### Possible Options for Structural Nest

#### Schedules

<table>
<thead>
<tr>
<th>Home</th>
<th>Hybrid/Blended</th>
<th>Onsite</th>
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<tbody>
<tr>
<td><strong>Academic Year Planning</strong></td>
<td>• Scheduling alternating days/periods of time based on learner groupings</td>
<td>• Weekly planning chunks within unit timeframes</td>
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<td></td>
<td>Week-at-a-Glance planning in manageable learning chunks to coordinate between learner, parent and school.</td>
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<td>Week-at-a-Glance planning - especially critical when there will be alternating learning experiences.</td>
<td>• 1:1 Conferencing</td>
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<td>• Project based learning events</td>
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<td>• Place- Based: Off-campus environments, local organizations, field studies</td>
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<td>• Designated Times to Share Learning</td>
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<td>• Coordination of variations in blocks of time - weekly/ daily - provide variety.</td>
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<td>• Waves of start times and end time</td>
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<td>• Intersession courses w/ professionals (2 weeks)</td>
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<td>• Teachers bidding for time</td>
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<td>• Pop up courses based on interest and expertise</td>
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<td>• Synchronous learning on-site</td>
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<td>• Morning meeting</td>
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<td>• 1:1 Checkpoints</td>
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<td>• Small group instruction</td>
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<td>• Office hours</td>
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<td>• Designated times to share learning:</td>
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<td>• Seminar</td>
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<td>• Writing workshop</td>
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<td>• Showcase*</td>
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<td>• Model</td>
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<td>• Performance</td>
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<td>• Coordinated with learner and home for specific tasks</td>
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<td>• Students networking with peers, experts on their own time</td>
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<td>• Learning through play, civic discourse on their own time</td>
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<td>• within the school day — designated time blocks for independent work</td>
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<td>• Flex time for collaborative teams</td>
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<td>• Opportunities to pursue ideas in and outside of curriculum</td>
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<td>• Mental health breaks</td>
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</tbody>
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*Developed by Heidi Hayes Jacobs & Allison G. Zmuda (2020)*
# Possible Options for Structural Nest

## Home

### Physical Spaces
- Physical space at home conducive to support learners.
  - Quiet spaces
  - Comfortable spaces
- Considerations with laptop or device when shared with siblings or parents
- Outdoor spaces and community spaces near home to be included in planning.

### Virtual Spaces
- Augmented/Virtual reality
- Group spaces (Zoom rooms, chat boards)
- Gaming spaces
- Virtual field trips
- Synchronous WiFi/cellular access; expectations for virtual presence; modifications based on family interruptions
- Range of virtual settings using background, green room recordings, simulating VR.

## Hybrid/Blended

### Physical Spaces
- Social distancing measures clearly communicated between home and school.
- Physical spaces at home conducive to support learners.

### Virtual Spaces
- Augmented/Virtual reality
- Group spaces (Zoom rooms, chat boards)
- Gaming spaces
- Virtual field trips
- Synchronous WiFi/cellular access; expectations for virtual presence; modifications based on family interruptions
- Range of virtual settings using background, green room recordings, simulating VR.

## Onsite

### Physical Spaces
- Deliberate use of all learning zones (can be co-created with students)
- Reimagine possibilities for all physical spaces in a classroom and school setting:
  - Independent practice and application spaces
  - Outdoor spaces: courtyards, playgrounds, parking lots, outdoor gardens.
  - Indoor spaces: cafeterias, auditoriums, gymnasiums, library media centers
  - Screening rooms for viewing and conversation
  - Green rooms for media making
  - Collaboration spaces to generate and develop idea, seek out expertise
  - Small group instruction
  - Feedback conferences
  - Space to take a breather and regroup

### Virtual Spaces
- Designated physical spaces for virtual work at school
- Designated virtual spaces for synchronous learning (e.g., video chat with expert)
- Designated virtual spaces for asynchronous learning (e.g., working on independent assignments)

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POSSIBLE OPTIONS FOR STRUCTURAL NEST

**PERSONNEL CONFIGURATION**

### Home

**PARENT ROLE**

- Professional development for parents to create best learning conditions possible
  - Technology support
  - Home spaces for learning
  - Week at a glance
  - Observing and engaging learners at home
- Family outreach to build relationships with learners at home
- Daily/weekly office hours for administrators counselors to support SEL issues
- Daily/weekly office hours for teachers staffed by representatives knowledgeable about the topic (may or may not be the student’s teacher)
- On demand professional development (could be in the form of a video library for families)
- Parent advisory group
  - support families
  - liaison with school

**TEACHER CONFIGURATIONS**

- Teachers working directly with individual learner and groups of learners.
  - Creating video library of teacher presentations for replay by learners.
  - Drawing from other teacher videos
- Teaming with other teachers for larger groupings
  - Connecting with faculty in other schools

