



Guiding Questions for Reviewing the Digital Environment and LMS

Observing the Digital Environment

Digital Learning Environment: The Learning Management System (LMS) supports the instructional program and student achievement.

- What LMS does the institution utilize and does it integrate with other platforms to promote an effective user experience?
- How is the LMS reliability monitored and measured?
- What supports are in place when the LMS is not operating effectively?

Curriculum: The curriculum provides equitable and challenging academic content and authentic learning experiences.

- How does the curriculum present instruction that is highly engaging?
 - Are assignments discussion-based or interactive, or do students receive mostly text-based instruction?
 - Are there project-based learning opportunities?
- What type of higher-order thinking strategies are applied in the digital classrooms?
- What real-life learning experiences are available to students within each course?
- What is the process for making changes to the digital course?
- What media resources are used in course instruction?
- Do students use digital tools to conduct research, solve problems, and/or create original works for learning?

Assessment Data: Data is collected and used to monitor and revise curriculum, instruction, and assessment.

- How do you know students are learning?
- What student assessment data is available?
- How is student learning assessed, i.e., multiple choice tests, fill-in the blank, essays, project-based learning, etc.?
- How are student assessment results used to revise curriculum, instruction, and assessment?
- What guidelines are used for grading assignments, rubrics, projects, and assessments?

Academic Integrity: Student work is validated and practices exist within the institution to ensure students are completing their own work.

- What are the processes and tools used to ensure students are completing their own work, such as testing centers, proctor services, Turnitin, etc.?
- What strategies are used to communicate academic integrity expectations to students?
- How are authentic learning expectations monitored and enforced by teachers?



Communication: Teachers interact constructively with students and provide the course expectations.

- How often do teachers communicate with students (e.g., emails, phone calls, live lessons, video conferencing, office hours, etc.)?
- How often and how do students communicate with their teacher(s)?
- What are the course expectations and how are these expectations communicated to the student?
- What are the teacher expectations for areas such as communication, grading, feedback, office hours, availability, and response time to students?
- Is there a process that validates teacher timely communication efforts?

Student Progress and Feedback: The teacher monitors student progress in each course, provides feedback and revises instructional strategies to address student learning needs.

- What type of feedback do students receive from their teacher?
- How often do students receive feedback from their teacher about academic progress?
- Are students permitted to revise and improve work based on teacher feedback?
- What are the expectations for teachers to provide personalized, quality feedback to support student learning?
- Do teachers offer constructive suggestions for improvements based on an appropriate rubric?

Family Communication: Student learning progress is communicated in a timely manner.

- What types of communication do parents receive about their child's academic progress?
- How often do parents receive feedback and academic progress updates from the teachers?

Learning Support Services: The institution supports the individual learning needs of students and provides learning support services such as tutoring, digital resources, and online success strategies.

- What does the student orientation process consist of in the digital learning environment?
- What triggers and supports are in place when a student is not academically successful?
- What triggers and supports are in place for students who are not demonstrating progress in their coursework?
- What strategies are used to encourage academic success when a student does not make adequate progress?
- How do the teachers provide students with special needs access to the appropriate resources and support for success in the digital learning environment according to an Individualized Education Plan, 504 Plan, ELL testing results, or other inventory and assessment results?



Student Collaboration: The teacher uses collaboration tools to engage students in high-quality discussions, group projects, and/or synchronous learning opportunities.

- What opportunities do students have for collaboration?
- What methods does the teacher utilize to encourage and build community with students in the digital classroom?
- Do teachers hold synchronous sessions?
 - If so, how does the teacher utilize synchronous instruction to support student learning?

Student Engagement: The institution supports active student engagement through its policies and procedures, content, and dynamic or static interaction.

- How does the institution measure or define student engagement in the Digital Learning Environment?
- On average, how long does the student interact with a lesson, activity, or project?
- What are the data associated and used to compile the average?
- What are the policies and processes that are in place to ensure engagement?
- Does the evidence support how engagement is defined?

Personalized Learning: The learners engage in differentiated learning opportunities to meet their individualized learning needs.

- Does the LMS and content allow for an adaptive or dynamic learning pathway?
- Does each student have at least an informal personalized learning plan that is unique to them?
- How are learning activities individualized for each student?
- Are the multiple learning pathways based on data to support a personalized learning plan that addresses the competencies and rigor of state and national standards?