

# BLEND ED LEARNING FRAMEWORK 2.0

Updates and Additions to the CCOSA  
Blended Learning Framework



## CCOSA

The Cooperative Council for  
Oklahoma School Administration



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## Foreword

May 2020

Message to CCOSA Members:

COVID-19 has become a major disruptor that has changed how schools look at providing instruction and has fast-tracked schools' blended and virtual education plans. After working with hundreds of schools that are beginning to implement blended learning opportunities, it has become very apparent that schools seek clarification around some common areas. This *CCOSA Blended Framework 2.0* is in response to that need and will hopefully be a guide as you plan for the fall. It contains new information not included in the original Blended Framework to address the following: Virtual Teacher Job Expectations, Virtual Teacher Pay Models, Virtual Attendance Rubric and a Sample Virtual Attendance Policy and Process. Please know that this Framework has been generated from several discussions and serve simply as suggestions and guidelines for optional inclusion in local district and/or school plans. The *CCOSA Framework* has always been and intends to remain a standard setting tool for school officials to use in developing blended learning programs.

We also feel that it is important to clarify definitions. While a common understanding of what constitutes a traditional learning program exists, many do not have a clear understanding of the difference between a "blended learning program" and a "virtual learning program". CCOSA uses the following definitions to differentiate the two approaches to learning opportunities.

- A Blended Learning Program "blends" traditional classes with virtual classes. A "Blended Learner" is enrolled in both traditional and virtual courses taught by a highly qualified instructor. The student may work on his/her virtual courses at home or at school in a blended flex lab, but at least one course is taken at school in a traditional classroom setting.
- A Virtual Learning Program means the student takes all of his/her courses in a virtual setting away from the school. A highly qualified teacher directing the instruction is vital. Tutoring and or assistance may be given at an agreed upon location, but no classes require regular physical attendance.

It is rewarding to see the outstanding work our Oklahoma Public Schools are doing in developing blended opportunities that use evidenced-based methodology. CCOSA is your organization and our Frameworks are built by Oklahoma school leaders who already have successful programs. As leading virtual learning researcher Dr. Gary Miron stated, "The best chance for virtual education to achieve is through the implementation of it by public schools."

Sincerely,  
Pam Deering



## Implementation Steps

### Summarized

The CCOSA Blended Learning Framework serves as a helpful guide as schools begin implementing blended options. CCOSA staff will meet with your school team to guide you through the following steps:

1. Organize leadership team and research blended learning options.
2. Determine where you are (what you already have in place, budget availability, technology, staff training, and infrastructure) and what options you are able to provide.
  - Most commonly implemented options: Traditional Classroom, Blended Flex Lab, and Full Virtual.
3. Determine courses (select online provider such as Edgenuity or Edmentum for example), grades served and teachers that are best fit. Ensure NCAA compliance and IDEA compliance are addressed and monitored!
4. Develop student screening process to determine best academic option, attendance requirements, resource needs, etc.
5. Develop blended learning program handbook and name for your program such as *Example High School Personalized Academic Center*.
6. Roll out slowly.
  - A good recommendation is to develop a blended flex lab first. This is an “on site” learning space that students can work virtually, but still take advantage of the schools’ facilities and resources. This gives virtual teachers and students time to have easier access and to learn together how to succeed both as a student and teacher in a virtual setting.



# Virtual Teacher Job Expectations

The following are expectations that **might** be tied to a stipend or salary position for a virtual teacher. Please note these are **suggestions** only:

The virtual teacher shall:

1. Be certified to teach the courses he/she is assigned to oversee.
2. Prepare by reviewing, in advance, each online course that he/she will be teaching editing and adding content where needed.
3. Provide a virtual learning orientation for both students and parents.
4. Prepare and provide each student a "Learning Plan"\* spelling out what tasks the student should complete in the upcoming week.
5. Monitor student progress toward completing the "Learning Plan" expectations during the week. Student contact including a blend of asynchronous and synchronous instruction is a must.
6. Check to see if learning is taking place during the week via an assessment or review of student performance grades on assignments.
7. Determine attendance based upon student fulfillment of learning plan at the end of the week (can be extended to two weeks if preferred).
8. Determine eligibility if the student participates in extra-curricular activities based upon grades that week and attendance.
9. Continue augmentation of the coursework as needed.
10. Fulfill all school obligations of grade and attendance reporting to the parents and district.

