WHAT IS A HYBRID CLASSROOM?

Working with students regardless of where they sit...

When designing a classroom, the needs of your students should always be your guide post. As we enter a new school year with a new mode of instruction, we need to be more **intentional** with our classroom design so that we best meet the needs of our students in the **building**, at **home**, and **fully virtual**...for ease of transition, this classroom is the "hybrid classroom."

We define a hybrid classroom as one where there is a group of students who will attend in person and at home (including those you will see physically and those who are fully virtual). Designing a hybrid classroom includes the use of activities that are learner centered and allow students in all 3 of these modes to be full participants in the class; for students to continue to learn and progress **regardless** of where they sit each day.

Hybrid instruction is different than anything we have ever seen at the secondary level. The idea that we cannot predict how a student will participate was unthinkable until the spring of 2020. While we are in the midst of this pandemic, and maybe beyond, we have to **plan** as if **all students are at a distance**, in order to make sure that all students can learn. When we return fully to the classroom, this preparation will help us to acquire and use new skills and collaborative ideas.

Regardless of our means of delivery, we can still to do the 3 things that we- as teachers- are expected to do:

-**Provide** relevant and meaningful content
-**Engage** students in memorable activities and learning experiences
-**Assess** learners and **adapt** to the needs of our students

We realize that this is a paradigm shifting experience- and it is happening when all of us are under **stress**. The point of these materials is to help you with this transition and to offer **guidance** as you tackle a new form of instruction. In some ways, this is **EVERYONE's** first year teaching... but if you put the emphasis on what matters most- our students and how they are learning and adopt the role of a **learning coach**, you may find that your connection to your students is deeper and more meaningful than it ever has been, regardless of where you or you students sit!

WHAT TO FOCUS ON BEFORE THE SCHOOL YEAR STARTS

- Write your classroom **expectations** and post them online
- Determine on your student **outcomes**
- **Plan first week** activities to:
  - get to know everyone
  - creating a collaborative community
  - ensure that everyone knows how to use the technology
- **Plan first month** of content and lessons, including outcomes, resources, and assignments (hint: sandwich them, with pre-work, active work during meetings, and post-work done independently)
- **Decide**:
  - how you will give **feedback** to students
  - how they will **collaborate**
  - the types of **activities** for live instruction
- Create your **communications plan**

GETTING STARTED IN THE HYBRID CLASSROOM

A hybrid classroom is one that is designed so that all students have access to learning materials and support. Students may be physically present or attending remotely. When planning a hybrid classroom, we make sure we are supplying structure and materials in an organized way so that our virtual students can continue working and learning with the group. We are using Google Classrooms as our "learning hub" which we can then connect other tools to as the year progresses.

Your goals:
-Provide relevant content
-Engage students in learning experiences that lead to understanding , not just answering simple questions
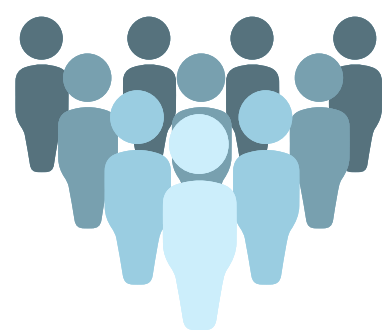-Assess learning, provide feedback, adapt instruction

Factors for success
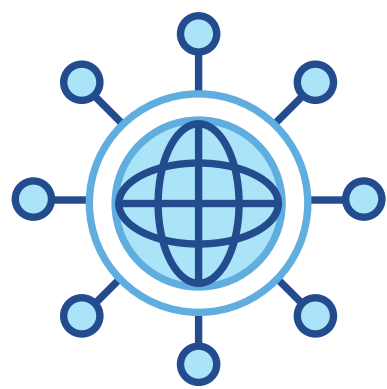
ACCESS
- Does everyone have the **technology** they need?
- Do they have the **training** they need to use it?
- Is there **support** quickly and easily available?
- Are all **requirements** clearly **stated** and easily **understood**?

COMMUNITY
- Does the classroom **share** the same **goals**?
- Do students **consistently collaborate**?
- Does the group work together with **consistent feedback** and towards the goals?
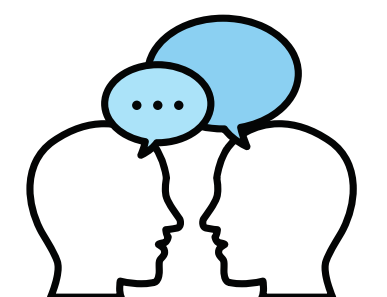
ENGAGEMENT
- Do you use a **variety** of learning activities, especially those that the students choose?
- Do students get to "be the **experts**" in the room?
- Do you and the students **experiment** together?

