Oklahoma State Department of Education
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Oklahoma Plan for Instructional Technology/Telecommunications

2004

Where We Are

Over the course of the past eight years, the public schools of Oklahoma have made great strides in making computer technology available to Oklahoma's public school students and connecting these computers to the Internet. According to the *2002 Annual Survey of School Technology,* conducted each fall by the staff of the Instructional Technology/Telecommunications Section of the Oklahoma State Department of Education, Oklahoma's public school student to computer ratio now stands at 3.46 students to each computer. This is a dramatic improvement from a ratio of 7.27:1 in 1999.

During this time period, state and private funding has been made available to provide over 400 high schools in the state (80 percent) the opportunity to build H.323 standard-based audio/video classrooms on their campuses. In 2002, schools using this new technology shared approximately 300 courses that otherwise would not have been available to their students.

Online courses are also beginning to have an impact on Oklahoma public education. In 2001 the Oklahoma legislature passed legislation allowing the Oklahoma State Department of Education to draft a State Board Policy for online instruction. Since the development of these guidelines, online instruction has grown dramatically. During the 2002-'03 school year, approximately 200 online courses were offered for credit to students in schools across the state.

As mentioned previously, Oklahoma public schools have made great strides in connectivity over the course of past several years. At the present time, almost 95 percent of the classrooms in the state are connected to the Internet by means of high-bandwidth network connections. This has been made possible only through the E-Rate Program. Over 95 percent of the districts in the state have received funding for networking and connectivity through this program. Also, the public schools within the state have benefited from access to OneNet, the state network for government and education. Over 65 percent of the public schools in the state presently subscribe to this leading high-bandwidth statewide network.

While much has been accomplished in providing equality of access to computers, connectivity, and electronically delivered instruction, efforts have also been underway to provide the teachers and administrators in the state with the skills they need to make use of these new high-tech resources. In 1998, the Oklahoma Legislature passed House Bill 1815, *The Oklahoma Telecommunications Act*. Under this legislation, regional education technology consortia were established to provide cutting edge technology training to teachers and administrators from across the state. Approximately 150 master trainers received instruction in the use of advanced

technology tools of instruction and distance learning technologies over the course of five-year life of the program.

The Oklahoma State Department of Education, using funds from the Technology Literacy Challenge Fund Grant Program, began training a cadre of teacher technology trainers in 1996. The Teacher Technology Telementor Program to date has trained 60 Master Technology Trainers. Many of the program participants have also participated in the training provided through the House Bill 1815 Regional Technology Training Consortia. These Master Trainers in turn have provided thousands of hours of technology-based professional development training to teachers and administrators in schools across the state. These two programs have had a major impact in improving the technology skills of Oklahoma teachers, and, it is hoped, will continue to have for years to come as these Master Trainers continue to provide training on an on-demand basis to Oklahoma schools.

Administrators have been the primary focus of the OK-ACTS Program (Oklahoma: Achievement through Collaboration and Technology Support). This comprehensive program, funded through grants from the Bill and Melinda Gates Foundation, the National Science Foundation, and the interest earning of the Oklahoma Education Technology Trust, is a partnership between the Oklahoma State Department of Education, the Center for Educational and Community Renewal at the University of Oklahoma, and the Oklahoma Education Coalition (SEDL is also a partner) that seeks to improve student achievement through the training of administrators and teachers in the use of technology coupled with sound pedagogical practices. Other program partners include State Leadership Challenges; the League of Professional Schools, Georgia; the Harmony Education Center, Indiana; and international school-university network partners in Finland, the Netherlands, Mexico, Canada, and South Africa.

Yearlong program activities include technology-sharing sessions. Professional development work sessions, professional development institutes, group cross-site visits, individual cross-site visits, meetings of program school coordinators, and activities with successful systemic change efforts nationally and internationally through site, virtual, and network visits, e-mail and conference calls.

Teacher professional development training in the use of the Internet as a tool of instruction has been the primary focus of the MarcoPolo program. The Oklahoma State Department of Education entered into a partnership with the MarcoPolo program in the spring of 2000. The goal of the Oklahoma program is to place at least one MarcoPolo Trainer at each school site within the state. As of March 2003, 7,244 teachers and administrators from over 220 Oklahoma school districts have received training through 641 training sessions.

