

## APPENDIX G

### PRE-INSPECTION REPORT ADDENDUM FOR ONLINE SCHOOLS 2018-2019



A school offering some or all of its courses online must submit this Pre-inspection Report Addendum along with the other material requested in the Pre-inspection Report. You are required to provide the following information for each online course to facilitate the inspection process, including access to students to conduct student conferences.

<b>User ID and Password</b>		
The inspector requires access to the online school in order to visit course content, discussion areas and student records information. An online inspection will require at least two visits to the online environment and a school site visit may be necessary. You are to provide a username, password and URL. The inspector will contact you to arrange dates to visit the school. Please respond to the questions below.		
<b>User ID:</b>	<b>Password:</b>	<b>URL:</b>
manager	rosedale123	<a href="http://moodle.rosedaleacademy.com">http://moodle.rosedaleacademy.com</a>
<b>Access to your Course</b>		
If your course is delivered using a course delivery tool that permits various levels of access to the course (student, instructor, administrator, designer, etc.), the inspector will require access to all the areas of the course that the administrator can view, including student records management areas.		
<b>Indicate Level of Access Provided:</b>	<i>Online Teacher</i>	
<b>Offline Materials and Welcome Package</b>		
Indicate if students are using offline course materials (e.g. books and readings sent to students upon registration, CD ROM's etc.). Indicate if a welcome package is sent to students upon registration.		
<b>Offline course material</b>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>Welcome Package</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>Welcome letter + instructions + access to the "Getting Started" course on Moodle. This Getting Started course touches on how to use Moodle, and how to navigate the platform.</i>		
<b>Outlines of Courses of Study</b>		
Your Outlines of Courses of Study should indicate clearly which components of the course are online and which are offline. You are required to demonstrate that the courses are scheduled for 110 instructional hours.		
<b>Online/offline components indicated</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

## Background Information

Answer the following questions about the model of online delivery you are using. Attach an additional sheet if necessary.

Is this course continuous intake or do you have start and end dates?

*Rosedale is a continuous intake school.*

Is the delivery model synchronous or asynchronous?

*The delivery model is primarily asynchronous, although some courses have synchronous aspects (i.e. Final exam in LKBDU is a video conferencing interview with the online teacher).*

Describe the model of online education you are using. How often is new material posted? How often are students expected to access the online environment of the course? Are students working collaboratively or independently?

*Rosedale Academy operates as an online school. Courses are reviewed every year and course material is updated regularly based on teacher/student feedback and performance.*

*We service students who work independently (online model), as well as students with different levels of onsite learning facilitation in other schools or education centers (blended model). In both cases, students work from the SAME online curriculum and are graded by the SAME group of OCT teachers located in Ontario. Student have up to a maximum of one year to complete any give course.*

*Our blended model combines student online learning and onsite learning facilitation to better fit the needs of English Language Learning students in both Ontario and overseas. In this model, Rosedale continues to act as an Ontario Online school, providing online curriculum, centralized online evaluation by OCTs, and academic administration, all through our online learning management platform. Students submit all assignments and inquiries to our OCTs in Toronto through the online platform and receive feedback and grading through the same platform. Meanwhile, our overseas education partners (schools and education centers) provide classroom learning facilitation in addition to Rosedale's online curriculum to ensure student learning outcomes. The typical scope of our blended model includes classroom instruction or onsite tutoring, local student services, and onsite test supervision.*

Describe the role of the teacher in your delivery model.

*Our Online Teachers plays a central role in the delivery our courses. Responsibilities include:*

- Monitor the progress of each student to ensure that they are on track to meet the learning goals and identify students that may require additional attention or resources.*
- Participate in live video sessions and online discussion as required by the course schedule.*
- Provide descriptive feedback on formative and summative assignments to help students understand their strengths and improve on areas of weakness.*
- Promote and enforce academic integrity, especially in regard to plagiarism.*
- Maintain regular contact with the Program Managers and other staff to ensure a smooth operation of each course.*

If you are delivering this course synchronously (in real time with students online) you are required to include the inspector as an observer. List the dates of the online sessions so that the inspector may choose to attend one or two of the sessions.

