

MURSD

Concurrent Classroom Model

“To be prepared for a knowledge-based economy, we still need to provide our students with a basic foundation in literacy and numeracy. However, we must also provide them essential skills such as critical thinking, problem-solving, effective communication, collaboration, and curiosity.” *Inspire: The MURSD Strategic Plan 2018 - 2023*

Overview

In the past year, we have adapted our instructional models to meet the continually changing environment of COVID-19. When once the in-person model of teaching and learning was our primary mode, we have now developed a wide variety of instruction models. The list below provides a quick overview of the various instructional models. The focus of this document is to provide approaches and resources specifically related to the concurrent model.

In-Person	A schedule where students are receiving instruction in person in a classroom setting from the school.
Remote	A schedule where students are receiving instruction from a location outside the school setting via the computer (virtually).
Hybrid	A schedule where students are receiving instruction on a rotating schedule that includes both in person and remote experiences.
Concurrent	A model in which students attend class in person and others attend virtually. The teacher in a concurrent classroom attempts to meet the students’ needs in class and online simultaneously.
Synchronous	Synchronous instruction - Occurs in real-time, with participants doing something together or “in sync” with others - May include Zoom/Google Meets meetings or streamed instruction, but live video is not required for synchronous learning - May include scheduled learning experiences, assessments, or collaboration to be completed at the same time as others - May provide additional structure, accountability, and opportunities to engage with others in the learning community
Asynchronous	Asynchronous instruction - Occurs on one’s own time or pace, with no requirements to be in lock-step with others - Allows students to work independently, or potentially with others, at a flexible pace that meets their individual needs - May include experiences, assessments, or collaboration to be completed within a window of time, but not necessarily in real-time with others - Teachers can work synchronously with one or more students while others are engaged in asynchronous learning tasks

Concurrent Classroom Model in Action

Driving Question

How might we design engaging, participatory learning experiences that simultaneously meet the needs of students in the classroom and learning remotely?

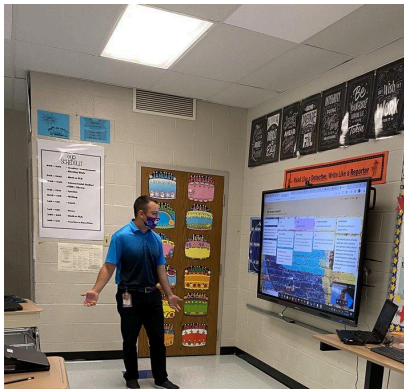
Guiding Principles

We believe...

- Synchronous time with students is precious.
- Providing students with the opportunity for meaningful peer engagement is paramount.
- That participation is an essential component of attendance.
- That both virtual and in-person learning will foster behavioral, cognitive, and emotional engagement.

Concurrent Teaching Defined:

A model in which students attend class in person and others attend virtually. The teacher in a concurrent classroom attempts to meet the students' needs in class and online simultaneously. Concurrent teaching is the practice of creating learning experiences where students in school and at home have the opportunity to communicate, collaborate and/or innovate with peers in real-time via digital media.



Home/School problem-solving in math. Home/School check-ins on padlet. Home/School direct instruction.

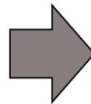
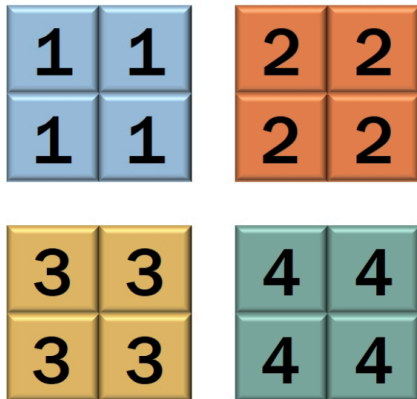
Concurrent Teaching Approaches

The following are several strategies that can assist within a concurrent teaching model:

- *Student-Led Book Club* - Students meet in small groups over Zoom to discuss the content of a text or piece of media. Students in in-person settings participate with students who are at home. The teacher rotates through the groups to listen to the discussion, share feedback, and provide probative questions as appropriate.
- **Jigsaw Learning:** Students are placed in small “Focus” groups of 5 - 6 and are given a topic, skill, or piece of content to study and become an expert on the assigned material. Groups can consist of all remote students, all in-person students, or a mix of students in both settings. Once each group has built an understanding of their material, groups are reshuffled into “Task” Groups (one person from each of the “Focus Groups” to tackle a shared task or engage in peer teaching.