\*Please note that the Learning Plan can be the pacing guide provided by the online provider. However, it is important that the teacher is aware of the contents of the pacing guide and supplement it if necessary. It is also best practice if the teacher or student mentor (flex lab director and/or parent) go over the learning plan, in advance, so the student fully understands the expectations. Some have suggested that the learning plan could be developed by the student and reviewed and approved by the teacher.

Oklahoma Statute provides:

70 O.S. § 3-145.8

A student who attends a virtual charter school shall be considered in attendance for a quarter if the student:

- a. completes instructional activities on no less than ninety percent (90%) of the days within the quarter,
- b. is on pace for on-time completion of the course as defined by the governing board of the virtual charter school, or
- c. completes no less than 72 instructional activities within the quarter of the academic year.



## Virtual Teacher Pay Models

Most Oklahoma schools will not be able to afford certified teachers in all subject areas dedicated to virtual education. Therefore, most will rely on paying selected traditional teachers a stipend to serve the blended learning students in the district. However, most schools indicate they will pay someone on staff to serve as a “director” of their blended flex lab and also serve as the “teacher mentor” to all the virtual students. The teacher mentor serves as a liaison between the teachers and the virtual students.

Below are some **examples** that schools have shared about how they are setting up their teacher stipend structure for virtual education:

Lab or Virtual Director (mentor) – Mainly salaried position

Virtual Teacher Stipend Options (mainly focused on four core areas):

1. Yearly stipend (options suggested range from 5% to a stipend equivalent to head coach stipends) justified by fulfillment of the job expectations on page 5. This may work best if the school is expecting full class loads for the teacher each year. Most work is done in first year as teachers learn the online courses and augment the courses as needed. Note: A stipend is recommended over paying for a teacher’s planning period.

Example: Four core teachers receive approximately \$2,000 - \$7,000/year.

2. First year stipend as above to compensate for upfront work on augmenting online courses, combined with a small stipend for each student served. This is best if the school does not anticipate a heavy load of students each year. An option is to pay a base per student stipend with a bonus stipend if the student successfully completes the course. This also works well with elective courses.

Example: \$2,000 - \$5,000 stipend for first year to compensate for initial training, planning and augmentation of online coursework. For following years, teacher receives \$150/student course base with an additional \$100 per successful completer. Note that this could cost more than \$5,000 if teacher serves more than 20 students, so the school could put a cap on it.

3. In lieu of or in addition to a stipend, a school may choose to give a teacher a period in their schedule to focus on virtual classes.

**Please note that these are just suggestions.** Contacting other schools including those listed in the Framework will help guide as you determine the best approach for your district.



## CCOSA Blended Framework Attendance Rubric

	Gold 4 pts for each bullet	Silver 3 pts for each bullet	Bronze 2 pts for each bullet	Developing 1 pt for each bullet
<b>Attendance</b>	<b>Gold</b> <ul style="list-style-type: none"> <li>Teacher, students, and mentor approve a plan of work* (learning plan) in advance.</li> <li>Teacher and mentor monitors progress of student daily and teacher makes modifications to plan as needed.</li> <li>Teacher or mentor assigns attendance at the end of the week based upon work completed as agreed upon.**</li> </ul>	<b>Silver</b> <ul style="list-style-type: none"> <li>Teacher, students, and mentor approve a plan of work* (learning plan) in advance.</li> <li>Teacher and mentor monitors progress of student at least twice per week.</li> <li>Teacher or mentor assigns attendance at the end of two weeks based upon work completed as agreed upon.**</li> </ul>	<b>Bronze</b> <ul style="list-style-type: none"> <li>Student follows pacing plan provided by the online provider.</li> <li>Teacher or mentor monitors progress of student weekly.</li> <li>Teacher assigns attendance at the end of two weeks based upon pacing guide only.</li> </ul>	<b>Developing</b> <ul style="list-style-type: none"> <li>Student follows pacing plan provided by the online provider.</li> <li>Teacher and mentor monitor progress of student bi-weekly.</li> <li>Teacher assigns attendance at the end of the quarter based upon standards set in state law.</li> </ul>

Attendance Rubric Scoring: Choose the highest-level bullets that best fit your virtual attendance practices.