School districts that receive funding under the competitive component of the Title II D, Enhancing Education through Technology Grants are required to participate in the OK-Acts Program, and make use of the training provided by the Oklahoma Master

Technology Trainer/Teacher Technology Telementor Program. Districts are required to expend a portion of their professional development funds received under this program for these purposes. These grant recipients are also required to participate in the MarcoPolo training. This training, however, is provided free of charge by the staff of the Oklahoma State Department of Education. In this way, it is assured that the recipients of these grants will receive high-quality professional development, both for teachers and administrators that is focused on student academic achievement and is aligned with state content and technology standards.

The Oklahoma State Department of Education also provides professional development training to teachers and librarians in the use of the statewide electronic database resource: Digital Prairie. All public schools and colleges and universities in Oklahoma have access to this online resource. There are 62 academic libraries, 214 public libraries, 30 medical libraries, 54 "other," and 1101 public school libraries participating in this program. Access to Digital Prairie is a project of the Oklahoma Library Technology Network and is made available by means of $700,000 annually provided from state and federal funds through the Oklahoma Department of Libraries and the Institute of Museum and Library services as.

Digital Prairie is composed of *SIRS Discoverer Deluxe*, a search engine designed especially for the younger reader and researcher; *The ODL Catalog*, an online "card catalog" of all Oklahoma Department of Library's holdings – including government documents; *EBSCO Host, a c*omprehensive online collections of full text articles, searchable databases and a kids-oriented service called "Searchosaurus"; the *Statewide Catalog***,** a listing of Oklahoma's library collections; *FirstSearch,* composed of bibliographic information from 13,000 journals, and; *WorldCat,* the world's most comprehensive bibliography, representing many languages. Includes holdings information from the world's libraries.

In 2002, Oklahoma's core curriculum standards, *PASS* (Priority Academic Student Skills) were reviewed and revised. Oklahoma State statute requires that this be done every three years. A committee of technology directors, teachers, and administrators was formed to review and suggest revisions to the Instructional Technology/Telecommunications *PASS* Skills. The committee saw this revision as an opportunity to bring Oklahoma's technology standards into alignment with the ISTE (International Society for Technology in Education) NETS (National Educational Technology Standards) Standards. Since all state and local activities involving instructional technology are based in these standards, the committee recommended that there should be congruence between Oklahoma's standards and those used by national organizations and the federal government.

INSTRUCTIONAL TECHNOLOGY/TELECOMMUNICATIONS

Instructional Technology should prepare the student for lifelong learning in a rapidly changing technological society by providing a basic understanding of technology usage, processes and systems. This knowledge is necessary for all students regardless of educational or career goals.

The *Priority Academic Student Skills (PASS)* were written to provide utilization of technology throughout the curriculum. These priority skills were purposely designed to be broad in defining the basic skills for instructional technology statewide. Previous levels build upon each level of technology skill.

The skills addressed are:

- operation of the computer.
- application software as a tool.
- problem-solving skills.
- telecommunications skills.
- ethical and legal issues in technology.
- technology skills necessary for success.

INTRODUCTORY LEVEL

The student will:

I. Demonstrate proper care of hardware and software.

II. Follow verbal and computer-given directions using instructional software.

III. Demonstrate proficiency in the ability to create, format, edit, save, retrieve and print documents using the basic functions of a word processor.

IV. Identify and use computer terms appropriate to grade level.

V. Develop problem-solving skills through the use of the computer software and telecommunications.

VI. Use the computer as a communication tool (documents, electronic mail, the Internet, telecommunications).

VII. Describe the role technology plays in society and in employment trends.

VIII. Discuss the legal and ethical use of technology in society.

IX. Become familiar with keyboard functions and general keyboarding skills.

INTERMEDIATE LEVEL

The student will:

I. Operate a computer system in order to use software successfully.

II. Demonstrate the usage of a wide variety of application software.

III. Demonstrate skills in using productivity tools in problem-solving applications.

IV. Use computer-based technologies and/or telecommunications to access, synthesize and utilize information.

V. Investigate the growth and development of technology in career areas.

VI. Describe legal and ethical issues related to computers and telecommunications including, but not limited to such areas as computer copyright material, fair usage, privacy, security and computer viruses.

VII. Demonstrate appropriate keyboarding skills.

VIII. Determine appropriate computer applications for task performance (i.e., what technology applications are most appropriate for specific academic purposes).

ADVANCED SKILLS

The student will:

I. Operate a computer system in order to use software efficiently and effectively.

II. Demonstrate skill in using technology for educational and personal use, including, but not limited to word processing, database, spreadsheet and/or print/graphic utilities.