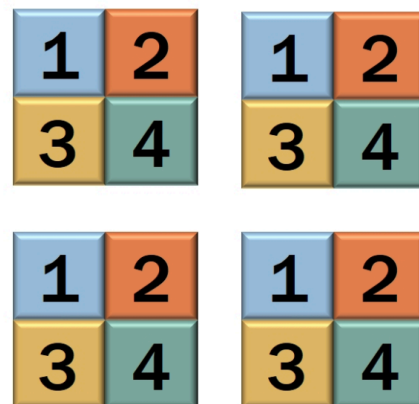
Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.

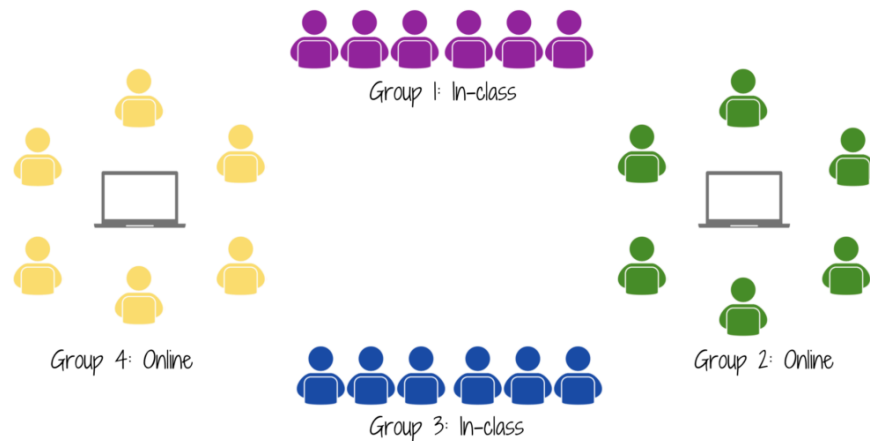


Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



- **Station Rotation model:** Teacher creates 2+ learning experiences for a given class to be completed in pre-assigned small groups or independently. At least one of the learning experiences involves meeting with a small group of peers with the teacher for direct instruction or targeted support from the teacher (i.e. check for understanding or chalk talk). Students “rotate” through the different learning experiences at given intervals in the class. This approach gives students who are learning remotely direct contact with the teacher for at least part of the class.



Teachers can set up 2 or more “stations” which organize students into smaller groups with distinct activities. Catlin Tucker uses 4 in this [example](#), but you might want to start with 2 stations with 2 groups: Online group and in-person group. You can switch the independent work half-way through the period.

Day 1: Teacher Focus = Differentiated Instruction

Designed by Catlin Tucker
@Catlin_Tucker
CatlinTucker.com



Dr. Tucker provides an example of a station rotation model that focuses on Direct Instruction. Each student will participate in each of the activities over the course of the class. Station 2 is where students would interact with the teacher in a small group DI. Station 2 would be presented in-person with students in front of you and then again over Zoom for remote students. There are additional examples and some good Q & A that can be found [here](#).

- **[Interactive Whole-Class Lesson](#):** Design a participatory direct teacher presentation with built-in activities/checks for understanding using a platform such as Nearpod. Ask students to share their work with the class and explain their reasoning on a given problem, reading, or other tasks. Responses can be provided by both students who are in school or remotely through a microphone and speaker set up.
- **Socratic Seminar / Class Discussion with Collaborative Note Taking:** The teacher facilitates a class discussion or a Socratic Seminar that typically occurs in face-to-face settings. Discussion groups can consist of either the in-class participants or the Zoom-based participants or, if feeling ambitious, a mixture of both. Students not participating in the discussion can take notes on salient points in the conversation or areas of agreement/disagreement on a Google Doc or other shared platform. In another iteration, students can take a “fishbowl” approach and observe the nature of the conversation.
- **Exhibitions of Learning:** Students share the culmination of their learning (project, report, experiment, study) with peers for the purpose of feedback or questions from the peer or teacher.
- **Digital Interactive Notebooks:** Incorporating interactive digital notebooks allows students to collaborate both at home and school. [Notebooks](#).