**Total from page** \_\_\_\_\_

(Suggested goal from all four rubrics: Gold 11-12 points, Silver 8-10 points, Bronze 5-7 points, Developing 2-4 points)

\*It is highly recommended that the learning plan be done weekly. The learning plan may be the pacing guide provided by the content management system.

\*\*What constitutes the number of days awarded to the student is pre-determined in the learning plan before the week begins. It is not based on grades, but rather effort toward completion of the tasks assigned. This is an opportunity to develop vital career skills in planning, communication, and work effort.

*It is assumed that students attending a lab will have their attendance monitored by seat time. The example below is intended for students taking virtual courses at a remote site:*



## Sample Attendance Policy Components

*Please note that, except for the Oklahoma school law citations, these are sample components only. A school may edit it in any way that best fits their distance learning/virtual program. CCOSA does encourage schools to align their attendance policy with the rubric provided and consult an attorney to ensure the policy is legal.*

### **Required Instructional Hours**

Students are required to meet minimum levels of attendance per the Oklahoma School Code. The SDE has determined that an instructional day is required to offer a minimum of 6 hours of instructional activity per day, per 70 O.S. § 70-1-111. In a virtual setting, this means a student would ideally complete on average the equivalent of 30 hours per week of coursework. Currently local school boards can adopt an attendance policy for virtual courses. State statute provides some options for virtual charter schools to track attendance [70 O.S. 2019, Section 3-145.8]. Due to the flexible nature of online coursework, a school could utilize the “pacing” plan set forth by the virtual curriculum to determine attendance. This would eliminate tracking hours and replace it with a pacing schedule.

Instructional hours are accumulated by attending synchronous or asynchronous learning sessions, completing coursework, attending educational field trips, participating in state testing, and or attending tutoring sessions.

### **Student and Guardian Contact with Teachers\***

It is imperative that students and guardians communicate regularly with and respond promptly to calls from the school regarding attendance, lesson completion and grades. If a student misses more than three (3) consecutive weekdays of school for vacation, the student/guardian must notify the student’s teacher in advance and receive approval from the school. If the student is unable to attend due to a medical emergency, the student/guardian must notify the teacher as soon as possible and provide a medical excuse upon returning. Students with long term illness issues may be put on a special learning plan if they are able.

### **Logging Attendance Hours**

The school will monitor attendance using a learning management system (LMS) pacing schedule and the teacher prepared learning plan. If a student logs in and completes the work agreed to over a period of a week, he or she will be counted in attendance for the full week or a proportionate number of days based upon the completed portion of the learning plan.

A teacher/administrator will log virtual attendance on a weekly basis. Students are permitted to have 2 days during a 7-day period in which there is no educational activity. If the student has 3 or more days without activity (as agreed to in the learning plan) an unexcused absence will be documented. A teacher or administrator will notify the parent/guardian of the unexcused absence. Parents are encouraged to notify the student’s teacher/administrator in advance of the need for an excused absence (see unexcused absences below). Religious and medical exemptions will still apply.



**Excused Absences**

For illnesses lasting longer than three (3) regularly scheduled school days, the student/guardian must submit a doctor's note to the teacher/attendance officer. Continual, long-term absences will require an updated doctor's note every three (3) months by a physician who is qualified to address the medical condition that requires the student to be absent from school. Religious and medical exemptions will still apply.

**Unexcused Absences**

If a teacher has not been notified or an excuse is not submitted, and the student does not complete work on a regularly scheduled school day, the attendance record will reflect an "unexcused absence."

