

BLEND ED LEARNING FRAMEWORK

CCOSA's Student-centered Solution
for Blended and Virtual Education



COOPERATIVE
COUNCIL FOR
OKLAHOMA
SCHOOL
ADMINISTRATION



COOPERATIVE COUNCIL FOR OKLAHOMA SCHOOL ADMINISTRATION

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FOREWORD

June 2019

Message to CCOSA Members:

Using technology to expand educational opportunities reshapes, adapts, and evolves in response to the ever-changing need to create rich, student-centered learning environments. In recent years, higher education, career tech, and common education have increasingly utilized technology for blended classes and virtual/online courses.

With the increasing number of for-profit virtual charter schools, CCOSA has a number of concerns about full-time virtual education schools' inclusiveness and effectiveness for students. The National Education Policy Center (NEPC) research states that virtual education's best chance of success is likely through implementation within the traditional "community" school framework. (See 2018 NEPC Research on Virtual Charter Schools.)

The following principles reflect CCOSA's stance on blended and virtual education:

- CCOSA is supportive of innovative methods of delivering instruction that are high quality, equitable for all students, and build strong communities.
- CCOSA acknowledges that for-profit virtual instruction is a growing trend, but also recognizes that trends do not ensure quality instruction, transparency, and accountability.
- CCOSA encourages all public schools to offer virtual/blended opportunities when appropriate and needed.

As virtual learning expands, we believe that all public schools must be flexible and embrace this growing trend with careful planning and with fidelity for students. CCOSA has developed this document in an effort to lead in the development and implementation of high-quality blended learning practices that promote student-centered learning and, in turn, support and promote the highest performing virtual education programs in Oklahoma.

Over the past several months, CCOSA created an advisory team of public school leaders, including the Oklahoma Technical Association (OTA), to develop a virtual blended learning framework. This framework is designed to be used as a guide for Oklahoma schools in the processes needed to develop a high-quality blended learning environment that can support appropriate virtual education opportunities.

Key components of the framework include:

1. Guidance for schools to consider when developing and implementing a high-quality blended instruction model.
2. Guidelines for teacher preparation and teacher training for work in a blended/virtual learning environment.
3. Recommendations for how to identify students who can succeed in a blended/virtual environment.
4. Guidance in the selection of technology resources that aid in the implementation of blended/virtual learning.
5. Measurement tools that determine if a blended/virtual program is gold, silver, or bronze standard.

The CCOSA Blended Virtual Education Framework Design is different from other models because:

- It strives for fully certified teachers to design and drive the instruction as opposed to reliance on online courseware.
- It provides a "place" for students in their community school to participate in extra-curricular activities.
- It was developed by Oklahoma school educational leaders who already practice components of the framework with student achievement results that far exceed the student achievement results reported by statewide virtual charter schools.
- It provides a guide for public schools to implement the framework at various levels.

The document is designed to be used as a tool to help schools get started with a quality virtual blended program or enhance current practice. We look forward to "rolling out" the framework for Oklahoma schools. We know that the document will be ever-changing as it is implemented with recommendations and suggestions for best practices from research and from our members.

Your CCOSA team is here to serve your needs. We believe this framework for virtual learning will provide a great starting point for some districts and will stimulate conversations for those districts who already have programs.

Thanks to the members of our advisory team and OTA for their extraordinary work on this framework.

Sincerely,
Pam Deering
CCOSA Executive Director

STRATEGIC INITIATIVE



CCOSA BLENDED LEARNING FRAMEWORK

TRANSFORMING EDUCATION IN OKLAHOMA THROUGH LEADERSHIP

Strategic Initiative



Mission

Provide community schools a high-quality blended learning framework that promotes student-centered learning.



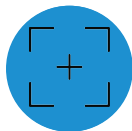
Vision

All community schools will offer the highest quality virtual education opportunities to students who are likely to succeed in that learning environment.



Purpose

Students who need to approach school differently due to varying circumstances deserve an opportunity to thrive in their educational pursuits.



Framework

CCOSA's blended learning framework offers increased flexibility to meet individual needs and provides students with robust opportunities to succeed in an unconventional setting.



Benefits

Oklahoma's public-school districts will benefit by offering local blended learning opportunities for their students. Students will benefit by more personalized instructional opportunities while still being a part of a school community with the opportunity to participate in school activities.



Goal

Our goal is to develop a model for blended learning in an education environment adopted by public school districts across the state, which, in turn, will allow our districts to provide local options that best serve students.

STRATEGIC INITIATIVE

CCOSA BLENDED FRAMEWORK DISTINGUISHING CHARACTERISTICS

CCOSA believes students deserve the highest quality instruction available. The following distinguishing characteristics are the key areas that differentiate the CCOSA Blended Learning Framework from other entities that provide blended learning instruction:

- ④ Highly qualified teachers “drive” the instruction, as opposed to the online course provider/vendor.
- ④ Teachers design activities to supplement online coursework.
- ④ Students are offered a “place” to go in their own community for social, extra-curricular, nutritional, counseling, and academic needs.
- ④ The highest level of student-centered blended instruction is the goal, and virtual instruction is limited to appropriate circumstances.
- ④ Students must go “onsite” for instruction at the first signs that they are falling behind.
- ④ The existing transparency of community school attendance and financial reporting applies and, thus, provides full transparency of how public dollars are spent.
- ④ Oklahoma schools with proven results in equitable opportunities for students, high test scores, course completion, and high graduation rates serve as a model for other schools.



Definitions

- ④ Virtual Instruction – Delivery of instruction via the internet and electronic communication with the student traditionally learning from home while the teacher is in a remote location.
- ④ Blended Learning – A teacher designed learning framework that combines classroom learning with online learning, in which students may, in part, control the time, pace, and place of their learning.
- ④ SIS - Student Information System where all student data is collected and Stored
- ④ LMS - Learning Management System that acts as the access point for lesson plans, virtual content, and instructional tools.
- ④ CMS - Content Management System that provides online courses.

STRATEGIC INITIATIVE



GOVERNING POLICY

State law requires that all school boards adopt a policy allowing students opportunities for up to five hours of online instruction, when academically appropriate. The law specifies that a student can apply for supplemental online instruction, but the school has the ability to determine if that instructional method is best suited for the student.

The OSSBA provides the following policy for school boards to adopt to ensure schools are meeting the intent of the law. The OSSBA provides this policy to its members and has authorized its use in this document.

See OSSBA Policy in Appendix A



DESIGN

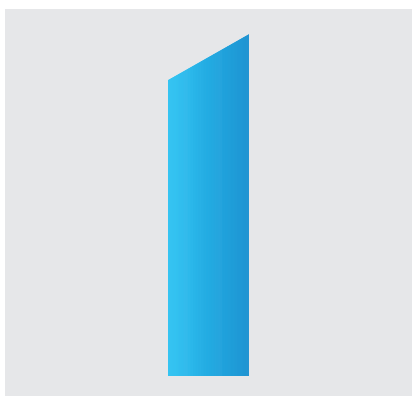
STEP 1: CHOOSING A BLENDED LEARNING MODEL

The CCOSA Blended Learning Framework will transform classroom education in Oklahoma. How do we arrive at the transformational level? Many blended models currently are used to substitute classroom instruction with technology, or classroom teachers use technology to slightly augment instruction. Our 21st century students demand that we do more.

CCOSA believes that children come first. Blended learning allows opportunities for personalized learner-centered experiences. There is no substitute for a quality classroom teacher, but we firmly believe that a great teacher can utilize the power of technology to significantly redesign and modify learning tasks.

Technology allows a great teacher to design lessons that empower students to perform relevant and creative tasks.

The steps to choosing a blended learning model are easy. Schools should:



Form a Blended Learning Team consisting of, but not limited to: administrator/principals, teachers from each grade level and/or subject area, technology or library media specialist, and counselor.



Study and discuss blended learning models and how they are currently being used. The tools in the following pages are a great way to begin the discussion.

See Discussion Tool 1 on next page



Begin with the end in mind. Assess your school's blended learning practices with the CCOSA Blended Learning Framework rubrics and set goals appropriately.

