



Considerations When Implementing Distance Learning PY 2024-25

Agenda – Distance Learning Overview Revisited

- OCTAE Guidelines for Distance Learning during COVID-19 (*Memorandums 20-3, 20-4, 20-5*)
- Strategies for Creating Distance Learning Classes
- Assigning Instructional Hours to Distance Learners
- Implementing Pre-/Post-testing and other Assessments
- Suggestions and updates for COVID-19 data collection

COVID-19's Effect on CA WIOA II Agencies

Below is a resource page that provides help to agencies responding to COVID-19

<https://otan.us/resources/covid-19-field-support/>

Here is a link to a set of FAQ's

<https://otan.us/media/h2saiwpj/faqs-031820.pdf>

Distance Learning - OCTAE

On March 27, OCTAE disseminated Memorandum 20-3

Updated memos on April 17, 2020 and May 29, 2020

- OCTAE will continue to collect data and establish performance measures with states.
- “States... should identify students who were not tested... due to the impact of COVID-19.”
- Memo 20-5 allows for self reported placement in one of the 12 federal EFL’s
- To get a MSG the participant still needs to complete a pretest and a post-test, like usual.

Distance Learning - NRS

- Individuals in Distance Learning programs have the same data collection requirements as other adult learners.
- For these learners, agencies should mark Special Programs = Distance Learning
- If more than 50 percent of the instruction is in distance learning, mark Distance Learning.
- If distance instruction equals 50 percent or less, do NOT mark Distance Learning.

Distance Learning

For Distance Learning, NRS policy prescribes the “50 percent rule.”

- ***Calculating this at the class level for each agency depends on how your agency has structured classes in response to COVID-19.***

Distance Learning – Class Strategies

Calculating this at the class level for each agency depends on how your agency has resumed its classes and structured activity in your continued response to COVID-19.

1. “Pick up where you left off.”
2. Start new classes specific to DL.

Distance Learning – Class Strategies

“Pick up where you left off.”

- If your agency continued classes as scheduled, but changed the delivery method to a distance learning context because of COVID-19 – then calculate whether or not 50%+ of the instruction overall is in a distance learning format.
- If you plan on beginning PY 20-21 virtually, but will open up to in person instruction sometime later in the year – then you can use this same approach, only in reverse.

Distance Learning – Class Example #1

“Pick up where you left off.”

- *Example 1: An ESL class beginning 8/1/19 and running through 5/31/20. The class was held in a “regular classroom” through 3/13/20 and switched to distance learning on 3/23/20.*
- In this example, do NOT mark distance learning as less than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Class Example #1

“Pick up where you left off.”

- *Example 2: An ESL class beginning 8/1/20 and running through 5/31/21 stays 100% virtual through 10/31/20, but begins regular classroom instruction on 11/1/20.*
- In this example, do NOT mark distance learning as less than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Class Example #2

“Pick up where you left off.”

- *Example 3: An ABE class beginning 3/1/20 and running through 5/31/20. The class was held in a “regular classroom” through 3/13/20 and switched to distance learning on 3/23/20.*
- In this example, mark distance learning as more than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Class Example #2

“Pick up where you left off.”

- *Example 4: An ABE class beginning 8/1/20 and running through 10/31/20. The class is 100% virtual through 10/15/20 but then resumed “regular classroom” instruction starting 10/16/20.*
- In this example, mark distance learning as more than 50% of instruction in this class was delivered outside the regular classroom.

Distance Learning – Recording in TE

“Pick up where you left off.”

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.

Class Instance Information

Class Description: 4001199... FY2019_20... Google Suite in Spanish Agency/Site: 9999.L.50...50
Program Year: 7/1/2019 - 6/30/2020 Class Notes:
Class Start Date: 8/6/2019 Class End Date: 12/19/2019

Attendance

Attendance Source: Daily Attendance

Week: 12/02/2019 - 12/08/2019

	Monday 12/02/2019	Tuesday 12/03/2019	Wednesday 12/04/2019	Thursday 12/05/2019
Instructional Attendance	180 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	180 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	180 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	180 <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Distance Learning Attendance	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Sorted by Name	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7178412 / ██████████	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7178421 / ██████████	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MM <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Distance Learning – Class Strategies

“Start new classes specific to DL.”