**Vacation Days**

Students having access to online classes 24/7 could allow the student to work ahead and/or complete instructional activities from any location if arrangements are made in advance with the school. If a student is on vacation and will not be accessing WIFI to complete lessons, the parent must communicate with the teachers and online administrator in advance, absences may accrue. It is the responsibility of the student to make up all assignments upon return from vacation. Therefore, if a student's course completion rate is not on pace, and/or the student does not communicate with the teachers and online administrator, the student may receive unexcused absences.

**Student Contact with Teachers**

Students are required to have at least one (1) synchronous or asynchronous contact with teachers each week. Contact must be instructional in nature (more than simple texts or email) and can be done through various forms of social media. This contact can also be a synchronous learning session or an educational field trip, or through phone calls or curriculum-based assessments (CBAs).

**Mandatory State Testing Attendance**

As an Oklahoma public school, the school must administer required state assessments to all students, as required by both grade level and subject area. These assessments are important indicators of student achievement and skill mastery in our school. The results are used to determine curriculum content revisions, needs for supplemental instruction and teacher evaluations.

Student attendance at required state assessments is mandatory. Attendance for those days should be recorded only if the student attended the scheduled state assessment.

**Truancy**

Truancy will be determined based upon the teacher/attendance officer's determination that a student is not logging in and attempting to meet daily expectations in the learning plan for fifteen consecutive days as set forth in compulsory attendance laws.

\*Teacher could be either the course teacher, teacher of record, or blended flex lab teacher depending upon the blended/virtual format set forth by the school.



## Example of Distance Learning (DL)/Virtual Learning Attendance Process

(This will be repeated for each of the six courses)

*Please note that this is only one example and may not be the best fit for every school's virtual plan.*

Friday – Teacher prepares next week's learning plan and sends it to student and guardian.

(Note: Teacher will check daily on student progress and possible need for intervention and support)

Example:

Day 1 – Student will login and successfully complete unit 3 module

Day 2 – Student will login and successfully complete unit 4 module, plus write a short 3 paragraph essay over what was learned in unit 3 and 4. This will be emailed to teacher for approval.

Day 3 – Student will watch video on unit 5 module and begin work on teacher prepared project aligned to unit 5.

Wednesday – Teacher ensures student is on pace and understanding concepts by reviewing online coursework successful completion and student writing.

Day 4 – Student will continue work on unit 5 project.

Day 5 – Student will submit unit 5 project and complete a quiz on unit 3-5.

Friday – Teacher does final check on student on pace/on time progress and assigns attendance for each day based on successful completion of each day's tasks. If a student is still needing to work Saturday and Sunday, teacher will adjust attendance on Monday accordingly.

The process above will ensure that a student is on task for successful course completion. The mid-week in-depth check is vital as it will allow a teacher to provide additional support or bring student in for face-face help before the student gets behind.

The weekly attendance report will be entered into the SDE Wave attendance portal. Since this report is based upon both daily engagement with the online tool or teacher PLUS the successful completion of work, it will satisfy OSSAA weekly eligibility check requirements.

Any absences due to sickness or vacation will be documented and noted in the weekly learning plan along with an adjusted learning plan to make up the work.

### Accountability measures:

- LMS login and completion data
- Weekly inputs in the WAVE attendance portal
- Teacher's weekly learning plans for each student



## Guidelines for Periodic Distance Learning (DL)/Virtual Days

COVID-19 has made all schools keenly aware that they must be prepared for anything. Distance Learning/Virtual day instruction has been used sparingly by schools in the past. There is not a written process or guideline in place up to this point to guide schools in the periodic implementation of a DL/virtual instruction program. The State Board has provided schools processes to develop alternative approaches to instruction through the “School District Empowerment Act” or through the “Conversion School” process. The state’s supplemental online coursework course requirements offer another path.