**HIRING ADDITIONAL SUPPORT**

- to help with learning through reading, 1:1 coaching sessions, building relationships
  - College students/ recent graduates
  - Retired teachers
  - Para-professionals
  - Mental health professionals
- Virtual mentorship and internship programs

### Hybrid/Blended

**PARENT ROLE**

- Professional development for parents to support best learning conditions given the hybrid model
- Family support for learners
  - Daily/weekly office hours for administrators counselors to support SEL issues
  - Daily/weekly office hours for teachers staffed by representatives knowledgeable about the topic (may or may not be the student’s teacher)
  - On demand professional development (could be in the form of a video library for families)
- Communication between home and school on transition plans
- Parent advisory group
  - support families
  - liaison with school

**TEACHER CONFIGURATIONS**

- Paired classroom teacher teams with lead teacher and support (in case of social distancing.)
- Individual teacher - self-contained
- Teaching teams for long term planning.
  - Long term teams- looping
  - Departmental groups
  - Interdisciplinary teams across grade levels or multi-grade levels.
  - Grade level grouping of teachers
  - Vertical teams
  - Task force groups for short term focus
  - Global teacher partners to share experiences and strategies.

**HIRING ADDITIONAL SUPPORT**

- To provide temporary support or repurposing existing staff to continue to provide a safe learning environment and address childcare issues
  - College students / recent graduates
  - Retired teachers
  - Para-professionals
  - Mental health professionals
- Virtual mentorship and internship programs

### Onsite

**PARENT ROLE**

- Professional development for parents to support best learning conditions possible for on-site learning.
  - Ongoing communication with teachers
  - Engaging their child in self-directed learning at home and at school
  - Supporting home learning projects and tasks
- Parent advisory group
  - support families
  - liaison with school

**TEACHER CONFIGURATIONS**

- Designated physical spaces for virtual work at school
- Designated virtual spaces for synchronous learning (e.g., video chat with expert)
- Designated virtual spaces for asynchronous learning (e.g., working on independent assignments)

**HIRING ADDITIONAL SUPPORT**

- to continue to provide a safe learning environment
  - College students / recent graduates
  - Retired teachers
  - para-professionals
  - temporary workers
  - repurposing existing staff
- Community on-site mentorship and internship programs
- Virtual mentorship and internship programs

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POSSIBLE OPTIONS FOR STRUCTURAL NEST

**Home**

**INSTITUTIONAL GROUPING**
- Age/ grade level
- Multi-age
- Looping
- Teams
- Talent
- Interest
- Gender
- Size of groups (T/S - Teacher/ Student ratio)

**INSTRUCTIONAL GROUPING**
- Numbers in a group to match task: pairs, trios, quartets, 6 to 8 learners, whole class.
- Composition of groups:
  - Teachers selected by academic skill needs or social needs
  - Student selected groups
- Length of group composition:
  - Long term grouping
  - Short term- ad hoc groups for specific purposes
- Grouping students in long term study groups with scheduled meeting times.
- Grouping students in paired problem solving groupings to work asynchronously.
- Seminar groups of 8 to 10 learners.
- Virtual Assemblies:
  - periodic garge group - school wide to provide support and a sense of community.
- Global Project Groups:
  - Ongoing virtual relationships with classrooms in other parts of the world. (Global Lit group).

**Hybrid/Blended**

**INSTITUTIONAL GROUPING**
- Age/ grade level
- Multi-age
- Looping
- Teams
- Talent
- Interest
- Gender
- Size of groups (T/ S ratio)

**INSTRUCTIONAL GROUPING**
- Numbers in a group to match task: pairs, trios, quartets, 6 to 8 learners, whole class.
- Composition of groups:
  - Teachers selected by academic skill needs or social needs
  - Student selected groups
- Length of group composition:
  - Long term grouping
  - Short term- ad hoc groups for specific purposes
- Individual grouping to focus on self-direction:
  - growing that capacity to help navigate academic and personal challenges
- Seminars
  - student-generated ideas to model professional discourse

**Onsite**

**INSTITUTIONAL GROUPING**
- Age/ grade level
- Multi-age
- Looping
- Teams
- Talent
- Interest
- Gender
- Size of groups (T/S ratio)
- Self-contained to variations in teamming.

**INSTRUCTIONAL GROUPING**
- Grouping learners initially based on experience with COVID19 for SEL and academic needs.
- Matching numbers of students to type of learning experiences: pairs, trios, quartets, 6 to 8 learners, whole class.
- Composition of groups:
  - Teachers selected by academic skill needs or social needs
  - Student selected groups
- Length of group composition:
  - Long term grouping
  - Short term- ad hoc groups for specific purposes
- Civic discourse - grouping based on issues that continue to capture their attention during COVID19 (cocreated with students)
- Phased grouping and reassessed grouping of learners.
- "Huddle Groups"

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