- If you are offering distance learning, and starting this activity as new classes, with a new group of students – then create the new class(es) in TE with the new Start Date.
- You may want to optionally label these with a specific title to distinguish them from other classes.
- For these newly created classes, mark Special Programs = Distance Learning.
- For the classes that existed prior to COVID-19, leave them as “regular” (***not*** Distance Learning) classes.

Distance Learning – Class Example #1

Start new classes specific to DL.

- *Example 1: An ESL class beginning 8/1/19 was scheduled to run through 5/31/20, but ended due to COVID-19. The last day of the “regular” class was 3/13/20. A brand new class resumed via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 8/1/19 to 3/13/20, and a second class marked for DL starting 3/23/20.

Distance Learning – Class Example #2

Start new classes specific to DL.

- *Example 2: An ABE class beginning 3/1/20 was scheduled to run through 5/31/20, but ended on 3/13/20 due to COVID-19. The class was held in a “regular classroom” through 3/13/20 and resumed as a completely new class via distance learning on 3/23/20.*
- In this example, create one non-DL ESL class from 3/1/20 to 3/13/20, and a second class marked for DL starting 3/23/20.

Distance Learning – Class Example #2

Start new classes specific to DL.

- *Example 3: An ABE class beginning 8/1/20 and running through 10/31/20. The class is 100% virtual through 10/15/20 but then resumed “regular classroom” instruction starting 10/16/20.*
- In this example, create one non-DL ESL class from 8/1/20 to 10/15/20, and a second class marked for DL starting 10/16/20.

Distance Learning – Class Example #2

Start new classes specific to DL.

- *Example 4: An ABE class beginning 8/1/20 and running through 10/31/20. The class is 100% virtual through 10/15/20 but then resumed “regular classroom” instruction starting 10/16/20.*
- In this example, create one non-DL ESL class from 8/1/20 to 10/15/20, and a second class marked for DL starting 10/16/20.

Distance Learning – Recording in TE

“Start new Classes Specific to DL”

- For either example, whether the instruction is more or less than 50% - you can specify in TE at the class or student level exactly which hours are DL versus not DL.

The screenshot displays the 'Class Instance Information' page in the TE system. The page header includes the class description '4001199 - FY2019_20 - Google Suite in Spanish', program year '7/1/2019 - 6/30/2020', and class start/end dates '8/6/2019' and '12/19/2019'. The 'Attendance' section is active, showing a weekly view for the week of 12/02/2019 to 12/08/2019. The table below shows attendance data for two students, 7178412 and 7178421, across four days: Monday (12/02/2019), Tuesday (12/03/2019), Wednesday (12/04/2019), and Thursday (12/05/2019). The 'Instructional Attendance' row shows 180 minutes for all days, while the 'Distance Learning Attendance' row shows 0 minutes for all days. The 'Sorted by Name' row shows the student names and their corresponding attendance status.

	Monday 12/02/2019	Tuesday 12/03/2019	Wednesday 12/04/2019	Thursday 12/05/2019
Instructional Attendance	180	180	180	180
Distance Learning Attendance	MM	MM	MM	MM
Sorted by Name				
7178412 / ██████████	MM	MM	MM	MM
7178421 / ██████████	MM	MM	MM	MM

Distance Learning – NRS

Three models of measuring distance learning instruction (NRS):

- 1. Clock Time.** Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.
- 2. Teacher Verification.** Assigns a fixed number of hours for each assignment based on teacher determination of the extent to which a participant engaged in the assignment.
- 3. Learner Mastery.** Assigns a fixed number of hours of credit based on the participant completing content of each lesson.