Planning
- **Plan** as if students will not be live, in front of you
- **Load** all materials before class whenever possible
- **Think** "Google Classroom first" and be sure that you post materials there, instead of email or live during a meeting

Google Classroom
- Use **STREAM** for announcements and reminders
- Use **CLASSWORK** for materials, resources, and assignments
- Organize **CLASSWORK** into topics by week
- Store any long term references in **CLASSWORK**, in their own labeled folders (Google Sites can also be used for this.)
- **Delete** extra posts from STREAM to prevent overwhleming students

Technology
- Use **standard** file formats that all students can access (Google Docs or other software your school supports)
- When using new software, make sure you **test** it with student to ensure they can access it, with a low or no stakes assignment
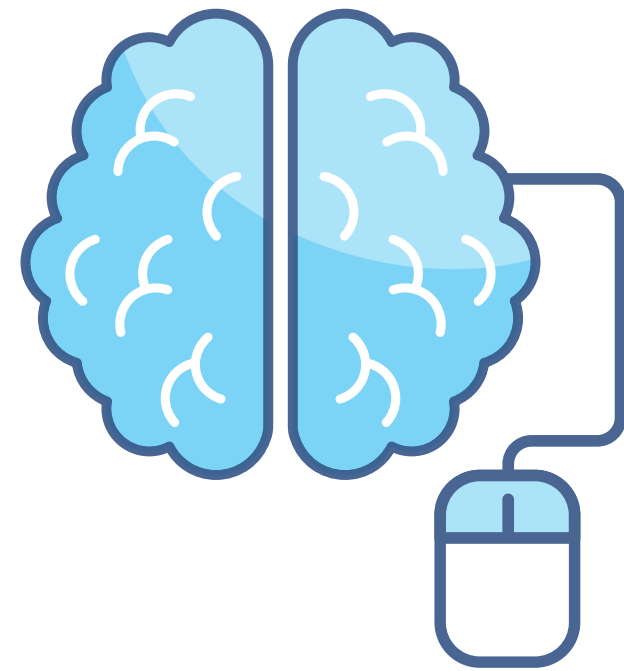
Planning your first week in your hybrid classroom

In your first week, focus on:

Communication
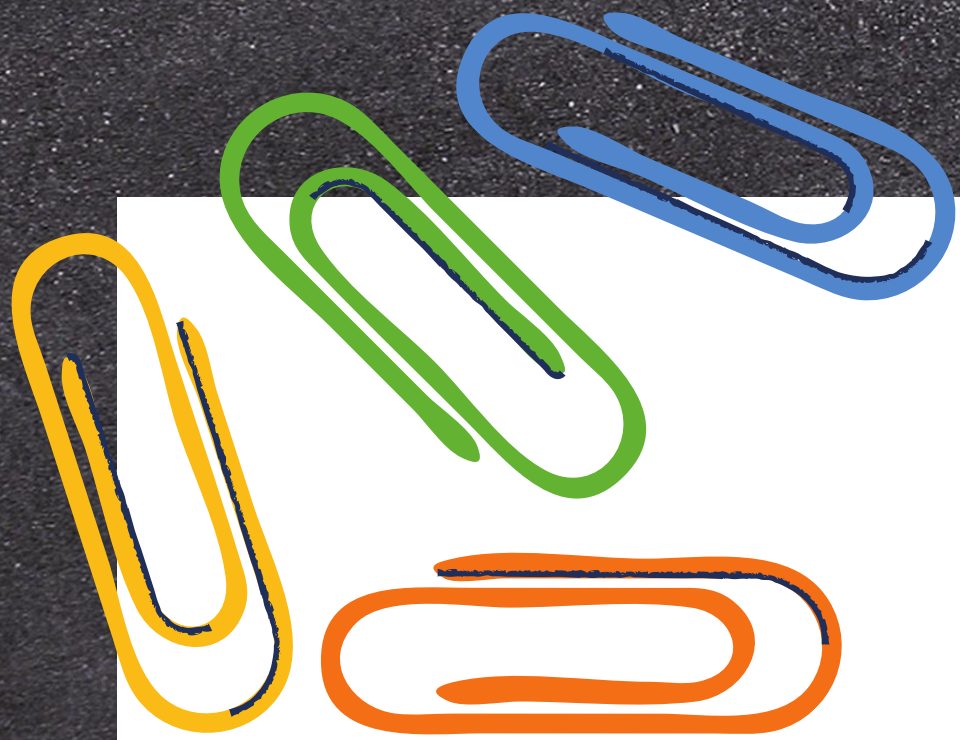
- How **often** you check and answer email
- How **long** you expect to take to provide feedback on assignments
- When you expect to **post** materials and assignments before class)
- Your "**office hours**" or when you will be available for individual meetings and help