III. Use computer-based resources and/or telecommunications to gather, synthesize and apply information into all curriculum areas.

IV. Demonstrate knowledge of computer usage for problem solving, data collection, information management, communications, presentations and/or decision-making utilizing legal and ethical principles.

GLOSSARY

computer - a device capable of performing a series of arithmetic or logical operations. A computer is distinguished from a calculating machine, such as an abacus or electronic calculator, by being able to store a computer program (so that it can repeat its operations and make logical decisions) and to store and retrieve data without human intervention.

database - a collection of data arranged for ease and speed of search and retrieval. Also called data bank.

software - the programs, routines, and symbolic languages that control the functioning of the hardware and direct its operation.

spreadsheet - an accounting or bookkeeping program for a computer. The display, with multiple columns and rows, that such a program allows to be printed.

technology - the body of knowledge available that is of use in extracting, creating, distributing, manipulating or collecting data and/or information.

telecommunications - the science and technology of communication at a distance by electronic transmission of impulses, as by cable, telephone, radio, computer or television.

word processor - a computer system either specially designed for or capable of word processing.

In January of 1999, the initial concept for a statewide, Internet accessible database of the Oklahoma curriculum framework (*PASS*) was developed. A few states had already web-enabled their frameworks but only one state, Georgia, had aligned their standards to web content. Oklahoma's system is unique in that we correlate web resources, align them with *PASS*, and then allow teachers to submit resources to the database, thus making the product an organic and living document. Upon initial beta test, we gave the product a name: *PASS*port, a portal to the Priority Academic Student Skills.

Between February and July of 1999, the Oklahoma Title III Teacher Telementors aligned over 600 web resources to the Social Studies database of *PASS*port. *PASS*port was launched in July of 1999 and was a huge success. We now had one point of access where teachers could view the standards in customized format along with web resources.

In February 2000, we began a strategic relationship with the WorldCom Foundation and the MarcoPolo initiative. MarcoPolo is a suite of tools and resources that work in conjunction with 7 partner sites that cover the Arts from the Kennedy Center for the Performing Arts to EdLink sponsored by the National Endowment for the Humanities. The suite of tools is a teacher tool that endeavors to provide high-quality K-12 materials for classroom use. Our goal at the SDE was to align the over 1700

web resources that MarcoPolo had to offer with our *PASS* objectives. In July we had completed an updated interface to *PASS*port with featured links to MarcoPolo resource sites.

Another free teacher tool was a lesson-planning tool, sponsored by MarcoPolo, to provide Oklahoma teachers a virtual workspace in which to keep a lesson planner online. The format of the lesson plan guide was provided by MarcoPolo and approved by the Curriculum Department of School Improvement Division of the Oklahoma Department of Education to be a model with the minimum required elements necessary to be instructionally sound. We started planning in March of 2002 and released a final product by July of 2002. In four years, we had developed two Internet tools that could help teachers teach to standards and a way to organize the instructional process.

A revision in *PASS* as required by law precipitated immediate overhaul and structural changes in *PASS*port. It was decided that we should attempt to consolidate the 3600 standards into one database, via SQL Server. This would allow for easier maintenance and scalability. In November of 2002, we decided to marry the two projects into a single environment and improve the graphical user interface. In March of 2003, we launched *PASS*port II, an online database of our state frameworks and an integrated lesson planner. The project uses a shopping cart metaphor to transfer objectives and web resources to lesson plans. In addition, there is a shopping cart management process by which teachers can seamlessly integrate lesson plans and resources tied to state standards.

This project required:

- over 1366 hours individual man hours
-over 7 months of development/testing from concept stage to deployment
-began the week after Leadership Conference 2002

*PASS*port II differs from *PASS*port I in several aspects. *PASS*port II now has only 1 database for which all curriculum standards reside whereas they were separate databases before. Not only can you search the core contents standards within *PASS*port II, but you can also view ALL the integrated curriculum standards, such as Health, Safety, and PE, Instructional Technology, and Information Literacy. What makes *PASS*port II unique is the paradigm of a shopping cart metaphor to check out objectives from *PASS* and check out web resources and seamlessly integrate them in online lesson plans that teachers create. *PASS*port II takes the three elements of good instruction; Instructional Objectives, web resources aligned to those objectives, and a lesson plan and synthesizes them in one ubiquitous place...the Internet.