Distance Learning – NRS

- California has historically used the “Proxy – Learner Mastery” model to document hours in distance learning programs.
- The student is credited hours of instruction for completing an assignment (such as an instructional video or educational software lesson) rather than a set block of clock time.
- Agencies can vary their approach to hours based on specific delivery model.

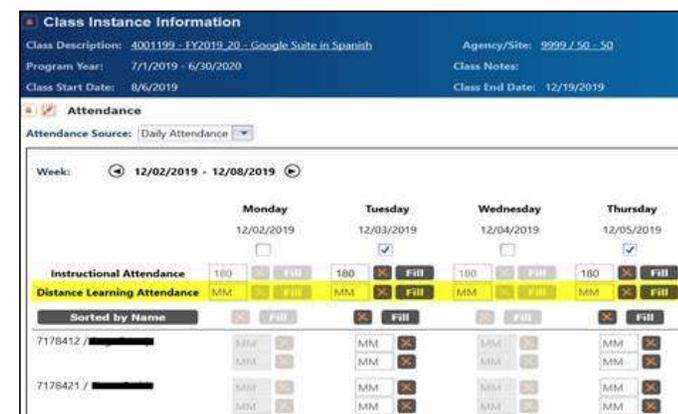
Distance Learning – Hours of Instruction

- Facilitated online instruction can be recorded the same as “regular” instruction. (*Clock time*)
- For educational software applications, the recommendation is to pre-assign a number of hours to each lesson or module. (*Learner mastery*)
- There are three general approaches useful for determining “proxy” hours from educational software.

Distance Learning – Hours of Instruction

How do we record hours for facilitated instruction received online?

- This approach simply uses the *Clock Time* model.
- An hour of online facilitated instruction = an hour of “regular” instruction.
- If more than 50%, mark “Distance Learning” at the student or class level in TE.



The screenshot displays a software interface for managing class instances. At the top, a blue header contains 'Class Instance Information' with details: Class Description: 4001199... FY2019_20... Google Suite in Spanish, Agency/Site: 9999 / 50... 50, Program Year: 7/1/2019 - 6/30/2020, Class Notes, Class Start Date: 9/6/2019, and Class End Date: 12/19/2019. Below this is the 'Attendance' section, where the source is set to 'Daily Attendance'. A week selector shows '12/02/2019 - 12/08/2019'. The main table shows attendance for four days: Monday (12/02/2019), Tuesday (12/03/2019), Wednesday (12/04/2019), and Thursday (12/05/2019). Two rows are highlighted in yellow: 'Instructional Attendance' and 'Distance Learning Attendance'. The 'Distance Learning Attendance' row shows 'MM' (Missing) for all days, while 'Instructional Attendance' shows '180' for Monday and Wednesday, and '180' with a checkmark for Tuesday and Thursday. Below the table, two student records are visible, each with 'MM' for all days.

	Monday 12/02/2019	Tuesday 12/03/2019	Wednesday 12/04/2019	Thursday 12/05/2019
Instructional Attendance	180	180	180	180
Distance Learning Attendance	MM	MM	MM	MM
Sorted by Name				
7178412 / [redacted]	MM	MM	MM	MM
7178421 / [redacted]	MM	MM	MM	MM

Distance Learning – Hours of Instruction

What if the facilitated instruction received online is recorded – and a student watches the recording instead of the “live” presentation?

- Agencies can decide this as a team whether or not to allow this as hours of instruction.
- If allowed – then assign the time that equates with the time assigned to the “live” presentation. Mark “Distance Learning” in TE for those over 50% DL.
- Whatever the agency decision - record this policy in detail in the Local Assessment Policy.

Distance Learning – Hours of Instruction

How do we record hours of instruction accurately when students complete lessons using educational software (a few examples are Odysseyware, Aztec, and Burlington English).

- The most common technique to document instructional hours is to tabulate “proxy” hours assigned for learner completion of each module. (Using *Learner Mastery*)
- Contact your software publisher for recommendations and best practices.