SDE guidance and school boards powers and authority (70 O.S. 5-117) suggests that with the absence of a virtual attendance law for traditional schools, local school boards have the ability to set virtual attendance based upon the equivalent of 6 hours of learning opportunities. The statewide virtual attendance law HB2905 recently signed by the Governor provides a standard that could be used as a basis for school policy. The attendance standards in the Blended Framework 2.0 are also a great guide.

Basic Guidance\* for traditional schools to have periodic virtual days :

- Understand the students within the district may have radically different access to resources, and schools must make plans that serve them all.
- If traditional course is taught using a Learning Management System (LMS) and a Content Management System (CMS), student would just continue assigned online work as determined by the course pacing guide or teacher. Attendance would be based upon completion of the assigned instructional activity. Teacher could monitor and determine online.
- If traditional course is taught by traditional means, teacher would assign an instructional activity. Attendance would be based on completion of the instructional activity. Teacher could monitor/answer questions via text, phone, or internet. Determination of completion and attendance could be done upon return to school. **It is highly recommended that students are taught in advance to “engage” with the teacher via internet or phone to check in and/or ask questions. It is also highly recommended that teachers reach out to those students identified with learning needs.**
- If periodic days extend to multiple weeks, then it is highly recommended that teachers utilize the Blended Framework 2.0 Attendance rubric to set virtual learning plans and attendance.

**\*While this guidance is intended for school wide closures, it can be adapted to individual students who need to miss school for various reasons. It is highly recommended that providing individual virtual day instruction be kept to a minimum and only be an option with pre-approval by the student’s teacher and guardian. It is also vital that schools have carefully prepared blended programs and policies already in place with clear rules and procedures communicated to all involved.**

The following pages provide some sample forms that may be helpful for schools building a Periodic Virtual Day Program:

- 1) Teacher work log to support payroll when staff cannot come to school.
- 2) Support staff work log to support payroll when staff cannot come to school.
- 3) Basic procedures.
- 4) FAQ’s



## Example Teacher Work Log

The following is a sample work log that could be used for certified staff for accountability purposes for periodic virtual days:

### Example Public School Virtual Day Certified Staff Activity Log

Name: \_\_\_\_\_

On the \_\_\_\_\_ (date) virtual day,

#### Check appropriate blanks

#### Approx. hours

1. \_\_\_\_\_ worked at school site on following virtual day activities.\* \_\_\_\_\_

***\*If you checked this skip to #4.***

2. \_\_\_\_\_ Worked from home on following professional duties:
- |   |       |
|---|-------|
| _____ Contacting and assisting students/parents     | _____ |
| _____ Lesson Planning                               | _____ |
| _____ Professional Research                         | _____ |
| _____ Blended Learning/Flipped Classrooms           |       |
| _____ Digital Tech Tools                            |       |
| _____ Curriculum                                    |       |
| _____ Differentiated/Gifted                         |       |
| _____ Digital Literacy                              |       |
| _____ Advocacy and Personalized Learning            |       |
| _____ Other: _____                                  |       |
| _____ Professional dialogue/meeting with colleagues | _____ |
| _____ Extra-curricular practice with students       | _____ |

3. \_\_\_\_\_ I was not able to perform my professional duties on this day so, I opt to:

- \_\_\_\_\_ Take a personal day  
\_\_\_\_\_ Take full pay deduct  
\_\_\_\_\_ Make up time with supervisor approval  
(Attach make-up time plan to back of this form)

4. I attest that the information provided above is true and submit it to satisfy one day of employment towards my contract.

_____ Employee Signature	_____ date
_____ Supervisor Signature	_____ date

***\*Please attach your virtual day lesson plan to this log.***



## Example Support Staff Work Log

*The following is a sample work log that could be used for support staff for accountability purposes for periodic virtual days:*

### Example Public School Virtual Day Support Staff Activity Log

Name: \_\_\_\_\_

On the \_\_\_\_\_ (date) virtual day,

#### Check appropriate blanks

1. \_\_\_\_ worked at school site on supervisor approved duties.