See Discussion Tool 2 on page 9

DESIGN

DISCUSSION TOOL: UNDERSTANDING THE DIFFERENT TYPES OF BLENDED LEARNING

Education Elements provides a variety of blended learning tools. The video below is a short explanation of the different ways blended learning can be implemented in the classroom.

▶ *Toolkit item!*

Types of blended learning video
<https://youtu.be/3xMqJmMcME0>



Schools should study each of the following models, decide which models best fit their goals, and implement one or more model(s) in response to student needs.

➞ LAB/CENTER

blended instruction using rotation to labs or classroom centers. Most utilized by teachers in traditional setting and elementary grade levels. Flipped classroom techniques can be used in this model where students watch online instruction at home freeing up the teacher to work through homework with students in class.

➞ A LA CARTE

blended instruction enables students to take an online course with an online teacher of record in addition to other face-to-face courses, which often provide students with more flexibility over their schedules. This approach reflects the purpose of the supplemental online course policy required through Oklahoma statute.

➞ FLEX

blended instruction lets students move on fluid schedules among learning activities according to their needs. Online learning is the backbone of student learning in a Flex model.

➞ ENRICHED VIRTUAL

model is an alternative to a full-time online school that allows students to complete the majority of coursework online at home or outside of school, but still attend school for required face-to-face learning sessions with a teacher.

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DISCUSSION TOOL, CONT. UNDERSTANDING BLENDED DESIGN ESSENTIAL ELEMENTS

No matter what blended model your teachers employ, intentional instructional design is essential. The University of Florida and the American Association of State Colleges and Universities developed the following checklist to guide blended-learning course design. Although the checklist is intended for university-level blended course development, the majority of the components apply to the design of blended instruction at any level. Most schools will not have teachers building online content, but rather will purchase a learning management system (LMS) or a content management system (CMS) to provide instructional content. However, it is vital that teachers DESIGN the instruction with the CMS embedded!

▶ *Toolkit item!*

Blended course design tool:

https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf

▶ *Toolkit item!*

The following Blended Course Peer Review Form is a great tool to use to evaluate the quality of the blended learning course or program:

https://blended.online.ucf.edu/files/2011/06/implementation_checklist.pdf

The CCOSA Blended Learning Framework team must work closely with an individual student's Individualized Education Program (IEP) or Section 504 team to ensure that each student with special needs has the needed services, accommodations and other supports when blended and/or virtual instruction is deemed appropriate for their learning needs. CCOSA's District Level Services provides direct access to an attorney well experienced in handling special education legal issues and procedures. The following is a comprehensive resource providing guidance in proper considerations involving special needs students in an online setting:

<https://mvlri.org/research/publications/supporting-students-with-disabilities-in-k-12-online-and-blended-learning/>



DESIGN

DISCUSSION TOOL: ASSESSING HOW YOU CURRENTLY USE TECHNOLOGY IN THE CLASSROOM

To truly transform instruction, schools must first assess where they currently are in relationship to where they want to be. This conversation can be framed through the lens of the S.A.M.R. Model (see below). The S.A.M.R. Model is similar to Bloom's Taxonomy except that it is applied to integrating technology in the curriculum. Many blended learning educational models use technology only to substitute for direct teacher instruction or, at best, to augment the instruction. Substitution and augmentation have their place and can be used without much training. However, a quality program should not stop there. The next two layers in the model require significant involvement from a highly-effective teacher. The CCOSA Blending Learning Framework will lead teachers to design blended and virtual activities that operate at the top end of S.A.M.R. by modifying and redefining instruction.

S.A.M.R. MODEL

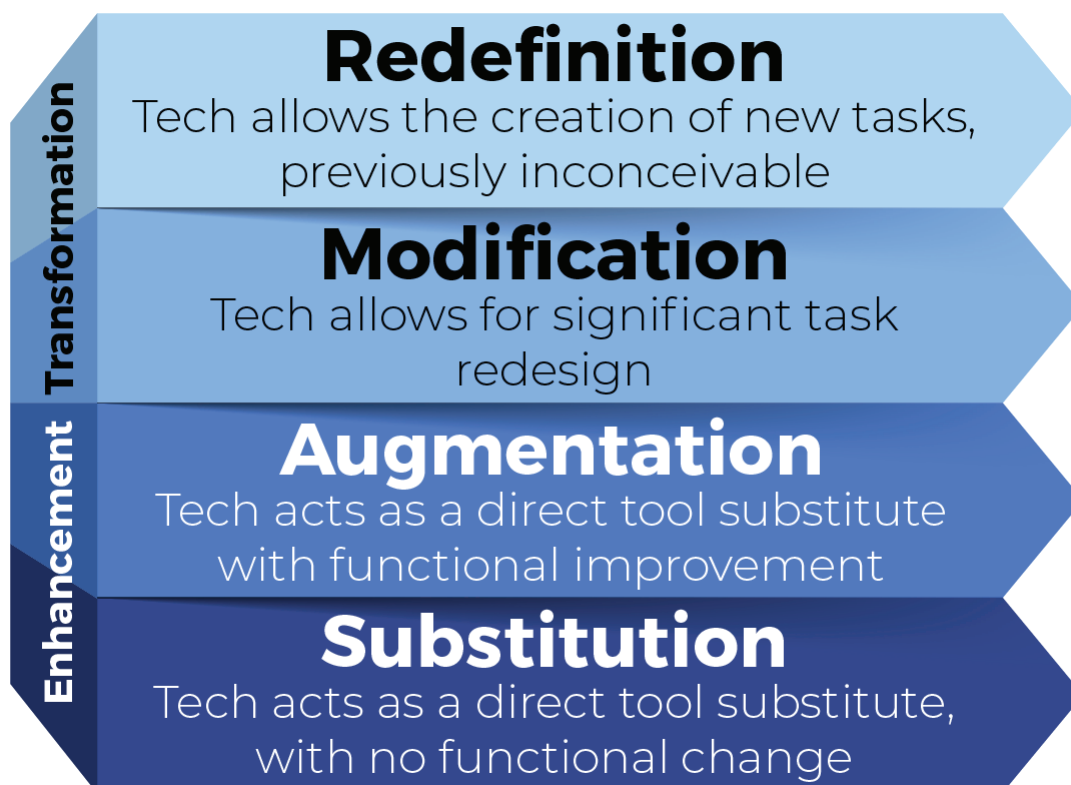


Image the creation of Dr. Ruben Puentedura, Ph.D. <http://www.hippasus.com/rpweblog/>



DESIGN

STEP 2: TEACHER SELECTION AND TRAINING

SELECTING THE BEST TEACHER CANDIDATES AND TRAINING

CCOSA believes the teacher is always the key to student success in any learning environment, whether a traditional classroom or a virtual setting.

- ➡ Certified teachers trained in blended practices are required with this model.
- ➡ Virtual blended learning models that do not succeed have little teacher involvement and rely too heavily on the content management system to drive learning.

The teachers using this model will be able to “design” a student-centered learning experience for each child, modify the instructional delivery when needed, and monitor the student’s engagement and progress daily.

See the CCOSA Toolkit items on following pages:

- ➡ Teacher Blended Teacher Readiness, page 12.
- ➡ Virtual Teacher PD Suggestions, page 14.

For more in-depth information on teacher certification, teacher/student ratio, and teacher training expectations, see Dr. Sherri Pankhurst’s research paper on “Teacher Expectations Regarding Virtual Schools” located in Appendix C.

DESIGN

TOOLKIT ITEM!