Learning

- How students should **work** with each other
- Your **expectations** on when work should be completed and turned in (try to keep assignment due dates and times consistent)
- What **respectful conversations** sounds like and how to have them
- What to do when there is a **conflict**

Technology

- What **technology** you are using in the class
- How to **access** and **use** these technologies
- **Brainstorm** with students on what to do with technology
- **Test** all technology with a low or no stakes assignments focused on their access and experience

Community & connection building

- **Ask** students to **share** something what they want others to see/know
- **Give** students **choices** in participation. Make sure students know how to turn the camera and microphones on and off for privacy
- **Create** student **groups** with a mix of in person and online students. Have them work together
- **Work** with the class to decide on class **goals**, **tools**, and work **methods**
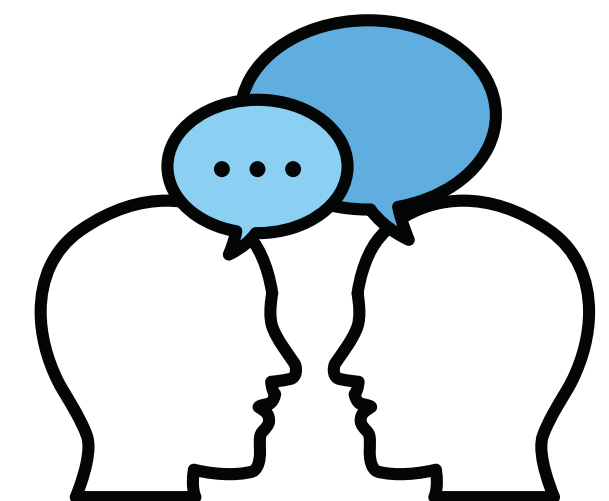
Working with students in the hybrid classroom

A class is EVERYONE in the group

Your class is made up of students who may present on A and B days, virtual on A and B days, or fully virtual. Always think of them as one unit- and plan for **ALL** of them, **regardless** of **location**.

Collaborate through technology

Make sure all **collaboration** takes place through **technology** this is **inclusive** AND makes sure the physical classroom stays **safe**. Consider Google Docs and other collaborative spaces as your "group work".

Setup working groups

Set up working groups of students that **mixes** students from all groups. An ideal group could include a fully virtual student from Cohort A and B, as well as students who are coming to school with either Cohort A and B.
This gives everyone more ways to **connect**.

Schedule your class based on:

Independent pre-work: materials that students need to review and complete BEFORE a less
Interactive live work: collaborative and active work while the class is online together
Independent post-work: work that students complete after (including reviewing and comments on other students work)

Plan for your virtual learners

Plan all materials and assignments for the **virtual students**. This will ensure that you have everything setup and ready to go and make sure that your virtual students stay involved in the class and work

Save your meeting times for your priorities

Think carefully about your meeting times! **Use** them for **collaboration** and guided **exercises**- and try to limit lecture to no more than 10 minutes at a time. Think of other materials- videos, readings, and presentations- that students can complete as their homework which allows you use your time with them to **work together**

