### ACADEMIC YEAR PLANNING

**Home**

- Scheduling alternating days/periods of time based on learner groupings

**Hybrid/Blended**

- Week-at-a-Glance planning - especially critical when there will be alternating learning experiences.

**Onsite**

- Weekly planning chunks within unit timeframes
  - 1:1 Conferencing
  - Project based learning events
  - Place- Based: Off-campus environments, local organizations, field studies
  - Designated Times to Share Learning

### SYNCHRONOUS LEARNING

**Home**

- Morning meeting
- 1:1 Checkpoints
- Small group instruction
- Office hours
- Designated times to share learning:
  - Seminar
  - Writing workshop
  - Forum
  - Exhibition
  - Showcase*
  - Model
  - Performance

**Hybrid/Blended**

- For students onsite and at home through live video feed
- Designated times to troubleshoot learning challenges
- Designated times to share learning:
  - Creative role play
  - Writing workshop
  - Forum
  - Exhibition
  - Showcase
  - Model
  - Performance

**Onsite**

- Coordination of variations in blocks of time - weekly/ daily - provide variety.
  - 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

### ASYNCHRONOUS LEARNING

**Home**

- 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

**Hybrid/Blended**

- Coordinated with learner and home for specific tasks.
- Independent study “deep dives” within existing courses

**Onsite**

- 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

### 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)
### POSSIBLE OPTIONS FOR STRUCTURAL NEST

#### Four Structures: 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

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**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

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**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
### 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 garage 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).