CCOSA BLENDED LEARNING TEACHER READINESS CHECKLIST

Teacher Certification

- ☐ Valid and current Oklahoma Teaching Certificate
- ☐ Certification in assigned subject-area
- ☐ Preference for at least three years of teaching experience

Proficiency in internet-based technologies and teaching tools

- ☐ Proficiency in at least one of the following:
 - ☐ Microsoft Office products (Word, Excel, PowerPoint)
 - ☐ Google Classroom (Docs, Sheets, Slides)
 - ☐ Apple products (Pages, Keynotes, Numbers)
- ☐ Preference for at least three years of experience with a Learning Management System
- ☐ Proficiency with online resources and access to materials required for the subject area
- ☐ Knowledge of copyright laws

Comprehensive knowledge of curriculum planning and development with evidence provided in each of the following areas:

- ☐ Student-centered online instructional design (discussion procedures, lesson development and delivery, assessment procedures)
- ☐ Grade level and subject-area Oklahoma Academic Standards
- ☐ An assessment plan (formative and summative assessments)
- ☐ Depth of Knowledge level questioning

Time management and organizational skills with evidence provided in each of the following areas:

- ☐ Course planning (online expectations, timelines, student management, etc.)
- ☐ Goal setting process
- ☐ Prioritizing time
- ☐ Avoiding procrastination
- ☐ Process for giving feedback in a timely manner and ensuring availability to all students

Student engagement

- ☐ Is able to provide a student orientation of online components (Learning Management System, resources, and online course arrangement.)
- ☐ Provides evidence of engaging student activities with clear, detailed instructions for students.
- ☐ Provides evidence of student collaborative activities with clear, detailed instructions for students.
- ☐ Promotes student-to content interaction
- ☐ Promotes student-to-instructor interaction

See Tulsa Union Teacher Expectations and Suggestions in Appendix H

DESIGN

TOOLKIT ITEM!

CCOSA BLENDED LEARNING PROFESSIONAL DEVELOPMENT BLOCKS

Internet Based Technologies

Microsoft Office

- Word
- Excel
- PowerPoint

<https://support.office.com/en-us/office-training-center>

GSuite

- Docs
- Sheets
- Slides

<https://gsuite.google.com/learning-center/products/#/>

Apple

- Pages
- Numbers
- Keynote

<https://www.learnquest.com/search-results.aspx?what2search=catalog&searchterms=pages>

Classroom Management System

A working knowledge of the classroom management system should be completed before classes begin and are dependent upon specific management system.

Copyright Laws, Digital Citizenship & Online Resources

Copyright

<https://creativecommons.org/get-cc-savvy/copy-right-creativecommons-are-friends/>

Digital Citizenship

<https://www.commonsense.org/education/digital-citizenship>

Classrooms and Learning Spaces

<https://www.edweb.net/?ewWebinarsBrowse@@.bebc200>

Curriculum Planning & Development

Curriculum mapping should be face-to-face professional development and completed before classes begin to ensure standards are covered and mastered.

TIME MANAGEMENT AND ORGANIZATIONAL SKILLS

If Curriculum Planning and Development are completed, it is important to establish goals and checkpoints throughout the school year to confirm students are on track with their schoolwork.

Student Engagement

edWeb.net has a plethora of webinars on student engagement. It is a simple sign-in and free to all.

<https://www.edweb.net/newUserSignup>

DESIGN

STAFFING OPTIONS AND BUDGET CONSIDERATIONSS

The first goal of this framework is to provide highly-effective teachers certified in the course(s) they are assigned to teach and where they serve as teacher of record. Due to the size of the school, funding, course uniqueness, and scheduling, matching certification and teacher assignment is not always possible. Therefore, the following staffing options are listed in order of which best serve student needs:

- ➡ A certified teacher certified in the subject-area of the course taken by the student.
- ➡ A certified teacher certified in the subject- area of the course, teaching from a remote location with an adult providing guidance on site with the student.
- ➡ A teacher certified in a related area* of the course being taken.
- ➡ A teacher with any teaching certification* acting as a teacher or mentor facilitating online coursework.
- ➡ A mentor with a degree* acting as a teacher or mentor facilitating online coursework.

*Three through five require that a school applies for either: emergency certification, adjunct status (limited to three hours per day), or conversion school approval waiving teacher certification standards.

Budget Considerations

Implementing high-quality blended learning strategies does not require increased staffing. However, if a school designs A La Carte, Flex, or other virtual options, staffing challenges can be addressed by:

- ➡ Hiring staff full time or part time to teach courses or facilitate the on-line coursework.
- ➡ Paying certified teachers during their plan to teach virtually or work with students assigned to blended learning flex labs. This is a good option because it allows certified teachers to work and design the courses. It can be difficult if teachers do not design and work together for continuity. If teachers just facilitate online learning tools, then it is less difficult, but could limit the “course design” abilities of the teacher.
- ➡ Paying teachers for after-hours work with online courses.

Compensation

Compensation for teaching virtual courses will depend on the level of implementation.

- ➡ If a teacher’s full-time work load is for online students, pay should be based on the state minimum salary schedule or the negotiated schedule of the school district.
- ➡ If the teacher is working during a planning time or after hours, a stipend would be in order.
- ➡ If the teacher is not certified and simply mentoring students through online driven coursework, pay could be less.

See list of schools already implementing blended learning models to request more information on their current salary structures on page 27.

DESIGN

STEP 3: STUDENT READINESS AND SELECTION

DETERMINING STUDENT READINESS AND STUDENT SELECTION PROCESS

Lab, Flex, and A La Carte models allow the teacher to have more hands-on access to students than the virtual models. An enriched virtual environment is not for every student. **This Framework is designed to maximize student success!**

A quality virtual blended learning program includes an evaluation and considers the following variables that affect student success in a virtual setting: age, work ethic, support at home, and learning style. Schools should work diligently to identify if a prospective “virtual” student can be successful in this framework. This framework provides a tool to assist parents, schools and students in the decision to pursue virtual education.

GENERAL GUIDELINES FOR STUDENT READINESS

Elementary – Blended learning in labs and centers with full-time virtual used only if a student cannot attend school due to health reasons or another significant circumstance.

Middle School – Blended learning in labs and stations, A La Carte for students to take enrichment classes and full-time virtual on a limited basis.

High School – Options that include all of the blended levels, with full-time virtual as a last resort if no other option is possible.

See the Student Readiness Questionnaire on the following page.



DESIGN

TOOLKIT ITEM!

*Student Virtual School Readiness Questionnaire**

Although virtual education is an educational option, it may not be the best option for all students. It is critical to make a determination if full-time virtual enrollment will be an appropriate educational placement. Full-time virtual learning isn't for every student. To be successful, a student must be independent, self-motivated, and have significant home support. The following questions are to assist with this determination. Making sure that a student is placed in an learning environment where they can be successful is of the utmost importance. Please answer the following questions with full disclosure and based on your best knowledge and understanding.

PARENT/GUARDIAN SURVEY:

Think about applicant's readiness by answering the following questions:

- | | | | |
|----|---|-----|----|
| 1. | Is the applicant a resident of the _____ School District? | Yes | No |
| 2. | Do you have daily access to a computer or a device that has access to internet? | Yes | No |
| 3. | Does the applicant have a medical alert, 504 or IEP? | Yes | No |
| 4. | Has this applicant been dropped for truancy or does the applicant have an attendance pattern causing concern? | Yes | No |
| 5. | Has the applicant showed signs of academic decline, failing most or all of his/her courses? | Yes | No |
| 6. | Is the applicant on track to graduate with the required credits and courses? | Yes | No |
| 7. | Will the applicant have parent support to provide such environment for success with online learning at home? | Yes | No |
| 8. | Has the applicant been enrolled into a virtual school program in the past? | Yes | No |

Please answer the following questions:

1. Please explain why this student wants to enroll into a virtual education courses:
2. Explain how you would like to see the virtual education learning experience meet your child's individual needs?
3. What challenges might your student encounter with a blended or full-time virtual learning experience ?
4. Explain the benefits for enrolling your child into virtual education courses.

DESIGN

TOOLKIT ITEM!

Instructors with years of online teaching experience agree that students who have a successful, satisfying experience learning online share several critical characteristics. The next section is to be completed by the applicant requesting to enroll into a virtual education program.