Distance Learning – Three Approaches to “Proxy” Hours

1. With software applications that include a time pre-programmed for each lesson or module, use the hours recorded from the software.
2. For applications not linked to a specific time frame, but provide a recommended time for student completion – follow the educational software publisher’s recommendation.
3. If the software publisher does not provide recommended times for completion – meet as an instructional management team, determine the amount of time students spend on each module, and document that in your agency’s Local Assessment Policy.

Distance Learning – Example #1

If the educational software records the correct number of hours in its system, use the total provided by the software.

- *Example: if a student completes Module 1 of a 12-module software course, and the publisher has programmed Module 1 for one hour of instruction – then the application will record that amount of time for that student, and you can then record that total as hours in TE.*

Distance Learning – Example #2

If the software does not program specific hours into the application, but does provide recommended hours for each lesson or module – then agencies should use the time allotments (or limits) provided and record those totals in TE.

- *Example: if a student completes Module 2 of a 12-module software course, and the publisher recommends that Module 2 takes two hours to complete, document two hours for that student in TE once s/he completes that module.*

Distance Learning – Example #3

If the software does not provide recommended times for completion, you should meet as an instructional management team locally, determine the amount of time on average students spend on each module, and document that in your agency's Local Assessment Policy.

(Learner Mastery)

Distance Learning – Example #3

Example – Module 1 of a self-paced software course:

- Observe students who complete the module, and identify an “average” amount of time for a student to finish the module.
- If the “average” student takes two hours to complete Module 1, then assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency’s specific policy and approach in your agency’s Local Assessment Policy.**

Distance Learning – Example #3

Example: 12-module educational software program. (12 modules – 20 hours total)

Module 1 – Intro to Work (1 hour)

Module 2 – Career Exploration (2.5 hours)

Module 3 – Making Career Choices (1.5 hours)

Module 4 - ...

- Follow the same process for all 12 modules as with module 1 in the previous example.
- List the number of hours assigned to each module.
- Record hours in TE at the class or the student level.

General Guidelines for DL Hours

- Contact your instructional software publisher for guidance on hours. If the application does not embed hours-related information into the software, the vendor may have information that may guide you in determining these totals.
- The recommended hours you record for each student should reflect an “average” number of hours that the instructional team agrees on – and should NOT be determined by only one person.

General Guidelines for DL Hours

- If your agency prefers to assign hours on an individual student basis, and not use the “proxy” hours method, that is permissible. Explicitly state that your agency is using this method in your Local Assessment Policy.
- To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student, and reflects the level of effort each student gives during each instructional session.
- More detailed description of this process is needed in the agency’s Local Assessment Policy.

Distance Learning – Recording in TE

- TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a “regular classroom.”
- This enables agencies to track and specify distance learning hours vs. hours from the “regular classroom.”
- **Instructions for recording distance learning hours in TE** are posted on the same Webpage as the recent FAQ document.

Updates in Response to COVID-19

- Remote Testing
- CASAS Reading Level Indicator (RLI)
- Data Integrity
- Reporting Student Outcomes
- Providing Short Term Services

Remote Testing Page

Visit the CASAS Remote Testing page:

<https://www.casas.org/product-overviews/remote-testing>

Home > Product Overviews > Remote Testing

Order

Assessments

Remote Testing

Curriculum Management & Instruction

Software

Research and Evaluation

Services

Remote Testing for CASAS tests

CASAS is excited to support agencies as they prepare for the future with distance learning becoming a regular and essential part of their programs. In order to better support distance learning opportunities for more learners, remote testing is the wave of the future.

- **Remote Testing Updates**
- Remote Testing 1:1 Demonstration, click [here](#).
- Optional: Proctor Remote Testing Certification, click [here](#).
- Latest webinar update on remote testing, click [here](#).
- NOTE to California WIOA II funded agencies: for additional remote testing information, click [here](#).

Documentation

Remote Testing Overview

File	Type	Size	Download
Register Testing Stations Remotely	PDF	295.49 KB	 Download

Remote Testing Benefits

- **Pretest** new students
 - Baseline scores for NRS reporting
 - Placement information to guide distance learning instruction
- **Post-test** to achieve MSGs
- Add **flexibility** by developing the capacity to offer multiple testing options, including testing distance learners.
- Make remote testing a **regular and essential part** of your program.