*Our courses are asynchronous.*

If you hold any face-to-face meetings with students, provide meeting dates.

*N/A*

**Note: During the inspection process, the inspector will require you to demonstrate all components of course delivery and to outline how the course is delivered on a day-to-day basis.**

# APPENDIX G.1

## PRE-INSPECTION REPORT ADDENDUM FOR ONLINE SCHOOLS 2018-2019

<b>School:</b>	Rosedale Academy		
<b>Reviewer:</b>		<b>Principal:</b>	Fernando Oliveira

School Policies, Practices, Procedures and record Keeping		Yes	No	N/A	Comments
1	School Course Calendar is published on a publicly accessible website	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	School Course Calendar describes minimum hardware and software requirements for accessing course content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	School Course Calendar includes a definition of what constitutes attendance and describes procedures for monitoring and following up on attendance issues	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	School Course Calendar refers to the school's Acceptable Use Policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	The online school has a community involvement package that encompasses all the components of community involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	The school offers the Ontario Secondary School Literacy Course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Policies, Practices, Procedures and record Keeping		Yes	No	N/A	Comments
7	Attendance: The school has a clear definition of what constitutes attendance: number of log ins, hours spent on activities, student learning logs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	The school has a policy and procedure for contacting students and the parents of students who fail to log in	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	The principal informs parents/guardians and students of log in expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	The principal can explain how absences are recorded	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	The principal informs parents of timelines for the completion of activities and assignments where appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Outlines of Courses of Study include an indication of online and offline activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	One or more of the following approaches is used to account for the 110 hours:				
13.1	Students log in on a regular basis and engage in learning activities with teachers and other students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Policies, Practices, Procedures and record Keeping		Yes	No	N/A	Comments
13.2	Student presence tracked by course software or via contributions to the discussion areas or through attendance at live video/chat sessions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3	Students maintain a learning log online and offline activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4	Course content (including online and offline activities) is designed to be 110 hours of planned learning activities (approximate time allocations accompany course units and/or activities)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.5	Teacher support for the delivery of curriculum expectations is provided throughout the 110 hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.6	Teacher tracks student activity through regular and ongoing communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Teacher verifies that student work belongs to the student enrolled in the course through regular review of student work	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Principal can explain the process by which a proctored final examination to ensure credit integrity is in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement		Yes	No	N/A	Comments
1	A full description of assessment and evaluation strategies is posted in the course content pages	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Online courses demonstrate evidence of ongoing teaching and learning activities involving the teacher and students at different times or at the same time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	All curriculum expectations set out in the curriculum policy document are accounted for in instruction and are linked to course content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Course content includes activities to meet and assess/evaluate oral communication expectations, where applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	<p>Varied assessment strategies over the duration of the course that may include:</p> <ul style="list-style-type: none"> <li>• Contributions to online discussion groups</li> <li>• Completion of online assignments</li> <li>• Portfolio submissions</li> <li>• Projects and presentations (real-time video, video or audio recorded presentations, website development, and email submission of assignments)</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement		Yes	No	N/A	Comments
6	Evidence is gathered from three different sources: observations, conversations and student products	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Evidence from observations is gathered from discussion areas, video evidence, real-time communication	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Effective conversations are facilitated through a variety of technologies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Student products are available and student projects, group and individual work are posted	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Learning goals and success criteria appear in the course content pages and/or in the discussion areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Discussion areas, chat rooms and/or real- time communication tools are used to clarify learning goals and to co-construct success criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Success criteria are used to create checklists, rubrics and exit cards that are posted in the course content pages and/or discussion areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement		Yes	No	N/A	Comments
13	Assessment for Learning: Ongoing descriptive feedback linked to the learning goals and success criteria is provided through such tools as a dropbox, discussion areas, and email exchanges	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Assessment as Learning: There is evidence of peer and self-assessment through such tools as checklists, peer reviews to provide descriptive feedback in discussion areas, and electronic portfolios used to gather self-assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	