STUDENT SURVEY:

Think about your readiness by answering these questions:

- | | | | |
|----|--|-----|----|
| 1. | Good Time Management: Can you create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher? | Yes | No |
| 2. | Effective Communication: Can you ask for help, make contact with other students and the instructor online, and describe any problems with learning materials using email, texting and/or the telephone? | Yes | No |
| 3. | Independent Study Habits: Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule? | Yes | No |
| 4. | Self-Motivation: Do you have a strong desire to learn skills, acquire knowledge and fulfill assignments in on- line courses because of an educational goal? Can you maintain focus on that goal? | Yes | No |
| 5. | Academic Readiness: Do you have the basic reading, writing, math and computer literacy skills to succeed in the class? | Yes | No |
| 6. | Technologically Prepared: Do you know how to open, create and/or save a document; use various technology tools (e.g., dictionary, thesaurus, grammar checker, calculator); and identify various file formats? | Yes | No |

Reasons why you want to take the course(s) online?

- ☐ Course(s) not available at school
☐ Schedule Conflict
☐ Credit Acceleration

I would rate my computer skill level as:

- ☐ Good ☐ Fair ☐ Poor

What do you think your biggest challenge may be in taking virtual education courses?

DESIGN

TOOLKIT ITEM!

Explain how enrolling into virtual education courses may benefit you:

- ☐ Credit Recovery
 - ☐ Inability to attend class during the school day
 - ☐ Personal Enrichment
 - ☐ Personal Preference
 - ☐ Online Learning Experience
 - ☐ Graduation Requirement
 - ☐ Other:
-
-

I have answered all questions in this readiness questionnaire to the best of my judgment with the understanding this questionnaire may assist with making a determination for my child's best educational placement.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

**Adapted from Putnam City Public Schools Student Readiness Questionnaire*

DESIGN

STEP 4: TECHNICAL AND INSTRUCTIONAL RESOURCES

Technical Resources

As you are looking to provide devices for your students, here are some questions to consider:

Standardization

Has your district standardized on one or more operating systems? Should you be? Which is the most secure/stable?

Has your district standardized on one or more browsers? Which browser does your district support and why? Does your browser balance security concerns, compatibility, speed and ease of use?

Has your district standardized on a device or set of devices? Does one device fit all of your needs? What needs are not being met?

Productivity/Creativity

What productivity applications do you use, support and recommend?

There are a variety of no-cost and paid options that offer different features and user experience.

Most popular options:

- ➔ Microsoft Office- \$
- ➔ Microsoft Office 365- No cost option for students and teachers available
- ➔ G-Suite- no cost
- ➔ Apple iWork- no cost
- ➔ Open Office- no cost

What software will device need to support beyond productivity and web? Will your device need to capture audio and video?

Do you need a Learning Management System? How are you going to structure your content?

Access

How are you going to provide internet access to your students in school?

Do your students have internet connectivity outside of school? Will or should you provide that?

Possible sources:

- ➔ District provided at the school site
- ➔ Home Internet
- ➔ Business Partnership
- ➔ Extended wi-fi at the school building
- ➔ District provided Mi-Fi type device

How are you filtering web content onsite?

How will you filter web content from district-provided device that goes home? How will you filter content on district-provided-internet access offsite?



Device Considerations

What device or type of device is best suited to your student's needs?

What devices or type of device is best suited for your teacher's needs?

Does the device require management? What are the management costs of the device?

Does your device require a case or physical protection?

Does your device require anti-virus protection/malware protection?

What are the features of your device in terms of student creativity?

Will it support AR/VR applications? Is that important to you? Will it be in the future? How much device storage do you anticipate you will need?

How long do you anticipate your selected device will last?

Will your device require a warranty? If so, how long will it need to be covered?

Will you require some type of student insurance?

How will you distribute device updates?

How will you support the device? Will you have a help desk available? What processes for repairs do you need to put into place?

What is the overall repairability of the device?

What is the overall cost of ownership of the device when you look at all of the above factors?

Possible Options:

- ➡ Windows desktop or laptop
- ➡ Apple desktop or laptop
- ➡ Apple iPad
- ➡ Chromebook
- ➡ Other tablet

Sustainability

Do you have a funding plan for future refresh?

How many extra devices will you need to cover breakages, theft, and other loss? Do you have annual funds allotted to cover management costs, filtering expenses, etc?

The Oklahoma Technical Association (OTA) is willing to match you up with a partner who can help work through these questions! Just email partnerships@oktech.org.



DESIGN

INSTRUCTIONAL RESOURCES

Learning Management Systems

The Learning Management System (LMS) acts as the access point for lesson plans, virtual content, and instructional tools. All of these tasks can be done without an LMS, but may require students, teachers, and parents to log in multiple times to access each tool. Some companies that specialize in online courses have LMS capabilities built-in, however, a vendor-specific LMS does limit you to only using that vendor's resources. An independent LMS allows the inclusion of multiple content providers as long as they are compatible with the LMS operating system.

An LMS supplements classroom teaching. For instance, students can access homework or tests from the LMS, or teachers can grade assignments. In other cases, an LMS can replace the classroom experience, especially online-only courses.

LMS SOLUTIONS IN THE EDUCATION SECTOR PROVIDE MANY BENEFITS, SUCH AS:

- ➔ Access to assignments, grades and other features at anytime, anywhere
- ➔ Greater efficiency for teachers to develop and manage classroom plans, and track student attendance
- ➔ Parental access to students' assignments and grades, and the ability to collaborate with teachers
- ➔ Ability for administrators to send news or updates to students and teachers
- ➔ Ability to offer online discussion boards
- ➔ Inclusion of multiple content providers as long as they are compatible with the LMS operating system, thus preventing the user from having to use multiple logins.

DESIGN

INSTRUCTIONAL RESOURCES, CONT.

What to Look For in a Learning Management System

Schools planning to buy a Learning Management System should consider the following factors:

Pricing:

Learning management solutions tend to vary in costs. There are normally three ways schools will pay for an LMS. These may include: Pay per Learner, Pay for Course, and Pay for Licensing. Pricing can depend on the number of users or the number of features offered. Some vendors offer “freemium” accounts or open-source solutions that are free, but those versions usually have limited features. Schools must do a pricing comparison.

Interoperability with existing systems:

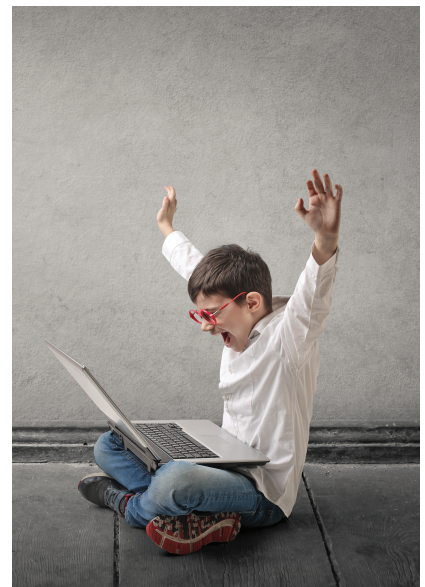
Having the LMS integrate with a school information system (SIS) is an important factor, as this eliminates the need to add data in both systems. Some vendors offer integration with other systems, such as Google Apps for Education (GAPE) and Microsoft’s Office365.

Training and support during and after software implementation:

Ensure the vendor offers implementation assistance, including any training. Find out whether the vendor offers training remotely or onsite. Also, make sure the vendor provides support after the software is deployed, such as 24/7 tech or customer service support via phone or online.

Length of implementation process:

The implementation process can vary. Speak with the vendor and request details on implementation timelines. Also, be pro-active and try to plan for any issues that could arise during the implementation phase.



DESIGN



LEARNING MANAGEMENT SYSTEM OPTIONS

Some LMS options are listed below:

**Pricing varies and is negotiable depending on size of school.*

Google Classroom

Free

Moodle

Free

Canvas

Cost Associated

Blackboard

Cost Associated

Schoology

Cost Associated

Edmodo

Cost Associated

DESIGN

INSTRUCTIONAL RESOURCES, CONT. CONTENT MANAGEMENT SYSTEM

Proper identification of curriculum that aligns with Oklahoma state content-area standards through a virtual content management system (CMS) provider is a must.