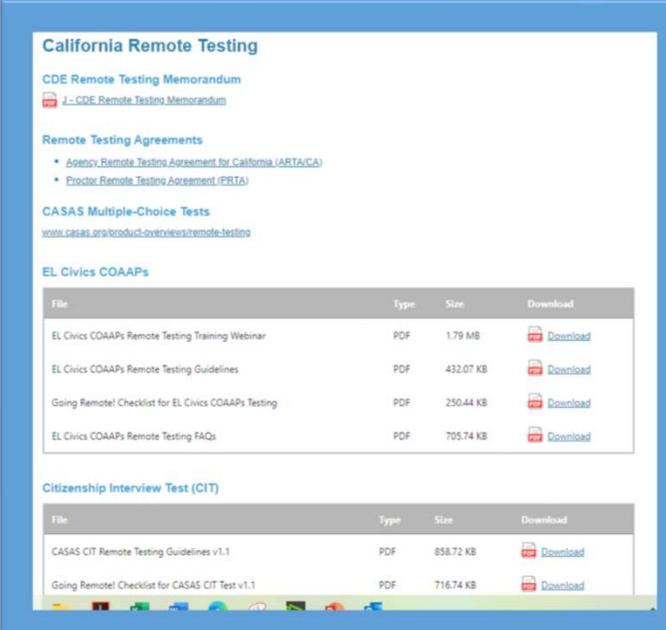
Remote Testing Challenges

- Uncertainty about school openings
- Equity concerns
 - Proctor and student **access to technology**
 - Student **test environment** may lack privacy and have distractions
- **High staffing costs** due to limitation of test taker to proctor ratio.
 - Difficult to test large numbers and maintain test security.

Remote Testing for EL Civics

Go to the CASAS website and go to the California Remote Testing page

- Guidelines for remote assessment for CA EL Civics Additional Assessments (COAAPs) and the CASAS Citizenship Interview Test (CIT)
- Webinar recordings and Frequently asked questions



California Remote Testing

[CDE Remote Testing Memorandum](#)
↓ - CDE Remote Testing Memorandum

Remote Testing Agreements

- [Agency Remote Testing Agreement for California \(ARTA/CA\)](#)
- [Provider Remote Testing Agreement \(PRTA\)](#)

CASAS Multiple-Choice Tests
www.casas.org/product-overviews/remote-testing

EL Civics COAAPs

File	Type	Size	Download
EL Civics COAAPs Remote Testing Training Webinar	PDF	1.79 MB	Download
EL Civics COAAPs Remote Testing Guidelines	PDF	432.07 KB	Download
Going Remote! Checklist for EL Civics COAAPs Testing	PDF	250.44 KB	Download
EL Civics COAAPs Remote Testing FAQs	PDF	705.74 KB	Download

Citizenship Interview Test (CIT)

File	Type	Size	Download
CASAS CIT Remote Testing Guidelines v1.1	PDF	658.72 KB	Download
Going Remote! Checklist for CASAS CIT Test v1.1	PDF	716.74 KB	Download

Remote Testing Considerations

- Parking Lot testing
 - [Novi Adult Education-Testing in cars](#)
 - [YouTube video of the webinar](#)
- Remote Operations with On site Proctor
- On site testing with social distancing
- Updates to current remote testing options



CASAS Reading Level Indicator (RLI)

- Available at no cost only to eTests/TE users.
- Results are shown as “Estimated NRS EFL” for ABE or ESL. No scale scores are given.
- It is NOT an NRS-approved test and may NOT be used for pre- or post-testing to achieve MSGs.
- The *Reading Level Indicator* (RLI) is Form 601R.
- The RLI was released in mid-August.

About the *Reading Level Indicator*

- Initiate the RLI by selecting students in TE's Student Demographics lister.
- Click the **Send Test Invitations** button.