A key difference between the two systems is that *PASS*port II required that the user be registered. This registration helps us keep track of usage and to provide customized content. Of most importance, we are now able to track which objectives

are being taught via the alignment to a teachers lesson plan. Our hope is that we can correlate test scores with objectives taught, or lack thereof.

As of January 2003, *PASS*port contains over 800 lesson plans with over 3,000 individual links to Oklahoma content standards.

Where We Plan to Go

Goal 1:
All Oklahoma public school students will achieve technology proficiency by the completion of the eighth grade.

Objective 1.1.
Without state-level funding for technology, the grade specificity of the Instructional Technology *PASS* Skills were removed under the last adoption of *PASS*. With the new requirement under *No Child Left Behind* that all students be technologically competent by the eighth grade, all districts receiving federal funding for technology have been instructed to direct their efforts to insure that all their students meet, at a minimum, the Intermediate Technology Skill-levels by the time their students complete of the eighth grade.

Measurement:
Without state or federal funding, or specific federal requirements for an assessment of student technology proficiency, it is doubtful that funds will be found for this purpose. In light of these fiscal realities, districts will report to the state department of education the technology proficiency of their students under the *Oklahoma Annual Survey of School Technology*.

Goal 2:
Increase access to technology for all students and teachers in the state, particularly those in high-need schools.

Objective 2.1:
All public school classrooms in the state will have high-speed, networked access to the Internet.

Activities:
1) The staff of the Oklahoma State Department of Education will continue communicating SLD directives and other information to the school districts within the state through mailings, email and listserv; provide training and other program information to the schools through workshops and videoconferences; and finally approve and compile all technology plans districts are required to submit each year for program participation.

   As the E-Rate Program is the primary vehicle by which low-income schools are able to access the Internet, it is presently required that schools make application for participation in this program as a prerequisite for participation in all other technology funding programs available to high-poverty schools

2) The Oklahoma State Department of Education will continue to work toward the goal of equal access to technology for all students and focus on the technology needs of high-poverty (high need) schools through the formula and competitive grant programs funded through the Title II D Enhancing Education through Technology Grant funds.

Measurement:
The *Oklahoma Annual Survey of School Technology* yields data regarding the number of classrooms connected to the Internet, school and district networks and access to the Internet by ISP and line type. Annual comparative progress will be measured using this data.

Objective 2.2:
All K-12 public school students in Oklahoma will have access to computers and other technologies that support their academic development through the public schools of the state.

Activities:
The Oklahoma State Department of Education will continue to promote equity of access to technology and focus on the technology needs of high-poverty schools through the formula and competitive grant programs funded through the Title II D Enhancing Education through Technology Grant funds.

1) Oklahoma public schools do not presently receive funding for technology as a line item allocation from state funds. The primary source of funds for the acquisition of technology assets by local school districts must continue to be the Title II D Enhancing Education through Technology Grant funds, other federal program funds, and local funding avenues.

Measurement:
Again, the achievement of these goals will be measured through the *Annual Survey of School Technology*. This instrument will yield data regarding the placement of classroom computers, student to computer ratios, and classroom usage of computers.

Goal 3:
All public schools in Oklahoma will have access to distance learning technologies and online curriculum necessary to support the curricular needs of their students and the professional development needs of their faculty and staff.

Activities:
1) The staff of the state department of education will continue to promote the use of H.323 standard-based video conferencing. Funding for districts wishing to establish or expand the use of this technology will be accomplished through state and private funding sources and the Title II D programs.

2) Training in the use of videoconferencing technology will continue to be made available to public school districts through the Oklahoma Teacher Telementor Program.

3) The state department of education will annually collect and post on the department Web site information regarding the classes taught in the state by means of videoconferencing technologies and other forms of distance learning in order to facilitate the partnering of districts in their efforts to provide the widest selection of course offerings to their students.

4) The use of on-line courses will be advocated by the staff of the state department of education, through workshops videoconferences and publications. The staff will promote and enforce the Alternative Instructional Delivery Systems state board rules, adopted in 2002. (See Appendix A).

5) The staff of the state department of education will continuously upgrade, improve, and promote the online resource, *PASS*port. The efforts underway to Integrate the resources of MarcoPolo with the tools possessed in *PASS*port will also continue.

Measurement:
The success of these efforts again will be measured through the *Annual Survey of School Technology* and through the Annual School Accreditation Report. Both of these yield data regarding: 1) the number of students enrolled in online courses; 2) the number of students enrolled in courses taught be means of videoconferencing technologies; 3) the source of these courses, and; 4) the title and grade level of these courses.