Practical ideas for planning class meetings

Plan meetings with a "sandwich" of pre, active, post work

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Pre-work- done before class (assignments, readings, video)
Active work during the meeting time- including active lecture and groupwork where students use their prework
Post-work- independent assignments where students demonstrate that they undesrtand and can use the content
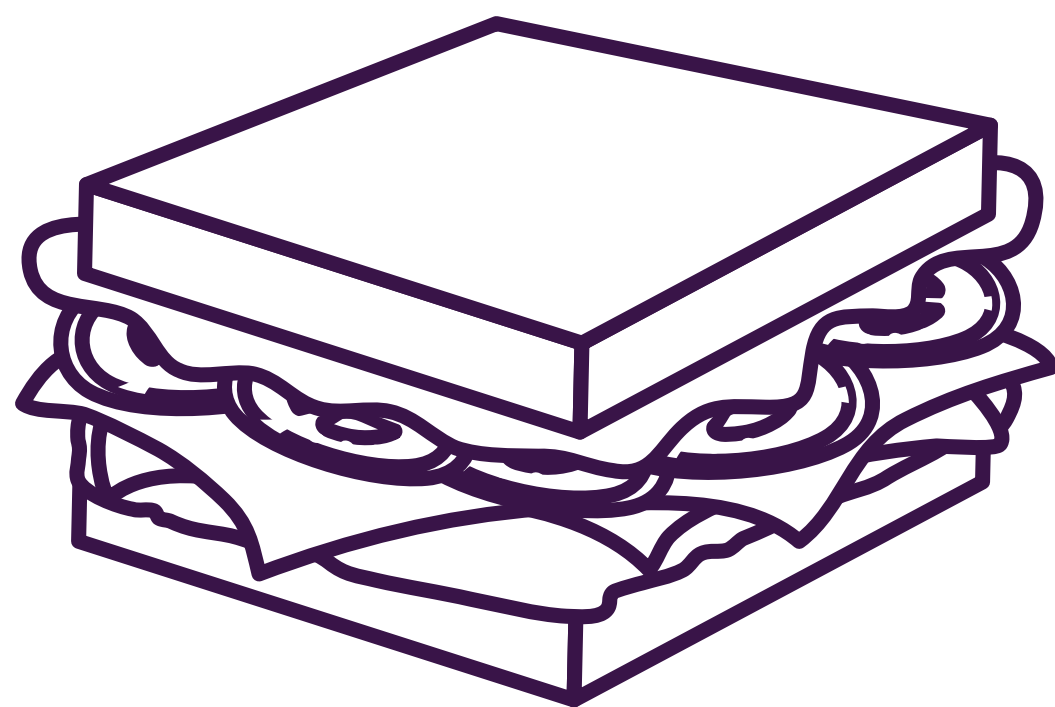
Set up work groups

Create working **groups** of 3 or 4, representing each mode a student can attend in. A group could include students from the A and B cohort (in-person or online) and fully virtual students.

Have the **group** members monitor each other's **communication** and let you know if any group members has **questions** or **concerns**, especially if they are online.

Have working groups plan for conflicts and complications

Working in groups can be hard in any environment. Have your students **share** contact information, decide on how they will communicate and what the project will look like and contain, and how they will manage conflict. Have them **identify** when and how they update you on the group process too. Then make sure they **file** this agreement with you so that you - and their group- are working from the same expectations for each member!

Practical ideas for managing class meetings

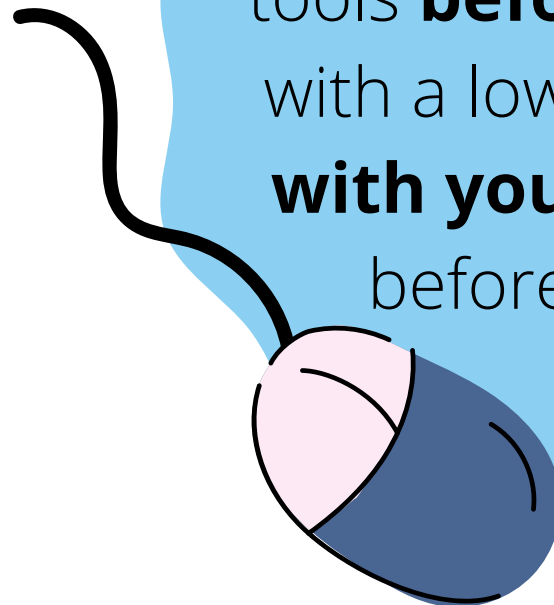**Take attendance using technology**
Start with a **poll** or **questions** that lets you capture information that is fun or useful (or both!). Quickly **capture** that screen for your attendance record (screen capture is usually control + print screen or command + print screen). Hint: Use this as a way to get classes started- find out opinions on topics!

Using Poll Everywhere, Pear Deck, or Google Chat, Meet, Doc, Slides are possibilities!