The CMS can be integrated into an already existing LMS or it may have its own built-in LMS. The benefit of an LMS is that it will allow students to log in to just one site to access the content instead of having different logins for every content tool.

CCOSA has identified a variety of CMS tools that can provide coursework and in some cases act as an LMS. The Oklahoma State Virtual Charter School Board has developed the Oklahoma Supplemental Online Course Program where it has reviewed some of these provider's courses and bid for a price for certain courses. Those prices are marked with an asterisk and you can review all of the courses and the cost ranges for each at <https://osocp.ok.gov/courses>.

In all cases, vendors may charge additional fees for training. The following is a list of some of the most common vendors that are being used by schools in Oklahoma and the contact information for them:

Vendor

Florida Virtual*
APEX*
Edmentum*
Odysseyware*
Edgenuity*
Accellus
Spark Education

*These vendors have courses and pricing on the Oklahoma School Online Course Program website <https://osocp.ok.gov>





DESIGN

STEP 5: EVALUATION OF PROGRAM

Quality is always measured!

CCOSA believes in quality. The following rubrics serve as guidelines for schools to plan for and evaluate the level of quality within their program. It is understood that most schools cannot reach the highest level in all areas due to financial resources. These rubrics are designed to define quality areas and give realistic targets for schools to strive to reach.

- ➡ *Teacher Expectations Rubric in Appendix C*
- ➡ *Student Expectations Rubric in Appendix D*
- ➡ *Instructional Resources Rubric in Appendix E*
- ➡ *Implementation Rubric in Appendix F*



INFORMATION

RESEARCH SUPPORTED



The May 2018 National Education Policy Center Report on Virtual Education pointed out the vast problems with how virtual education is being executed by virtual charter schools.



According to NEPC researcher Gary Miron, virtual education's best chance for success may be in the community school setting.



CCOSA is committed to utilizing researched-based “best” practices in the implementation of CBF.

INFORMATION

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INFORMATION

RESOURCES AND OKLAHOMA SCHOOL INNOVATORS

Michigan has online learning tools at: <https://michiganvirtual.org>

Education Elements specializes in personalized learning:
<https://www.edelements.com>

Here are just a few blended pioneers in Oklahoma Public Schools:

Howe (lab, flex, and virtual)
Pond Creek (lab and flex)
Hinton (lab, flex)

Oologah (lab and flex)
Cleveland (lab, flex, and virtual)
Fort Gibson (lab, A La Carte, and virtual snow days)
Tulsa Union (lab, flex, and virtual)
Putnam City (lab, flex, and virtual)
Sand Springs (lab, flex, and virtual)
Norman (lab, flex, and virtual)

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APPENDIX A

OSSBA SAMPLE BOARD POLICY

Online Instruction

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the _____ Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

DEFINITIONS

Synchronous instruction

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 Internet -based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction

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 any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Internet-based instruction

Internet-based instruction uses the Internet as the primary medium of instruction, with a computer serving as the primary tool of instruction. Internet -based instruction may be synchronous or asynchronous.

Two-way interactive video

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.

GUIDELINES

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

APPENDIX A CONT.

ONLINE INSTRUCTION (Cont.)

1. Internet -based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These 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 district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in all required state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Oklahoma Academic Standards.
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the Internet, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district.
12. 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.
13. 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.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.

(Policy use for this framework authorized by the OSSBA in the Spring of 2019)

APPENDIX B

TEACHER EXPECTATIONS

REGARDING VIRTUAL SCHOOLS

Dr. Sherri Pankhurst

December 2018

The growing demand for virtual schools presented itself around 1996, and its purpose was to provide rural and at-risk populations access to a high-quality education, but today's virtual student tends to prefer this type of school for the flexibility and self-pacing learning (Davis & Roblyer, 2005). Teachers play a pivotal role whether it is in the brick and mortar school or the online learning environment. An effective teacher does not center around one single idea or concept, but the whole person. This teacher has an important role in influencing and interacting with students to foster learning (Stonge, 2018). Above all, the teacher expectations regarding virtual school should involve highly effective teaching to increase student achievement.

Student Count

At the 2018 OTA/Encyclomedia conference, Joy Hofmeister made reference to HB 1017. Our state superintendent plans to lobby for the class sizes of the HB 1017's intentions, which limit elementary to 20 students in the classroom and 140 student load in the secondary with exemptions in physical education, band and choir, be mandated once again in our state. These guidelines are meant for the brick and mortar school.

What does this look like on a virtual aspect? According to the May 2018 National Education Policy Center (NEPC) Report, the virtual school has approximately 45 students per teacher comparison showing three times higher than the national average.

Students in the United States are facing more student to teacher ratios than compared to the state norms and performance ratings are poor.

- ➡ Students per teacher in virtual schooling 31.9 on average.
- ➡ Students per teacher in state norm 14.9 on average.
- ➡ Students per teacher in national norm 16.1 on average (Miron, et al, 2018).

There has been research behind virtual school class size, but further research is needed to grasp the best class size for virtual schooling. Even though results are inconclusive, students in online schools note that class size does matter even in an online environment (Haynie, 2014). Larger class sizes take away from the meaningful interaction for learning. If you want a quality education, the class size should be around 15, which corresponds with the state norm.

Certification

In **most** but not all educational degree programs for teacher certification across the state of Oklahoma, there is a computer competency requirement in the general education requirements, and one technology course requirement in the major portion of of education degree. Technology courses make-up a two class or six hours of training for educational degree programs in colleges. It would take an immense amount of time to revamp the teacher education requirements to include virtual teacher competencies, but it would be beneficial for certified teachers to obtain virtual school teacher endorsements that cover the competencies listed in the subsequent paragraph.

APPENDIX B CONT.

Virtual school teachers must reflect different qualities than the traditional classroom teacher. Communication and organization are essential skills for an online instructor (Davis & Roblyer, 2005). Yet, in the distant learning setting there are several competencies (Cyrs, 1997).

- ➡ Course planning and organization that capitalize on distance learning strengths and minimize constraints
- ➡ Verbal and nonverbal presentation skills specific to distance learning situations
- ➡ Ability to use questioning strategies
- ➡ Ability to involve and coordinate student activities among several sites (p. 17).

Understanding the student is important in any type of instructional environment. In virtual schools students run the risk of becoming lost or unfocused. This hinders students engagement, learning and achievement (de Haan and Richards 2018). It is essential for teachers to analyze the level of student engagement because it affects student performance in the virtual world.

This proclivity may be hard to find in a teacher, but with the aforementioned qualities in place, it may offer a better fit in the virtual school environment. What may work in the traditional classroom may not work in the online environment.

Professional Development

Preparing teachers for online learning will need to center on a paradigm shift. New instructional approaches are necessary for online teachers including the constructivist style of learning, which is more of a learner-centered approach. Most brick and mortar style of schooling is the instructivist style that aligns with the teacher-centered. (Esterhuizen, et al., 2013). This pedagogical shift moves from the way teachers were taught and lends itself to the competencies listed in the teacher certification section.

Professional development activities need to stray away from the same methods in which instructors learned in a traditional course setting. Most learners of the traditional course setting, which lend to the instructivist style, tend to show poor design and delivery of the online courses.

Ongoing support, mentor support and professional development are important for educators teaching online courses. This is not a one size fits all approach and will need to be tailored to meet the needs of the teacher. Key elements of a compendious professional development include (Gregory & Martindale, 2016):

- ➡ Instructional design
- ➡ Facilitation of student learning
- ➡ Student-oriented pedagogical strategies
- ➡ Cultural and programmatic design
- ➡ Expectations (p. 222)

Technology or technical training should be auxiliary to the the key elements of the professional development.

These professional development activities can be in the form of online, teacher-led, or self-paced approaches, but need to encompass the key elements. The mentorship is also beneficial for developing the online educator.

APPENDIX B CONT.

