Side by Side Comparison
(Alternating Days/Alternating Weeks)
A & B Hybrid Models

In the **"Alternating Days"** model, students attend in-person learning on their scheduled days (A or B) during the week and engage in remote learning on the days in which the other group is in-person. On the **"Alternating Weeks"** model, students attend in-person on their scheduled weeks (A or B) and engage in remote learning on the weeks in which the other group is in-person.

Alternating Days

	Hybrid - A & B (1)				
	Mon	Tues	Wed	Thurs	Fri
	Remote	A	Remote	B	Teacher Planning/ Professional Learning
Percent of students engaged in-person learning	0%	50%	0%	50%	0%
	Hybrid - A & B (2)				
	A	B	A	B	Teacher Planning/ Professional Learning
Percent of students engaged in-person learning	50%	50%	50%	50%	100%

Alternating Weeks

	Hybrid - A & B				
Week 1	Mon	Tues	Wed	Thurs	Fri
	A	A	A	A	Teacher Planning/ Professional Learning
Percent of students engaged in-person learning	50%	50%	50%	50%	0%
Week 2	Mon	Tues	Wed	Thurs	Fri
	B	B	B	B	Teacher Planning/ Professional Learning
Percent of students engaged in-person	50%	50%	50%	50%	0%

Model Comparison Table

This chart presents a comparison of many aspects of teaching and learning in traditional and online learning environments and variations of models.

Traditional Students attend onsite daily with full academic load	**Remote** Remote learning is a combination of synchronous and asynchronous learning that occurs remotely	**Hybrid** A combination of remote and in-person learning. Incorporating best practices of both models.
Students attend school daily or as scheduled per student's usual school structure (charter, preschool).	Students are offsite.	Students attend onsite as needed/directed all or part of a school day/week/month.
Students move throughout the building in regimented time windows as typically scheduled during the regular school day	Students engage in synchronous and asynchronous learning fully online. The schedule is determined by the school staff.	The student movement is fluid and dynamic and there are no bells. Synchronous learning is onsite. Asynchronous learning is online.
Students move from class to class for instruction or special/elective activities.	Students have access to live and/or recorded lectures, assignments, projects, and assessments fully online instruction.	Students have access to live or recorded lectures/ etc.
Labs, workshops, and project-based assignments are done in person.	Labs, workshops, and project-based assignments are done online.	Labs are done in person for science, languages, and electives for example.
Summative assessments are done under teacher supervision to ensure students' accountability to learning.	Summative assessments are online. Multiple means of assessment are necessary for addition to classwork and formative assessments.	Summative assessments are done under teacher supervision to ensure students' accountability to learning.
All classes meet each day for the same amount of time.	Class length and meeting sequences vary by class.	Class length and meeting sequences vary by class.
Students are accountable for attendance.	Students are accountable for learning. Attendance is expected.	Students are accountable for learning.

The teacher has a typical full load of students at a given time.	The teacher has a typical full load of students at a given time.	Most Teachers have ¼ to ½ of the typical load of students at a given time for face to face.
The teacher provides the same direct instruction and student-centered lesson plan as per usual school day.	Instructional delivery is adjusted to the online/remote format and can be repeated (synchronous learning), recorded (asynchronous learning).	The teacher gives the lecture/ lesson once on a schedule that is accessible LIVE and available for repeated asynchronous viewing.
Students manage a typical academic load for their grade level.	Students manage a typical academic load for their grade level.	Students manage less of a typical academic load for their grade level.
Teachers are all accountable to be at the school daily.	Teachers do not report to school daily. Teaching is fully remote. Synchronous meetings with students and with colleagues are required.	Teachers with health concerns or childcare may work from a distance as long as they can still perform their basic teaching requirements.
Students that are absent from school, miss valuable instructional time.	Students can access valuable instruction from anywhere at any time.	Students can access valuable instruction from anywhere at any time.
All classes follow an academic model for credits.	Core academic courses could be treated differently than AMP, specials, and elective courses.	Core academic courses could be treated differently than AMP, specials, and elective courses.
Food is served at designated breaks/lunch periods and in large groups.	Food service is provided via designated pickup sites and a determined schedule.	Food is available for students to access but in small groups.