted.

1. Application Cover Sheet (Application Section I)

- Network Name
- Contact Information
- Alternative Contact and Information
- Grade Span Listed
- Content Discipline Stated
- Copies of Appropriate License and Copyrights for Fair Use
- Network Overview

2. Assurances and Certifications (Application Section II)

Each of the **required assurances and certifications** listed below has been downloaded and printed from the supplied CDE Web pages and signed copies shall accompany the application.

- Drug-Free Workplace, CDE-100DF <http://www.cde.ca.gov/fq/fo/fm/drug.asp>
- Lobbying, ED 80-0013 <http://www.cde.ca.gov/fq/fo/fm/lobby.asp>
- Debarment and Suspension, ED 80-0014
<http://www.cde.ca.gov/fq/fo/fm/debar.asp>
- General Assurances (CDE-100A)
<http://www.cde.ca.gov/fq/fo/fm/generalassur2013.asp>

3. Narrative Responses (Application Section III)

The **Narrative Responses** should follow the supplied **Scoring Rubrics** for each task.

- Task 1 (Criteria 1 – 10)
- Task 2 (Criteria 11 – 15)
- Task 3 (Criteria 16 – 25)
- Task 4 (Optional) (Criteria 26 – 87)

4. Supporting Documentation (Application Section IV)

Supporting Documentation: No more than twenty (20) pages of supporting documentation may be included with an application (not including letters of support, forms, charts and tables associated with application requirements). Examples of **supporting documentation might be:**

- Biographical Sketches of key project personnel, (Individual biographical sketches may not exceed one page)
- Research, data, or articles showing the success of proposed model
- Communications or public relations materials
- Existing resources that can benefit the Network
- Evidence of support of target teachers

Completed applications must be **received by** 5 p.m. on November 18, 2013.

Title II Leadership Office
Professional Learning Support Division
California Department of Education
1430 N Street, Suite 4309
Sacramento, CA 95814

Only for use by CDE: Screen for Completed Application	
Date:	Screened by Title II Leadership Office staff (initials):
<input type="checkbox"/> YES <input type="checkbox"/> NO	Format is correct
<input type="checkbox"/> YES <input type="checkbox"/> NO	Assurances and Certifications are signed and included
<input type="checkbox"/> YES <input type="checkbox"/> NO	Written narrative addressing all 3 tasks (Task 4 optional) submitted
<input type="checkbox"/> YES <input type="checkbox"/> NO	All supporting documentation included not to exceed 20 pages
<input type="checkbox"/> YES <input type="checkbox"/> NO Missing:	Application package received by the CDE includes two complete sets of the application (one with original signatures) and flash drive or CD
<input type="checkbox"/> YES <input type="checkbox"/> NO	Application due date was met