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APPENDIX C

*See CCOSA Blended Learning
Framework Teacher Expectations
Rubric Attachment*

CCOSA Blended Framework

Teacher Expectations Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
Teacher Certification	Gold All teachers of record are fully certified in all areas taught.	Silver Some teachers are emergency or alternatively certified in areas taught.	Bronze Some teachers are certified, but not in area taught.	Developing Some teachers are not certified in a teaching field.
Teacher Readiness	Gold Most teachers are: -Adept in identifying personalized learning needs of students. -Adept in designing blended/virtual learning opportunities. -Adept in assessing academic growth and alternative assessments. -Able to train other teachers in Blended Strategies.	Silver Most teachers are: -Adequate in identifying personalized learning needs of students. -Adequate in designing blended learning opportunities. -Adequate in assessing academic growth and alternative --assessments.	Bronze Most teachers are: -Trained in identifying personalized learning needs of students. -Trained in designing blended learning opportunities. -Trained in assessing academic growth and alternative assessments.	Developing Most teachers are: -In first year of training in the following areas: identifying personalized learning needs of students, designing blended learning opportunities, assessing academic growth and alternative assessments.
Student/Parent Engagement	Gold All teachers are required to: -Engage every day with students either online or face to face. -Monitor student progress daily and requires student face/face engagement within two days of students falling behind in work. -Prepare students and parents with clear expectations before beginning virtual work and engages parents frequently during the course.	Silver All teachers are required to: -Engage daily with student online and at least once a week face to face. -Monitor student progress daily and requires student face/face engagement if student falls at least one week behind in work. -Prepare students and parents with clear expectations before beginning virtual work.	Bronze All teachers are required to: -Engage periodically with student online and face to face at least once every two weeks. -Monitor student progress daily and requires student face/face engagement if student falls at least one week behind in work. -Prepare students and parents.	Developing All teachers are required to: -Engage periodically with student online and face to face at least once every three weeks. -Monitor student progress as needed.

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.
Total scores from all selected boxes for each page of the rubric.

Total from page: _____ Total points from all four rubrics: _____
 (Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

APPENDIX D

*See CCOSA Blended Learning
Framework Student Measures Rubric
Attachment*

CCOSA Blended Framework

Student Measures Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
Attendance	Gold Student is required to engage daily with online coursework and/or instructor. Evidenced by readily available login data, acceptable completion of daily tasks, and teacher contact logs.	Silver Student is required to engage at least weekly with online coursework and/or instructor. Evidenced by readily available login data, acceptable completion of weekly tasks, and teacher contact logs.	Bronze Student engages at will with online coursework and at least face-face with instructor once every two weeks. Evidenced by readily available login data, and teacher contact logs.	Developing Student engages at will with online coursework and/or instructor. Evidenced by readily available login data.
Academic	Gold Student completes daily task expectations designed by instructor. Student must complete higher level creative and social activities designed by instructor. At least 50% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 93%	Silver Student completes weekly task expectations designed by instructor. Student must complete higher level creative activities designed by instructor. At least 40% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 90%	Bronze Student completes tasks on pace with online expectations. Student completes higher level activities if provided on online coursework. At least 30% of students score proficient or advanced on state exams. Graduation and successful course completion rates exceed 87%	Developing Student completes tasks on pace with online expectations. Student complete higher level activities if provided on online coursework. Graduation and successful course completion rates exceed 87%
Career Skills	Gold Students participate in daily extra-curricular activities that foster career soft skills. At least 95% attendance required and reported daily. Evidence is provided showing career skills training is provided and ICAP requirements are designed by instructor.	Silver Students participate in daily extra-curricular activities that foster career soft skills. At least 90% attendance required and reported daily. Evidence is provided that ICAP requirements are met.	Bronze Students participate in periodic extra-curricular activities that foster career soft skills. Attendance is reported. ICAP requirements are met if provided in online content.	Developing Students participate in periodic extra-curricular activities that foster career soft skills. Attendance is not monitored.

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.
Total scores from all selected boxes for each page of the rubric.

Total from page: _____

Total points from all four rubrics: _____

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

APPENDIX E

*See CCOSA Blended Learning
Framework Resource Expectations
Rubric Attachment*

CCOSA Blended Framework

Resource Expectations Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
Technology	Gold School ensures all students have equitable devices and adequate internet access at their home. Tech support is provided 24/7.	Silver School ensures all students have a device and adequate internet access near their home. Tech support is provided during school day.	Bronze School ensures all students who choose virtual instruction have a device and adequate internet access near their home. Tech support is provided within 1-2 days.	Developing School ensures all students have a device and uploads assignments to devices. Internet is not required or limited to onsite activities. Tech support is limited.
Learning Management (LMS)	Gold School operates with an LMS and requires evidence of repeated social interaction of students. Performance data is monitored and reported to board by administrators. Teachers are trained and work together in collaborative design and review of courses.	Silver School operates with an LMS and requires evidence of occasional social interaction of students. Performance data is monitored and reported to board by administrators. Teachers are trained in collaborative design of courses.	Bronze School operates with an LMS. Performance data is monitored and reported to board by administrators. Teachers are trained in how to use LMS.	Developing School operates with an LMS built into a CMS. LMS/CMS drives instruction and there is little ability for teacher design.
Content (CMS)	Gold Instructional content meets OAS standards as determined by OSVCSB or by district teachers. Teacher uses online content primarily for basic and rote learning content and builds in higher level learning content. Teacher provides benchmark reports during course. NCAA Requirements are met.	Silver Instructional content meets OAS standards as determined by OSVCSB. Teacher ensures CMS has higher learning content built in. Teacher provides benchmark reports during course. NCAA Requirements are met.	Bronze Instructional content meets OAS standards according to CMS provider. CMS has higher level content. CMS provides periodic benchmark reporting. NCAA Requirements are met.	Developing CMS drives instruction. NCAA Requirements are met.

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.
 Total scores from all selected boxes for each page of the rubric.

Total from page: _____ Total points from all four rubrics: _____
 (Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

APPENDIX F

*See CCOSA Blended Learning
Framework Implementation Rubric
Attachment*

CCOSA Blended Framework Implementation Rubric

	Gold 4 pts	Silver 3 pts	Bronze 2 pts	Developing 1 pts
Design	Gold School planning team consists of key stakeholders. Team adopts vision, spends adequate time studying blended models, audits resources, and sets timeline for implementation. Blended instruction takes precedence and virtual is used when appropriate. Teacher drives instruction.	Silver School planning team consists of key stakeholders. Team adopts vision, spends adequate time studying blended models, audits resources, and sets timeline for implementation. Blended and virtual are by student choice. Teacher drives instruction.	Bronze School planning team consists of key stakeholders. Team adopts a model from another school, audits resources, and sets timeline for implementation. Blended and virtual are by student choice. Teacher monitors and offers some instruction input but CMS drives instruction.	Developing Student and parent determine CMS. Virtual instruction takes precedence. Teacher is a monitor but CMS drives instruction.
Communication	Gold Team provides education to staff, board and community on vision and design. Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are clearly communicated to the public periodically.	Silver Program information is provided for staff, board and community. Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are clearly communicated to the public at the end of the year.	Bronze Policies and procedures are easily accessed. Staff, students, and parents have clearly articulated responsibilities. Results are provided upon request.	Developing School uses communication tools and plans from another school and posts it on webpage or flyer.
Evaluation	Gold School utilizes an oversight team of external stakeholders to review quarterly benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.	Silver School utilizes an oversight team of external stakeholders to review semi-annual benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.	Bronze School utilizes an in-house oversight team to review annual benchmark reports on student performance and a yearly audit utilizing CBF Quality Rubrics.	Developing School leaders utilize CBF Quality Rubrics.

Rubric Scoring: Choose the one box from each row that best identifies your blended/virtual progress.
Total scores from all selected boxes for each page of the rubric.

Total from page: _____ Total points from all four rubrics: _____

(Suggested goal from all four rubrics: Gold 42-48 points, Silver 36-41 points, Bronze 24-35 points, Developing 12-23 points)

APPENDIX G

SUPPLEMENTAL ONLINE INSTRUCTION AND VIRTUAL FAQ

1. Can all schools provide virtual classes?

Answer: Yes. All schools are required by law to offer supplemental (up to the equivalent of 5 hours) online instruction when it is appropriate for a student. Although not required, all schools can provide full-time virtual education.

