

 Home	 Hybrid/Blended	 Onsite
<p>ACADEMIC YEAR PLANNING</p>	<p>ACADEMIC YEAR PLANNING</p> <ul style="list-style-type: none"> Scheduling alternating days/periods of time based on learner groupings 	<p>ACADEMIC YEAR PLANNING</p>
<p>Week-at-a Glance planning in manageable learning chunks to coordinate between learner, parent and school.</p>	<p>Week-at-a-Glance planning - especially critical when there will be alternating learning experiences.</p>	<p>Weekly planning chunks within unit timeframes</p> <ul style="list-style-type: none"> 1:1 Conferencing Project based learning events Place- Based: Off-campus environments, local organizations, field studies Designated Times to Share Learning
<p>SYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> Morning meeting 1:1 Checkpoints Small group instruction Office hours Designated times to share learning: <ul style="list-style-type: none"> Seminar Writing workshop Forum Exhibition Showcase* Model Performance 	<p>SYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> For students onsite and at home through live video feed Designated times to troubleshoot learning challenges Designated times to share learning <ul style="list-style-type: none"> Creative role play Writing workshop Forum Exhibition Showcase Model Performance 	<p>SYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> Coordination of variations in blocks of time - weekly/ daily - provide variety. <ul style="list-style-type: none"> Waves of start times and end time Intersession courses w/ professionals (2 weeks) Teachers bidding for time Pop up courses based on interest and expertise <p>Synchronous learning on-site</p> <ul style="list-style-type: none"> Morning meeting 1:1 Checkpoints Small group instruction Office hours Designated times to share learning: <ul style="list-style-type: none"> Seminar Writing workshop Forum Exhibition Showcase Model Performance
<p>ASYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> Coordinated with learner and home for specific tasks Students networking with peers, experts on their own time Learning through play, civic discourse on their own time 	<p>ASYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> Coordinated with learner and home for specific tasks. Independent study “deep dives” within existing courses 	<p>ASYNCHRONOUS LEARNING</p> <ul style="list-style-type: none"> within the school day — designated time blocks for independent work Flex time for collaborative teams Opportunities to pursue ideas in and outside of curriculum Mental health breaks



POSSIBLE OPTIONS FOR STRUCTURAL NEST

Four Structures: SPACES PHYSICAL & VIRTUAL



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)





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



POSSIBLE OPTIONS FOR STRUCTURAL NEST

Four Structures: LEARNER GROUPING



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 large 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 teaming.

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 as in study groups, reading groups
 - » 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"