The screenshot displays the TE's Student Demographics lister interface. At the top, there is a toolbar with various actions: 'Aggregated', 'Subsites', 'Filter', 'Columns', 'Sort', 'Delete', 'Batch Delete', 'Batch Edit', and a 'Send Test Invitations' button highlighted with a red box. Below the toolbar is a table with columns: Name, Birth Date, Gender, Ethnicity, Races, Native Language, Cell Phone, and Email. The table contains several student records. The row for 'Johnny Test' is highlighted in blue, and a red arrow points to the 'Name' column of this row. Below the table, a confirmation dialog box titled 'TOPSpro Enterprise' is open, asking 'Are you sure you want to send invitation to take a Reading Level Indicator assessment for 1 selected student?'. The 'Yes' button in the dialog is highlighted with a red box.

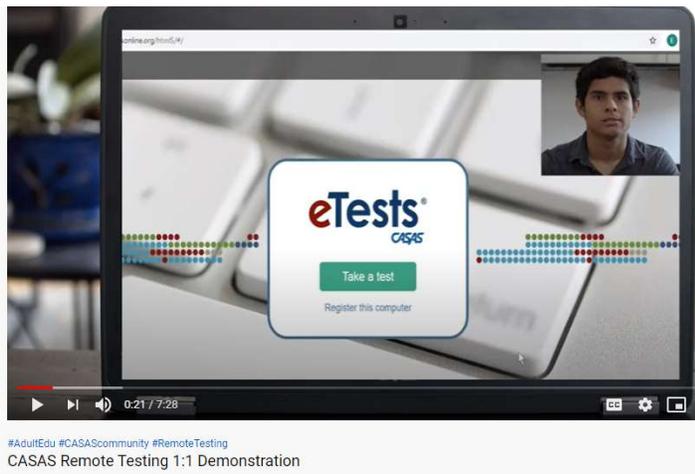
Name	Birth Date	Gender	Ethnicity	Races	Native Language	Cell Phone	Email
Xiaoke Gainoiu	9/3/1992	Female	Not Hispanic or Latino	White	Farsi		Xia_Gainoiu20@rhas.edu
Thanh Lieng	3/13/1984	Female	Not Hispanic or Latino	Asian	Chinese		Tha_Lieng79@rhas.edu
Jini De	9/21/1973	Female	Hispanic or Latino	White	English		Jin_De20@rhas.edu
Johnny Test	1/1/2000	Male				5559181823	techsupport@casas.org
Oswal A. Amador	7/2/1999	Male	Hispanic or Latino	White	English		Ysa_M12@rhas.edu
Golali Lelsani	11/17/1978	Female	Hispanic or Latino	White	Spanish		Gol_Lelsani17@rhas.edu
Sangyeun Tresevant	11/20/1998	Male	Hispanic or Latino	White	English		San_Tresevant14@rhas.edu
Shireen Beagle	8/8/1987	Female	Not Hispanic or Latino	White	English	(146) 871-4587	Shi_Beagle10@rhas.edu

TOPSpro Enterprise

Are you sure you want to send invitation to take a Reading Level Indicator assessment for 1 selected student?

Yes No

Remote Testing Information



Remote testing 1:1 Demo on video
<https://youtu.be/uLoaw-BHo-s>

Registering test stations for remote testing on video
<https://youtu.be/1ipRe4-8Tiw>

Remote Testing Overview Documents

<https://www.casas.org/product-overviews/remote-testing>

Agency Remote Testing Agreement for California

Must be completed annually and copy sent to CDE consultant and CASAS Program Specialist

Distance Learning Examples

Learner Mastery Process Example

Example – A 12 Module self-paced software course

- Observe students who complete the modules, and identify an “average” amount of time for a student to finish each module.
- If the “average” student takes two hours to complete Module 1, for example -- assign two hours to that module, and record that equally for all students who complete it.
- **Document your agency’s specific policy and approach in your agency’s Local Assessment Policy.**

Clock Time Model– Example #1

20 students are enrolled in an online ESL class and all attend for one hour, Tuesday/Thursday via Zoom.