List duties performed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Time worked:

\_\_\_\_\_ to \_\_\_\_\_

Lunch

\_\_\_\_\_ to \_\_\_\_\_

2. \_\_\_\_ Worked from home on supervisor approved duties:

List duties performed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ to \_\_\_\_\_

Lunch

\_\_\_\_\_ to \_\_\_\_\_

3. \_\_\_\_ I was not able to perform my contract duties on this day  
therefore, I opt to:

- \_\_\_\_ Take a personal day  
\_\_\_\_ Use Time Coming  
\_\_\_\_ Take full pay deduct  
\_\_\_\_ Make up time with supervisor approval  
(Attach make-up time plan to back of this form)

4. I attest that the information provided above is true and submit it to satisfy one day of  
employment towards my contract.

\_\_\_\_\_  
\_\_\_\_\_  
Employee Signature  
Supervisor Signature

\_\_\_\_\_  
\_\_\_\_\_  
date  
date

*For office use only: One copy filed at school site and one copy sent to Central Office*



## District Distance Learning (DL)/Virtual Day Standards and Procedures Example

Due to COVID-19 and weather-related closures, \_\_\_\_\_ Public Schools has developed the following standard district procedures to provide instruction due to periodic school closures either planned or due to weather. Please note that each school site will have variances to these procedures appropriate to the grade level they are instructing.

In the event of school closing, \_\_\_\_\_ Schools will:

- Notify parents via our “calling system” that school will be closed. School closings will also be on local news stations. However, we will follow our DL/virtual curriculum.
- Staff will be at school only if it is safe for them to travel, but will be available for assistance during normal school hours.
- Students will have pre-assigned packets or online assignments for every day closed. There is an expectation that teachers will have an emergency plan ready, however, in most cases we have advanced warning of pending weather.
- Students will be required to “engage” with the teacher at some point during the day via email, phone, text, or My Big Campus. Students may work at their own pace but teachers will only be available for assistance during normal school hours. **From our experience, you must have BOTH student engagement (contact) as well as acceptable assignment completion to count the student in attendance.**
- Students will be required to complete all assignments (to teacher satisfaction) and turn them electronically or in person on the first day back at school in order to be counted in attendance for that day.

Thank you for helping us to develop this innovative approach to making up missed time. We recognize that the best education possible is with the student in class, with his/her teacher, however, this is proving to be a viable option when attendance is not possible.



## **Periodic Distance Learning/Virtual Day Sample Note to Parents and FAQ's**

Recent events have resulted in our school moving quickly to provide distance learning/virtual options to students whenever it is needed. Our school has processes in place for students who are taking online courses, however, due to situations like COVID-19 or severe weather we have found that our school may need to provide periodic virtual day instruction for traditional students.

Parents and students will be given instructions by each school site, but here is a list of some common questions and answers:

- Q. What students who come from day care facilities in the morning?
- A. We will work with day care providers and their students as we identify them.
- Q. Will teachers be available on that day?
- A. No. If school is closed due to weather or unsafe conditions., However if school is closed for a planned DL/Virtual Day, teachers will be at school using their resources to assist students, via internet or phone.
- Q. Can parents bring their children in if they safely can bring them?
- A. No. Only if the teachers ask them to bring them in to work one on one. We anticipate teachers being busy interacting with students via phone or internet and will not have time to watch a group of students.
- Q. What about kids without internet?
- A. Our experience so far, shows that about \_\_\_\_% of our kids have high speed internet. However, about \_\_\_\_% of those may have technical problems throughout the day. Paper packet or alternative assignments will be available for those students that cannot access the internet.
- Q. What about attendance?
- A. Attendance will be defined in district policy and based upon completion of an instructional activity assigned in advance of the virtual day. Each site will be experimenting with different ways of connecting students and teachers.
- Q. What if I am not home to help my child with the work?

- A. If a student needs help, the teachers will be available via internet or phone. Small children will have a caregiver at home to get them started on the work, and our goal for older students is that this will help them take ownership of their own learning and learn essential career skills.

These are by no means all of the questions that need to be answered and some of these answers can be changed with your input. Your input is valued as we work together to provide quality instruction no matter the circumstances.