

### Hybrid Instructional Model - Phase Two

Students will have three, distinct educational experiences for each class in their schedule over the course of each week. As such, teachers will be asked to prepare, for each class, three instructional plans over the course of a week to coincide with each experience and to maximize the collaborative learning opportunity of the in-person, face-to-face time presented by this model.

<b>On-line Day</b>	<p>One day a week, all eight class periods will meet in a synchronous, on-line format. Students will attend a videoconferencing experience with the full roster of students assigned to each class. Faculty/staff will work from the building.</p> <p>During this period of time, teachers will engage students in pre-teaching, re-teaching, reinforcement, and/or enrichment of core concepts as they preview the academic goals and objectives of the week. This time may include work in small, breakout groups with students of different cohorts having the opportunity to collaborate, full class question and answer sessions with the instructor, learning activities to activate prior knowledge, develop interest in a topic, check for understanding, introduce/improve key vocabulary, move key facts/figures from short to long-term memory, and/or improve a particular skill.</p>
<b>Out-of-School Day</b>	<p>Student “out-of-school days” will engage a flipped classroom model. With assigned readings, interactive lessons, stock and/or teacher-created videos, instruction that historically occurred in class is now accessed at home by the student. Additionally, assessments will be delivered via an online format during scheduled out-of-school days.</p> <p>Out-of-school days are the pre-class lessons/information designed to maximize the face-to-face time that students will have with their classroom teachers.</p> <p>Flipped classrooms are interactive and are based on student-centered learning. Flipped classroom time can take many forms, including:</p> <ul style="list-style-type: none"><li>• Discussion and problem solving time.</li><li>• Further exploration of a lesson as a group, building on information presented in the pre-class and in-class lesson.</li><li>• Students presenting and receiving feedback from their peers.</li><li>• Time given to complete individual assignments, formative and summative assessments with an opportunity to work more closely with the teacher.</li></ul>

<b>In-Person Day</b>	<p>Class time would be devoted to discussion and/or exploration of a subject where students are encouraged to explore concepts or information, draw conclusions, and apply the concepts.</p> <p>The two overarching goals of these days:</p> <ol style="list-style-type: none"> <li>1. Interaction, interaction, interaction!</li> <li>2. Tech free*!</li> </ol> <p>On site classes become the place to work through problems, advance concepts, demonstrations, and engage in collaborative learning experiences.</p> <p>*The use of technology in the teacher's lesson planning should be meaningful, appropriate, and empowering for the 90-minute class. (Technology that would be appropriate - Promethean Boards and Gimkit are examples)</p>
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Some resources for your review:

**Marshall Memo Resources during the "Covid crisis"**

<https://marshallmemo.com/articles/Coronavirus%20crisis%20ideas%20July%208.pdf>