You can also **screen capture** a list of attendees in a Google Meet or Hangouts meeting, or through Zoom or other video conferencing software (control + printscreen OR command + printscree)
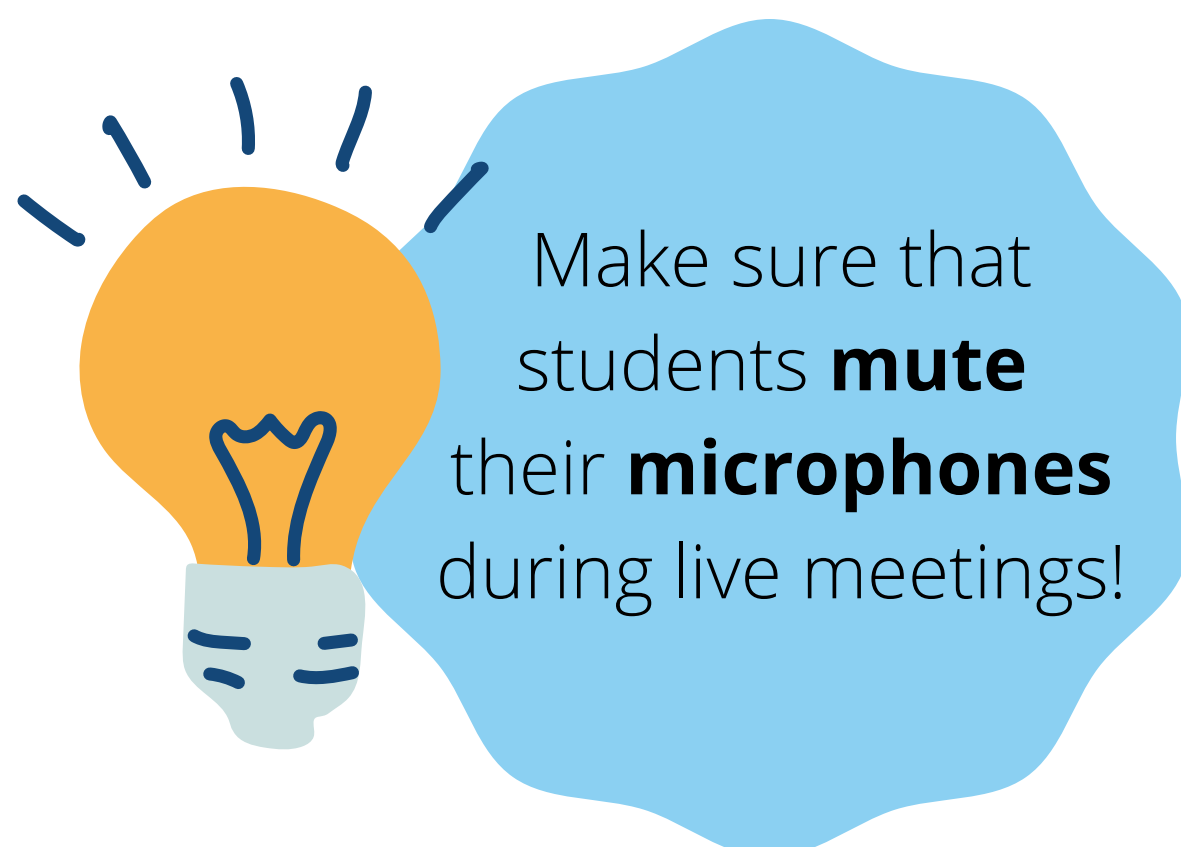
Make sure that students **mute** their **microphones** during live meetings!

Test technology and tools **before** class and with a low-stakes task **with your students** before using it!

Start each meeting actively
Start class with a "Do-Now" activity, based on the assigned pre-work. **Offer** students a **challenge** that can be done in 3-5 minutes to get them working with the material.

This encourages them to **complete** the pre-work, gives a **chance** for them to ask questions, and gives you the **opportunity** to start from the their understanding and move into more active use of the material (and limits lecture).

Consider using a **discussion question** in Google Classroom's Classwork section or a game in Kahoot to get the group active and engaged! a discussion question in Google Classroom

Collaborate with technology
Use software for collaboration- **do not** have any collaboration take place in the **in person classroom** (for safety reasons). Students can work together using Google Docs, Slides, or other platforms.

Encourage your students to use **headphones** with their computers, especially those with a microphone, even in class. Make sure that they treat them the same as they do their computer in terms of **cleaning** and **keeping** them with them at all times.