The success of *PASS*port/MarcoPolo to promote the use of state standards in teaching and learning and the use of technology by teachers as a tool of instruction will be measured by: 1) The number of teachers trained in the use of these tools; 2) teacher evaluations of these trainings,; 3) the number of registered users of *PASS*port and the quality of the products created by these teacher/users; and ultimately in; 4) student academic performance as measured by scores on the state-mandated Criterion Referenced Tests, and/or End of Instruction Tests, for districts using *PASS*port/MarcoPolo.

Goal 4:
All teachers and administrators in the state will possess the ability to use computer-based and online resources as tools of effective instruction.

Objective 4.1
The Oklahoma State Department of Education will provide standards and resources to school districts as they seek professional development opportunities

for their faculty and staff, specifically in regard to the 25 percent requirement under Title II D, and other federal program professional development requirements.

Activities:

1) The Oklahoma State Department of Education will continue to contract with our remaining Telementors each year. These individuals will serve as a source of high-quality professional development in support of the Title II D grants, serve as Master Trainers for the MarcoPolo Program, conduct training in support of *PASS*Port, and be available to schools for training in the use of technology upon request.

2) The staff of the Instructional Technology/Telecommunications Section will continue to conduct professional development opportunities in support of, and create and distribute documents that promote, and feature MarcoPolo/*PASS*port on the department and section websites.

3) The staff of the Instructional Technology/Telecommunications Section will continue to promote, through documents and the department Web site, the use of the House Bill 1815 Master Trainers as a source of high-quality professional development training in support of the Title II D grants, serve as Master Trainers for the MarcoPolo Program, conduct training in support of *PASS*Port, and be available to schools for training in the use of technology upon request.

4) The staff of the Instructional Technology/Telecommunications Section will continue to work cooperatively with the highly valuable public/private partnership: the OK-ACTS Program. The Oklahoma SDE will continue to require the participation of the recipients of the Title II D Competitive Grant Program, in the OK-ACTS Program. The staff of the Instructional Technology/Telecommunications Section will also work to promote, support and work cooperatively with this highly valuable program through continued efforts.

5) The staff of the Instructional Technology/Telecommunications Section will work to provide support to the colleges of education across the state as they move to adopt the technology component of the 2003 NCATE Standards through presentations, workshops, cooperative planning, and other activities.

Measurement

The success of our efforts will be measured in three ways: a) Through feedback grained from self-reported workshops evaluations of the activities; b) From the evaluation of teacher and student technology skills submitted through the departments' *Annual Survey of School Technology;* c) The academic performance of students, as measured by their performance on the state-mandated Criterion Referenced Tests and/or the End of Instruction Tests in school districts that have been

recipients of Title II D Grants as measured by the state curriculum assessments.

Goal 5:

The staff of the Instructional Technology/Telecommunications will provide high-quality and timely resources to the public schools in the State of Oklahoma that promote the use of technology as an effective tool of instruction, administration, and communications.

Objective 5.1

The State Department of Education will maintain a website that will serve as a source of information regarding training, technology resources, best practices, and other technology-related information for teachers, administrators, parents and students.

Activity

In the Summer/Fall of 2003 the Oklahoma State Department of Education deployed a newly designed website for the agency. As a part of this redesigned online resource, the Instructional Technology/Telecommunications section will continue to deploy the following elements:

a) A listing, by school and semester the video courses presently being sent and received by schools in the state, in order that schools seeking such courses might make the appropriate contacts in support of their current curricular planning efforts.
b) Grant applications, both the Title II D Formula and Competitive Applications and links to other technology grant information.
c) A listing of online technology planning resources, such as the National Center for Technology Planning.
d) Links to educationally appropriate free and shareware.
e) A listing, with contact information, of our Telementor and House Bill 1815 technology trainers available to schools in Oklahoma.
f) Links to technology training resources for administrators, such as the OK-ACTS web site.
g) Links to significant technology organizations, such as Oklahoma Distance Learning Association, OTA, ISTE, and others.
h) Links to significant educational sites, such as the US Department of Education, the No Child Left Behind, SREB, SEDL, SC-RTEC sites and others.
i) A vendor site, open to all vendors of online professional development, instructional tools, equipment, software, and other educationally appropriate products.
j) A link to best practices. Initially this will be composed of exemplary teacher designed lesson plans from the *PASS*port site.
k) Links to online resources for the assessment of student and teacher technology skills, such as the 21st Century Skills Project, the various ISTE

technology standards, SETDA resources and others.

