POSSIBLE OPTIONS FOR STRUCTURAL NEST

Four Structures: SCHEDULES

Home	Hybrid/Blended	Onsite
ACADEMIC YEAR PLANNING	**ACADEMIC YEAR PLANNING** • Scheduling alternating days/periods of time based on learner groupings	ACADEMIC YEAR PLANNING
Week-at-a Glance planning in manageable learning chunks to coordinate between learner, parent and school.	Week-at-a-Glance planning - especially critical when there will be alternating learning experiences.	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
• Morning meeting
• 1:1 Checkpoints
• Small group instruction
• Office hours
• Designated times to share learning:
  » Seminar
  » Writing workshop
  » Forum
  » Exhibition
  » Showcase*
  » Model
  » Performance
	SYNCHRONOUS LEARNING
	• 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
		SYNCHRONOUS LEARNING
		• 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
		
		Synchronous learning on-site
		• Morning meeting
		• 1:1 Checkpoints
		• Small group instruction
		• Office hours
		• Designated times to share learning:
		  » Seminar
		  » Writing workshop
		  » Forum
		  » Exhibition
		  » Showcase
		  » Model
		  » Performance

ASYNCHRONOUS LEARNING • 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	**ASYNCHRONOUS LEARNING** • Coordinated with learner and home for specific tasks. • Independent study "deep dives" within existing courses	ASYNCHRONOUS LEARNING • 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

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 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 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"