Students can **collaborate** using many different **online sites**, including shared Google Docs, Slides, or Sheets.
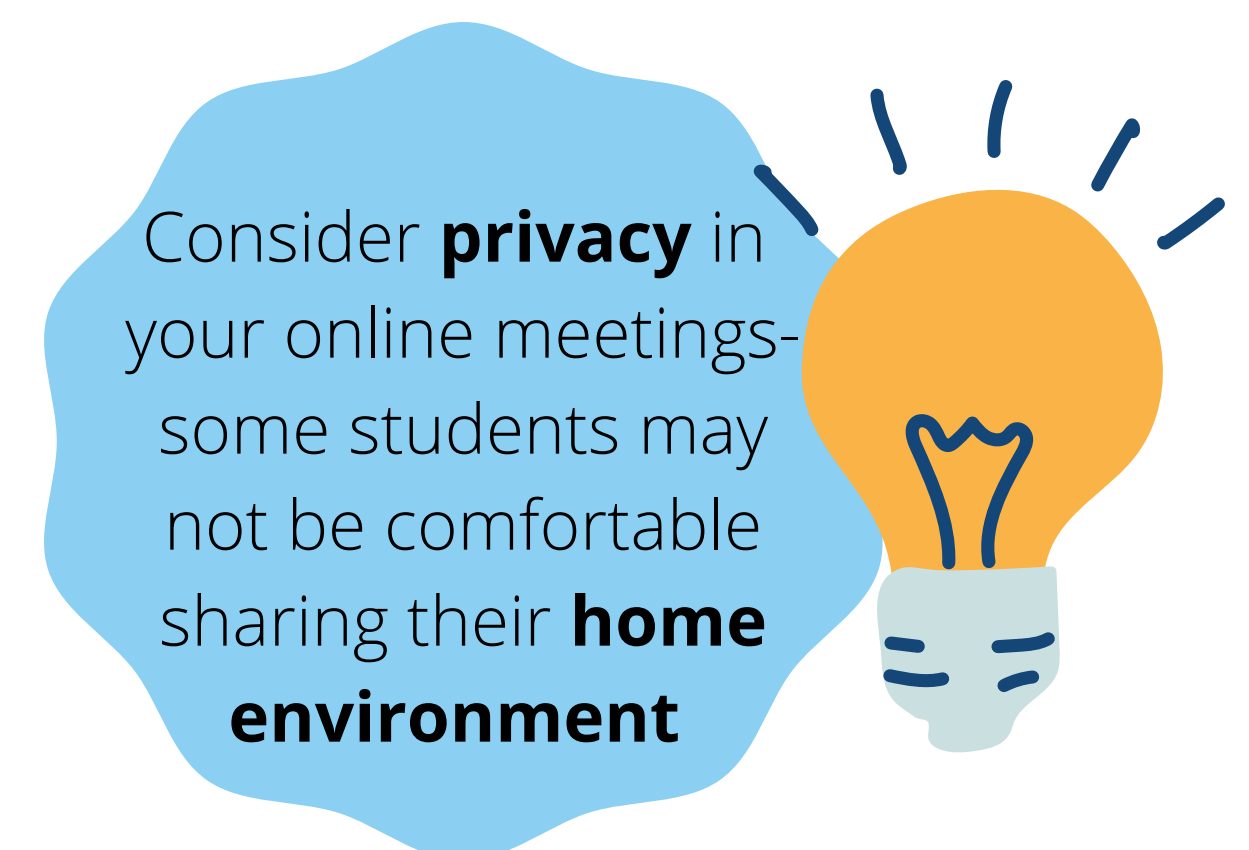
Consider **privacy** in your online meetings- some students may not be comfortable sharing their **home environment**

Practical ideas for information and feedback

Start by giving careful detailed work **notes**, that tell the students what the assignment should be
- **Break** your **class** down to a **series** of lessons
- For each lesson, be **specific** about the name, focus, AND the dates the lesson covers
- Post an **agenda** for the work, with due dates and if possible, how much time a students will typically spend
- **Start** each lesson with an **overview** (bonus points for video or voice if you are comfortable with it)- this, plus the materials you post, should replace lecture
- **Post materials** and resources that should be **reviewed before** the class meeting and make sure the links work!

All of these are **opportunities** for you to share with the class anything you want them to know- be **clear**, **concise**, and be sure that you are **connecting** the resources and materials to be completed with the in-class work that you will be doing.

Post **notes** to the whole **class** with feedback when you see that students are not clear on a topic, or if a few students are demonstrating that they do not understand or telling you that they do not understand), chances are there are others feel the same way.