Measurement

The ultimate success of this website will be measured through usage by teachers, administrators, parents, and students. Each month an analysis of the number of "hits" will be performed to determined which resources are most and least used. Based in this feedback, modifications of content will be performed quarterly.

Summary

All activities of the Instructional Technology/Telecommunications Section of the state department of education have the ultimate goal of improved academic performance of all Oklahoma Public School Students through the appropriate and effective use of technology in classrooms, libraries and laboratories. Secondarily, our mission is to insure that all students in Oklahoma have the technology and information skills necessary for academic, civic, and financial success in the 21st Century.

The academic performance of our students as measured by the state administered curriculum assessments , along with graduation, dropout, college remediation rates and other measures of student success will be the ultimate determinate of our success. The success of our students as productive citizens will be the ultimate measure of our efforts.

Appendix A

SUBCHAPTER 21. ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS

210:35-21-2. Alternative instructional delivery systems

(A) Internet-based Instruction

(1) Definitions:

(a) Synchronous instruction occurs when the instructor and student's primary interactions are in real time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

(b) Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to

engage in learning activities anywhere at anytime. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.
(c) Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.
(d) Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

(2) Internet-based instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the local board of education where the course is offered The State Board of Education reserves the right to request information and materials sufficient to evaluate the proposed course(s).

~~(3)~~ Each All local school boards in the state of Oklahoma shall adopt policies ~~prior to offering~~ regarding Internet-based instructional courses which shall comply with the following guidelines.

a) Web-based and two-way interactive video instruction shall be viewed as methods by which the public schools within the state can expand their course offerings and access to instructional resources. These new technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the local district to bring the world of knowledge to their students.
b) The local school board shall be the entity granting student credit for completion of courses offered by means of Internet-based instruction. The local school board will assume all responsibility for such coursework.
(c) Only students who are regularly enrolled in the school district shall be allowed to enroll in alternative instructional delivery systems courses offered for credit through the local school district.
(d) A district board of education may authorize enrollment on a part-time basis utilizing Internet-based courses for students who have dropped out of school or have been suspended from school provided such student was enrolled at any time in a public school in this state during the previous three (3) school years.
(e) Students enrolled on a full-time basis shall be authorized to enroll in Internet-based courses.
(f) The principal or designee of the local school shall evaluate and approve/disapprove all students' requests to participate in courses delivered by means of Internet-based instruction. Only those enrollments approved by such a process shall be eligible for credit granted by the local school district.

(g) A certified staff member shall be identified by the local school principal to serve as the building level contact person to assist students enrolling in online courses and serve as a liaison to the online teachers and provider(s).

(h) Students earning credit by means of Internet-based instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

(i) Courses offered for credit by means of Internet-based instruction shall be aligned with the Priority Academic Student Skills (*PASS*). Districts may also establish additional criteria as a basis for course selection.

(j) Oklahoma statute limiting the number of students public school teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based and two-way interactive video courses. The number of students each instructor may be required to supervise in asynchronous web-based courses shall be established by means of local school board policy.

(k) Each teacher of two-way interactive video and web-based courses shall be provided inservice training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

(l) The issues regarding the monitoring of student progress, graded assignments, and testing in Internet-based instruction courses shall be addressed by the local school board policy.

(m) The security of individual student data and records shall be addressed by the local school board policy. No individual student data obtained through participation in Internet-based instruction courses shall be used for any purposes other than those that support the instruction of the individual student.

(n) District level aggregated data obtained through participation in Internet-based instruction courses shall be addressed by the local school board policy.

(o) All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be addressed by the local school board policy.

(p) Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load and instructor employment.

(q) Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment

(r) Instructors of Internet-based courses shall be: 1) certified in Oklahoma or

another state to teach in the content area of the course offered, or; 2) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.

(s) Districts shall establish criteria for determining the appropriateness of particular Internet-based courses for individual students prior to student enrollment in such courses.

Not in Rules, but in legislation:

The local board of education shall establish policies and procedures regarding the negotiation of fees and charges for Internet-based courses. No course may be offered without all associated fees and charges being established and agreed upon prior to the beginning of the course. No district shall be liable for payment of any fees or charges for any Internet-based course for a student who has not complied with the district's policies and procedures.