Helpful Resources for Concurrent Teaching Approaches

The following includes a list of technology tools, as well as additional articles related to designing concurrent teaching that includes a wealth of ideas:

- **NEW: [The Flip Flop Model](#) by Catlin Tucker:** If you’re looking to take the next step with Concurrent Teaching by breaking up your in-person students and your remote students into two separate groups, consider starting with the flip flop approach. This resource includes learning tasks that can be split between the two groups and a model lesson structure for organizing your time.
- **NEW: [How to Simplify Hybrid Learning](#) by Mike Flynn:** Flynn is a former Gr. 2 teacher and is currently a professor of education at Mt. Holyoke. He’s taught hybrid (remote & in-person) students for eight years and he shares several useful practices that can simplify the concurrent teaching in your classroom.
- **[Nearpod](#):** A comprehensive platform that allows students in both in-person and remote settings to share content and activities through a common platform. The teacher controls the pace and can share student work or response with all students for further discussion and exploration.
- **[Slack](#):** A chat-based platform that enables in-person and remote students with a space to share reactions, thoughts, insights, and questions in a shared space for real-time discussion with peers.
- **[Visible Thinking Routines](#):** A series of thinking, questioning, and observing protocols that can be implemented to generate valuable discussions between remote students and in-person students during concurrent teaching and learning.
- **[Greg Kulowiec Station Rotation Approach](#):** Another resource for thinking about how to structure and schedule a class to incorporate virtual students into a live class via stations.
- **[Active Learning in Hybrid and Physically Distanced Classrooms](#)** (Derek Bruff)
- **[The Distance Learning Playbook Resources](#)** (Doug Fisher, Nancy Frey, & John Hattie)

- [Concurrent Teaching](#) (Catlin Tucker)
- [High-Agency in the Remote and Hybrid Classroom:](#) This article gives an example of the station rotation approach that will work in a concurrent classroom setting. (Eric Sheniger)
- [How to teach when everyone is scattered.](#) (Jennifer Gonzalez)
- [Need Inspiration Designing Station Rotation Lessons for your Math, English, Science, and Social Studies Classes?](#) (Catlin Tucker)
- [16 Hybrid Learning Tips by and for Teachers](#) (Eric Hudson)
- [Teaching in the Concurrent Classroom: AJ Juliani & Catlin Tucker Webinar](#)

Technology Integration Progressions Concurrent Teaching Model

Driving Question: *How might a teacher progress from their current comfort level integrating virtual students to a more participatory, student-driven learning environment?*

There are several ways of planning and thinking about incorporating concurrent teaching into your practice. It's important to start at a level where you feel comfortable and then progress through the various levels, when appropriate, to enhance all students' learning experience.

Example of Progressions:

Level 1	Direct Teacher Presentation/Read Aloud: The teacher live streams the presentation or the instruction being presented to in-person students to the remote students via Zoom.
Level 2	Interactive Direct Teacher Presentation: Using a tool like Nearpod, students respond to prompts (virtual noticeboard, poll, draw it) or complete formative assessments (quiz, matching tiles, fill-in-the-blank) that are interwoven into your content-oriented presentation.
Level 3	Virtual Student/In-Person Student Presentation: Students can also take charge of the learning in a concurrent teaching model. A student or teams of students can present out the end product of a project or a simple research activity. Teachers and peers can then pose questions, provide feedback, or engage in dialogue through the camera/microphone in the room.
Level 4	Station Rotation Model: See Above
Level 5	Collaborative Group Work with clear end products before the end of class. Groups will share-out at the beginning of the subsequent lesson or by the end of the class depending on the concurrent teaching structure.

Example of Progressions using the SAMR Model:

Substitution	The teacher presents new information virtually and live in class to students at the same time.
Augmentation	Students at home collaborate digitally on documents with students in class at the same time and add digital comments or through digital chat.
Modification	Students at home collaborate through Zoom in breakout groups with groups on a project. They capture their progress and thoughts digitally in a Google Slides presentation. Or...through a station rotation model, students receive targeted small group instruction as one of the rotations.
Redefinition	A live presenter (i.e.-author) is brought in virtually to the Zoom room with students at home and in person. The students are able to ask questions of the speaker through Zoom.

Example of (Global Online Academy) Shift in Activities

Directions: Begin with your activity and/or lesson idea, and then determine which mode works best, what shifts in practice would need to occur, and which tech tool might assist. You can use [this guide](#) to help you think through your planning process. You can also set up a time to meet with [Dave](#) to think through the process and tools.

Hybrid Translation Worksheet

Apply hybrid strategies

What is an activity or lesson you value?	Which hybrid mode(s)?	What might need to shift to fit this hybrid mode?	Which tool(s) might help?
EXAMPLE: Students collaborate on solving a problem and present solution to class.	Small Group Synch Whole Group Synch	EXAMPLE: In person and online students connect in breakout rooms. Teacher hops in and out of rooms to check progress. For presentations, in-person students can go to front of room one at a time. Online students can be projected on screen.	EXAMPLE: Zoom, projector, audio source for online students

MODE MENU:

Whole Group Synch

Asynch Collab.

Independent Work

Small Group Synch