- ***Local Assessment Policy Example:***

The classes listed below meet two hours a week online via Zoom. Agency uses Clock Time model record hours- all instructional hours are accrued via Zoom. Students are required to enter name in chat upon arrival to document participation. All Zoom sessions are recorded for teacher to verify hours and participation for each student.

Clock Time Model– Example #2

20 students are using educational software that automatically records the correct number of hours for each student.

- ***Local Assessment Policy Example:***

Students in classes listed below complete lessons in [Software App X] for up to six hours a week. Agency uses Clock Time model - hours are automatically recorded in the software. Recorded time for each module is listed below. Students are required to login using unique username and password to document participation. Student completes all exercises as required by the software to demonstrate mastery.

Teacher Verification– Example #1

20 students are using educational software that does not record hours and does not include additional exercises at the end of each lesson.

- ***Local Assessment Policy Example:***

The classes listed below complete lessons in [Software App X] for up to six hours a week. Students are required to login using unique username and password to document participation. Agency uses Teacher Verification model. Student completes all activities as required by the software for each lesson. Teacher notes the progress for each student and assigns 0, 1, or 2 hours of instruction for each lesson.

Learner Mastery – Example #1

20 students are using educational software that does not record hours but does include required exercises at the end of each lesson.

- ***Local Assessment Policy Example:***

The classes listed below complete lessons in [Software App X] for up to six hours a week. Students are required to login using unique username and password to document participation. Agency uses Learner Mastery model. Agency has determined hours for each module in [App X]. Once the student completes all exercises as required by the software for each lesson, the student is credited with contact hours according the list below.

Learner Mastery – Example #2

20 students are enrolled in an online ESL class for one hour, Tuesday/Thursday via Zoom. Most attend as scheduled, but some students who cannot attend access the recorded session.

Local Assessment Policy Example:

The classes listed below meet two hours a week online via Zoom... sessions are recorded for teacher to verify hours and participation for each student. Students that miss the “live” session can access the recording anytime before the next scheduled class. Learners login to the recording just as they do the live session, and must complete a short quiz at the end of the session to get credited with instructional hours.

Learner Mastery – Example #3

10 students are enrolled in independent study classes and watching assigned YouTube videos as part of the required instruction.

- ***Local Assessment Policy Example:***

The classes listed below meet two hours a week online via Zoom... and also complete three lessons in [Video Series Y], one hour per video. Agency uses Learner Mastery model for the online videos. Once the student completes all three videos, the student must achieve a score of at least 80% on a quiz that incorporates all video content to achieve mastery and receive the three hours of instruction.

Example #1 Using Mixed Delivery Methods

20 students are using educational software that does not record hours or include additional exercises at the end of each lesson. Most participate in a “live” session with the teacher, but some who miss the live session complete activities on their own.

Students meet two hours a week online via Zoom... sessions are recorded for teacher to verify hours and participation for each student. Students that miss the “live” session can access the recording anytime before the next scheduled class. Learners login to the recording just as they do the live session, and must complete a short quiz at the end of the session to get credited with instructional hours.

Example #2 Using Mixed Delivery Methods

- ***Local Assessment Policy Example:***

Students complete lessons in [Software App X] for up to six hours a week. Students to login using unique username and password to document participation.

- *For students who participate during schedule sessions, use Teacher Verification model by facilitating online activities and prompting participants with questions.*
- *For students who complete activities on their own use Learner Mastery, and must pass a quiz with at least 80% to be credited with the instructional hours.*

Example Describing Learner Mastery Process

Example: 12-module educational software program X.

(12 modules – 24 hours total)

Module 1 – Intro to Work (1 hour)

Module 2 – Career Exploration (2.5 hours)

Module 3 – Making Career Choices (1.5 hours)

Module 4 - ...

- Follow the same process listing all 12 modules
- List the number of hours assigned to each module.
- Record hours in TE according to these specifications.

Thanks for your participation!