2. What are the state requirements for a school providing virtual education?

Answer: All requirements are the same as are required of brick and mortar schools, except attendance rules would be established by the local board of education. Teacher of record must be certified in subject area (unless a school applies to be a “Conversion” school).

3. What is the difference between supplemental online instruction and virtual education?

Answer: Oklahoma Administrative Code (210: 15-34-1.c.1) defines a supplemental online course as: An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equivalent of classroom instruction time required for attendance and participation by the district. No such definition exists for full-time virtual education. Supplemental online instruction is required to be offered when appropriate (definition of “appropriate” is in law), whereas, full-time virtual education is not. Several supplemental online courses (OSOCP) are vetted by the Oklahoma State Virtual Charter Board to ensure that online courses meet state standards. If a school uses virtual instruction that is not included in the OSOCP, the courses would have to be vetted by local district personnel to determine alignment with Oklahoma Academic Standards. (<https://sde.ok.gov/oklahoma-academic-standards>)

4. What does a school have to do to start offering virtual courses?

Answer: A school should make sure that a supplemental online coursework policy is in place as required by law. They would then determine what additional, if any, flexibility was needed (i.e. teacher certification). They would then review the options that would best serve their needs (i.e. a “conversion” school to gain flexibility on teacher certification). The school would have to ensure that students enroll in a full day of classes (at least 6 hours of rigorous coursework, or 6 classes for six period day schools, 5 classes for trimester schools, etc.).

5. Should a school consider applying to be a charter school or should they take advantage of the School District Empowerment Act?

Answer: The conversion school application appears to be the easiest way to apply for deregulation. Applying to be a charter requires the formation of a second board and creation of a different school within the school. The School District Empowerment Act has more levels of approval to go through than the Conversion School Process.

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6. What is the best way to handle teacher certification for an online course?

Answer: A. The ideal situation is subject certified teacher option, where the teacher is assigned to monitor, assist, and provide feedback to a student in the same subject area for which the teacher is certified.

B. If a certified teacher is not available, many content providers will provide, for a fee, an “imbedded instructor” to be the teacher of record*.

C. The third option is to utilize a certified teacher (not necessarily certified in the subject area of the online course) to mentor the student through the course. In this case, a district would have to apply to be a conversion school to seek exemption from teacher certification accreditation standards.

*Oklahoma recognizes teachers certified in other states, so if the digital class teacher is certified in another state and the digital class has a method that a student can converse back and forth with a certified teacher, that teacher can be the teacher of record.

7. Is a supplemental or virtual student eligible to compete in extracurricular activities?

Answer: Yes. The school would establish acceptable attendance monitoring that is equivalent to the OSSAA 90% attendance rule. The OSSAA recognizes the local board decision and administration determination of attendance at each school.

8. Can a school use virtual education for students who cannot attend traditional brick and mortar school days?

Answer: Maybe. There is no clear determination on this; however, the intent of SDE is that a student enrolled in a traditional class would be counted absent if they missed that class for any non-school related reason (even if work were sent home to the student). There could be an exception if the student were dropped during that time and put on “home bound” status. However, if the student is enrolled in a blended or a virtual class where work is expected to be done at home, then that student could be counted in attendance if he/she met local attendance expectations for blended or virtual classes (see example in Appendix H).

9. Are schools required to provide computers or connectivity to students at their home?

Answer: Not if the school offers supplemental or virtual education as a student choice. If schools require any type of virtual course, then they would be responsible for student access to the materials needed to complete the course.

Note: CCOSA strongly supports equitable opportunities for all students; therefore, we would encourage all schools that offer virtual opportunities to ensure that all students have access to the proper technology to participate in the program.

10. What are the NCAA requirements concerning online coursework and student athlete eligibility?

Answer: The NCAA has an approval process that all schools should follow for non-traditional courses. See Appendix I and go to:

<http://www.ncaa.org/student-athletes/future/nontraditional-courses>

APPENDIX H



FIRST STEPS:

Area 1: Application/Enrollment/Counseling/OnBoarding:

- ➞ What are the requirements to participate(gatekeepers/prerequisites)?
- ➞ How do they apply?
- ➞ How is enrollment handled, how are they designated in SIS?
- ➞ Who meets with student/parents? At what point in the process?
- ➞ Student training/Orientation

Area 2: Curriculum/ Interface

- ➞ Crosswalk potential curriculum for alignment and rigor
- ➞ Evaluate LMS – either stand alone or integrated with content
- ➞ Training for admin/teachers

Area 3: Procurement and finance

- ➞ Cost evaluation/budget
- ➞ Which funds? Bond/General/Grant
- ➞ RFP
- ➞ Financial Scalability – what size can we afford?

Area 4: Implementation

- ➞ Courses offered
- ➞ Instructor availability
- ➞ Physical space
- ➞ Student devices
- ➞ Student internet
- ➞ Pacing guide
- ➞ Attendance policy
- ➞ Student Rules and Policies
- ➞ Grading and Credit policies



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BEST PRACTICES AND EXPECTATIONS FOR ONLINE TEACHING

The online learning environment presents a unique set of challenges that require clear definition of instructor performance. The following expectations are considered best practices. They identify the minimum level of interaction and management needed between students and instructors to maintain a quality online learning environment.

As a course instructor, it is anticipated that you will...

1. **Follow the established course start and end dates.** When students register for your course, they expect that it will start and end as stated. Adjustments may be made to the pacing expectations but students should always be encouraged to work ahead, not behind.
2. **Include a faculty bio** which includes your picture, credentials, and other appropriate information about yourself. You will also need to provide **contact information, office hour availability**, and turnaround time for student inquiries. Research has shown that for students to be successful in online courses, they must make a connection with the instructor.
3. **There is a warm welcome to the course.** A warm welcome announcement helps with orientation and helps create a safe trusting online environment critical to online course success. It is highly recommended that you create a welcome video so that students can put a "face to a name".
4. **To foster community building and interaction, it is crucial to have an introductory forum and icebreaker in the first lesson.** Student retention and success in your course is directly related to the interactions that happen in the classroom. Get your students interacting and engaged in the very beginning of the course!
5. **Expectations, including grading assignment expectations, are clearly stated.** Instructors should make all expectations very concise and clear. Expectations should be posted well in advance and in a highly visible location (syllabus, announcement, first lesson, etc.), and reiterated as needed.
6. **Announcements and updates are posted weekly.** Updates and announcements help remind students, and keep clarity and communication open. We suggest posting an announcement to your class at least once a week, telling students what you will be covering in the coming week and reminding them of any due dates or important course or college information. Whenever possible, provide information about real-world or current event topics that enable students to make a connection with the content you are teaching.
7. **There is a discussion rubric where points or guidelines for discussion comments are clearly stated.** Expectations for online comments, responses, questions and other online dialogue should be clearly stated so every student knows what is expected.
8. **Monitor assignment submissions and communicate and remind students of missed and/or upcoming deadlines.** You can help insure a successful learning experience by practicing proactive course management strategies. This is best accomplished via a private email to students who have missed assignments. Reminders about upcoming assignments can reach all students through an Announcement. Use the Innovation Lab room as a face to face meeting for those falling behind.
9. **Use multiple forms of assessment.** Your students learn differently and therefore test differently as well. Assignments, discussion postings, presentations, quizzes, tests, activities, labs, and other course work can be used as a means of assessment in your course. You cannot delete coursework but you can always augment and adjust for how students demonstrate mastery.
10. **Early in the semester, establish a regular schedule for when you will be logging in to the course.** UVLA expects that all instructors log in to their courses at least four (4) days each week. Many of our students are learners who have work, activity or family responsibilities. These students tend to be more active in courses on weekends, so you may wish to also include in your schedule time to monitor courses at least once on weekends.
11. **Provide a response to student inquiries within 24 hours.** Because online learners must manage their time carefully, timely instructor responses to email or questions posed in the discussion forums are especially important to them. If you cannot provide a detailed response within 24 hours, we suggest that you respond to the student to simply let them know when a more detailed response will be provided.