During the meeting time, be sure to **use** students' **names**, encourage them to post to a **collaborative** notes **document** that everyone can see if you are working with the full group, and to a document for their group if they are working in their group. **Mention what you see** on the documents as you lead your classroom **activities**

When students **complete** group work, make a final part be a wrap up or **reflection** on their contribution to the work- have each person assess how they did, what they know, and how they helped the group be **successful**. You might need to model this!

Just like in a physical classroom, there are signs that a student in an online or hybrid classroom is struggling and needs support.

What to watch for to identify a struggling student

- **Lack** of participation in discussions and activities
- **Change** in engagement and activity levels
- More than 1 **missing** activity
- Completing all work due in **one sitting**, instead of engaging frequently
- Students who turn work in at the **last minute** consistently
- Excessive messages saying work will be **late**
- **Clues** in communication, like negative comments about self or their environment, their ability to do the work, or lack of discussion or interest in communicating with you

Tips for engaging and monitoring students

- Make your meeting times interesting and **active**
- **Pull** students into activities and get them involved
- Offer **multiple ways** of **working** with your content, like writing, video, art
- Use **multiple types** of **activities** including discussion boards, videos, group work, polls, games and more
- Setup check in **surveys** where students have to reflect and share their thoughts on how they are doing
- **Reach out** to students individually throughout the week by email
- Schedule periodic individual **meetings** via Google Meet
- Build **time management** skills into your course, including recommendations to increase focus and attention and getting work done

Skills students may need help with

-**Managing** emotion/motivation

-**Building** social skills

-**Feeling** connected and valued

-Managing **time** and completing assignments

Signs that a student is struggling

Getting your students ready for the first week in the hybrid classroom

Supplies everyone needs

Bring to in-person classes
-ChromeBook
-Wired Ear Phones

Other things to be aware of:

Envisioning a different classroom

Parents want more activity between students and teachers and think the answer is more live lecture

The job of a teacher is to manage learning - to design a way to present material, engage students in active learnign wtih the mateiral, and assess thier progress.

Students learning at home want activity- not lecture. They prefer short videos for lecture and guided active work with thier teachers and classmates. A teacher appearing on screen does not mean learning to them.

We know that parents are demanding more face time between students and teachers and want this done by video lecture. But what if what they want it more engagement between studetns and thier teachers? What if what they want is to see thier students actively working on usefuland instersting work? How can we support our students and increase engagement- with us, other students, and the material?
It can happen... but it takes a paradigm shift. Try to imagine this type of classroom...

Your student logs on for the day and finds an agenda and welcoem from each teacher. They know what thier day is, the materials they will use, and the work that they will do. They also konw how to reach thier teachers, have a time set aside for questioms and working with thier classmates AND that when they attend that live meeting, they can focus on "being present" because the class meeting is about working togetehr and building knowledge (not listenging to knowledge).

After your student looks at their agenda for the classes they will have, they have a chance to make plans, socialize, eat breakfast, or whatever they need to get thier day started. They watch the 2 minute introductoin video for thier first class, which which is held via video conference and schedule for 40 minutes. WHen they enter the video conference, the teacher is already online, there is a place to greet friends and many (if not most) students have the camera on for the frist fefw minutes of class. Thef rist activity is baed on the homework from teh previous class and students are expceted to resond to a discussion question using the Google Classroom. This question askses them to think for 90 secoind (and the teacher plays musci to mark out that 90 sec) about a the topic before they can write. THey are challenged to answer the question in a twitter sized communication and post it.

Everything is quiet- the students with cameras on can be seend typing, one student has a microphone on and you can hear them muttering... the clock is ticking agian (well, the music is playing) and the Google Classroom screen begins to fill.

Your teacher has now taken attendance, greeted teh students, set the objective for the day AND shown students the value of prework, done before the course.

This now leads into a large minilecture where students can contribute to a google document or speak out loud. The group brainstorms, the teacher ensures taht everyone understands the material, and when ready, each student group- which was already setup- can meet in a breakout room where they can speak out loud and work together.

Did you know you can...

Play games with google slides- including tic tac toe and connect 4

Work on a google document with lots of people

Create a google form that lets students watch video and answer a quiz- AND you can have it give them answers and even more materials to review if they get a question right or wrong!

Use google forms to take attendance by asking a question... you can also use lists of attendees or other technology- just capture the user list with a screen capture