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12. **Provide timely and meaningful feedback on student work using clear and concise language.** When providing feedback on student work, you have an ideal “teachable moment”! Simply telling a student “good job” or “needs work” doesn’t give them the information they need to succeed. They need (and want!) more specifics. What was it that made the work good? (So they can do it again!) What needs work and how can they improve? (Specifically!)
13. **The instructor is consistently and constantly involved in the online discussion.** The most important aspect of any student’s learning is the instructor. The instructor should be involved in the online discussion. In most cases the instructor responds to questions, provides encouragement, initiates new discussion topics, and identifies students who might need additional assistance. Whether the instructor makes a few or many comments, students need to feel the continual presence of the instructor in the online classroom and discussion.
14. **Active learning: There are one or more activities for students to do in the course.** The activities can be online or offline projects. When students engage in activities, including creating content, the interaction increases their learning. Activities include but are not limited to PowerPoint presentations, online collaborative projects, role playing, debates and more.
15. **Communicate to your students, in advance, when you will grade and return all assignments and exams.** If you don’t tell them this information, you will definitely be asked!
16. **Make sure you have immediate and predictable access to the same technology that is required for students in your course.** Your course syllabus is an excellent place to communicate to your students the technology they must have in place to effectively participate in your online courses. You will want to make sure you are using a computer system and network that can meet those technology requirements, too!
17. **Give prior notice to your students and parents who to contact if they cannot reach you and are unable to access the course.** If a student is having technical difficulties they will need a contact number in order to get assistance. Do not provide your personal cell. Have them contact the program coordinator and then their school site office if the coordinator cannot be reached.

You also should consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they are to be working on assignments while you are gone. In cases of personal emergency, you are asked to notify students and the administrative unit overseeing your course as soon as possible if you will be away from the course.
19. **Encourage your students to give feedback about assignments and to complete the end-of-course survey.** Feedback from students is a great way to make improvements to the course or to your teaching. Research has shown that the biggest influence on whether a student completes an end-of-course survey is you, the instructor! Please send your students a note encouraging them to complete the survey and assuring them that the information that will be used to improve the course is important.
20. **Show enthusiasm and a passion for the content you are teaching.** Students respond better and are more engaged with the content if you are excited about what you are teaching!

*Portions of this document were adapted from “Online Instructor Performance Best Practices and Expectations,” Penn State World Campus



APPENDIX H CONT.



UVLA GUIDELINES

Union Virtual Learning Academy (UVLA) provides a unique opportunity for high school students in the Union Public Schools District to have a challenging educational experience in a supportive online environment. Students have access to classes across the curriculum any time, any place. Union Virtual Learning Academy offers core classes and interesting electives. Courses are interactive and supported as students communicate with highly qualified teachers. Each student is monitored by a certified teacher at Union Public Schools where there is a commitment to quality and high standards. Courses within the UVLA program are designed as a college readiness program and are for first-time credit only.

ACADEMIC INTEGRITY

Union students participating in the UVLA program are held to high academic standards. UVLA students are expected to always conduct themselves with the highest academic integrity. Students caught cheating will receive a zero for their work and may lose their virtual privilege for a time designated by their virtual teacher.

ATTENDANCE

Due to the flexibility of the UVLA, attendance will work differently than a traditional class. To have the proper amount of activity in the class, a student must log into each course several times per week on different days. Although each course is different, a student is expected to spend the appropriate amount of time in the course to stay on pace with the course per district policies. Attendance is measured by blended class times, submission of assignments, communication with the teacher, and discussions with classmates. **If a student has been directed to attend class and does not show he/she will be counted as truant for the class. Students who miss their check-in day will be counted absent every day until their check-in day has been completed. If a student reaches their 4th TRU Referral (usually around the 10th TRU), then the student will lose their virtual privilege and will be required to attend class every day for the remainder of the semester.**

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COMMUNICATION

As a UVLA student, communication between the teacher, student, and parent is critical.

- ➞ Students are expected to check daily for messages and announcements from the instructor or the school. Instructors will be checking with each student regularly to monitor progress and answer questions. Students are to respond to all emails and/or phone calls from their instructor when requested.
- ➞ Students will have weekly communication with their teacher. Teachers will schedule a mandatory check-in day for all students each week. Each course is unique; therefore, face-to-face time is scheduled differently for each subject.
- ➞ Instructors can be contacted through email and phone calls. Students can expect a reply from the teacher within 24 school hours. Instructors will be available on campus during regular school hours.
- ➞ Parent communication with the instructor and student is a central part to the success of the course. Instructors will be in contact with parents on a regular basis. Parents are expected to monitor their child's progress and communicate with the instructor if problems develop.
- ➞ Pacing work in the course is vital to success. The instructor will provide the student a pacing chart that will guide progress through the course. Assignments need to be completed in order and must meet deadlines assigned by the instructor. Eligibility rules will apply.
- ➞ A parent/guardian must sign the attached 'Parent Acknowledgement' form, acknowledging the UVLA guidelines.

Students who fall below a 70% in the course or that get behind on the pacing chart will be required to attend class daily and will lose their virtual privilege. Once students raise their grade above 70% and are on pace with the scheduled due dates, their virtual privilege will be reinstated. If a student fails a 1st Semester Virtual class, then he/she will be required to attend class everyday for the first six weeks of the 2nd Semester. If after six weeks, the student is maintaining a 'C' or above, this student's Virtual privileges will be reinstated.

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UVLA GUIDELINES PARENT ACKNOWLEDGEMENT

I have read and understood the UVLA Guidelines. My child and I understand that my child is responsible for abiding by its requirements.

Parent/Guardian of: _____

My contact information:

Phone 1: _____

Phone 2: _____

Email: _____

Parent/Guardian

Signature

Date

***UVLA students will report to class every day until the 'Parent Acknowledgement' form is signed and returned to the teacher.*

APPENDIX H CONT.

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APPENDIX I

NONTRADITIONAL COURSES

For complete NCAA guidance go to: <http://www.ncaa.org/student-athletes/future/nontraditional-courses>

Nontraditional courses include classes taught online or through blended learning, distance learning, credit recovery, independent study, or similar means.

- ➞ Find out if your program has a list of NCAA courses

For a nontraditional program to be approved, the courses must meet the following requirements:

- ➞ The courses must meet NCAA core-course requirements.
- ➞ The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. This may include synchronous or asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments.
- ➞ The courses must have a defined time period for completion. This means the non traditional program must identify the fastest and slowest paths to successfully complete a course (i.e., maximum and minimum time frame for completion).

A nontraditional course could fail to meet NCAA core-course requirements for any of the following reasons:

- ➞ Does not require regular and ongoing instructive interaction between the student and teacher throughout the duration of a course.
- ➞ Does not require students to complete the entire course.
- ➞ Allows students to take numerous courses at the same time, especially courses in the same subject area or that are sequential.
- ➞ Does not prepare students for four-year college classwork.
- ➞ Does not have official student grade records.

Information for school administrators

If a nontraditional course or program at your school has not yet been reviewed by the NCAA, please contact the NCAA Eligibility Center to begin the review process.

Credit recovery programs

Many high schools offer credit recovery or credit retrieval programs for students to receive credit for a course they previously failed. Some students take credit recovery to improve grades for courses that they took previously or to take courses for the first time to catch up.

For a credit recovery program to be approved, the courses must meet the following requirements:

- ➞ The courses must meet NCAA core-course requirements, and in some instances, nontraditional course requirements.
- ➞ The school must follow its credit recovery policies, regardless if the student is an athlete. The NCAA Eligibility Center may request the school's policy, if necessary.
- ➞ The credit recovery courses should be clearly identified as such on the high school transcript.
- ➞ Repeated courses must be substantially comparable, qualitatively and quantitatively, to the previously attempted course.





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