February 8, 2021

Concurrent Teaching and Learning/ Blended Learning Opportunities

In recognition and appreciation for all their hard work.

Committee Members:

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Description of Process

The committee met weekly for six weeks (January 4 to February 8) and worked intensively between meetings to learn from educators in other districts who had concurrent teaching experience.

- **Interviews** with 27 teachers and 6 administrators, representing 15 districts across 6 states. (See interview guide, below.)

- **Virtual Roundtable** on January 26 with 23 participants, including 11 educators we hadn't interviewed previously, and 3 new districts represented. (See roundtable agenda, below.)

- **Classroom observations** of 3 elementary teachers and 1 middle school teacher teaching concurrently.

- **Brief survey** of Oyster River residents with concurrent teaching experience. There were 27 respondents, of which 17 were PK-12 teachers whom we then invited to the Virtual Roundtable.

- **Internal feasibility assessments** in technology, privacy, and safety.

- **Review of online training resources** developed by administrators and consultants nationally.

School Board Charge of the Committee

Research other districts' experiences with concurrent teaching and to conduct a feasibility study for ORCSD - including technology platforms, instructional strategies, support for teachers and students, and possible models for voluntary implementation by individual teachers. The working group will present its findings to the Board on February 3, 2021. The Superintendent will invite the Guild to nominate members to the working group, which will also include parents, administration, and Board members.

Executive Summary: Concurrent Teaching & Learning is Blended Learning

When the ORCSD School Board 'charged' the committee to investigate Concurrent Teaching and Learning it was assumed that teaching students who are in class at the same time as teaching students who are remote was the only definition of concurrent teaching. It was an easy definition to understand, however as we learned from numerous practitioners on our committee, from interviews of teachers and administrators far and wide, from a panel discussion of teachers and direct observations, this initial definition was too limiting and did not reflect actual practice.

We learned that effective practice involves determining student need and adjusting teaching practice to meet that need, that there is no one-size fits all approach to concurrent learning. We learned that the content being taught, and the progress of students informs teacher decision making. Content that requires more hands-on student engagement (Art, Science & STEM) will be approached differently than content that is less hands-on (English, Social Studies & Math). The needs of students vary therefore, delivery methods are adjusted to meet those needs.

We learned that "best" teaching practices apply whether students are physically present or remote, even when students are blended in one class period. However, every teacher interviewed agreed to one overarching reality, teaching to both groups concurrently is more difficult than teaching a class where every student is in person or every student is remote. The reality of concurrent teaching is that lessons need to be designed and thought through carefully and adjusted to meet the needs of the students. Developing engaging lessons is always important but critical for students who are remote. The teacher must consciously build in interactivity to promote engagement, and accountability measures to ensure all students are progressing.

Our work "blew-up" the stereotype of concurrent learning being just one approach of 100% of the remote students and 100% of the in-school students being taught 100% of the time. This is not the reality when all students are present and not the reality when students are blended in the same class period. We learned that there are as many different approaches to concurrent learning as there are student needs. We started using the term "blended" learning to describe the myriad of ways teachers choose to instruct their students.

The committee concluded that what we were seeing was teachers had developed a toolbox of choices they applied given the needs of their students and the content they taught. The only thing linking these approaches was that students, remote or in-person, were assigned to their scheduled teacher at a common time. Teachers then made instructional decisions that made sense to their students and their content.

Technology is critical to remote learning and no matter how robust technology will fail. Why? User error, software failure, hardware damage, systems failures, and/or the companies that host our cloud-based programming crashes or internet failure or something as simple as power outages will shut down our ability to support staff and students. Any form of video uses an immense amount of broadband, so the District needs to have a robust backbone. Internet speed at home can have a huge impact on the quality of instruction in a child's home so families need to prepare accordingly. Depending on the teacher's lesson design, the universal use of laptops for video conferencing and sharing content could be an essential part of planning for concurrent teaching and learning. However, devices used do not need to be expensive or "state of the art". We learned a second monitor and headphones are critical, in addition to the desktop, smart boards/smart LCD projectors and laptops already provided Oyster River teachers.

We also learned the limitations of technology. The camera focused on the teacher can limit the teaching style to "sage on the stage", or a lecture style format. This was confirmed through observation and discussion. We learned teachers work very hard to break through this limitation using a variety of instructional strategies. The reality is the camera only sees what it is directed to see, unlike the human eye that can encompass a broad field of vision. Remote students are limited via the camera lens. Audio too becomes critical to this effort. Teachers need headsets so they can hear remote students clearly.

Finally, we learned providing time for teachers for professional development is critical to the success. Teachers are by nature curious and feed off the creative energy of peers. To ensure that this model of blended learning is successful, we need to provide high quality professional development opportunities. The very teachers who participated in our interviews and panel discussions would serve as effective mentors for our teachers.

Students feel a strong sense of competence.
- Focus on competencies, with goal of fewer standards.
- Assure universal access to tools and resources.
- Assure that technology expectations are taught before content to ensure success.
- Design lessons around high standards that can be met by all.

Students have a strong sense of belonging.
- Encourage participation in office hours by promoting benefits and utilizing teacher invitations.
- Regular counseling check-in with staff and students
- Use service clubs to support younger learners.
- Implementing the comprehensive counseling program/advisory program (teaching students about self-advocacy, how to access supports, developing executive function skills)
- Inclusive instructional practices for all learners
- Being aware of culture and interactions

Students (and teachers) have autonomy.
- Provide voluminous student reading opportunities.
- Think of reading opportunities beyond the classics (linking students into library, reading groups).
- Utilize resources to engage students on asynchronous days/blocks (flipped lessons, question of the day, study sessions/groups, peer tutoring Senior to Freshman, High School to Middle School, enrichment activities, counseling programming, teachers greet asynchronous students).
- Inclusive instructional practices for all learners
- Inclusive curriculum (diversity and decolonization)

Learning should be deeply engaging.
- Encourage projects, themes, and multi-day lessons.
- Use audio/visual to support asynchronous work and learning (ex. Audio directions/video to support).
- Create more hands-on options to be done on asynchronous days.
- Tap into student, small groups, and class interests to motivate (using break out rooms and assigning groups for asynchronous work if can be done safely).
- Multi-modal communication
- Varied and reinforcing modalities
- Personal Connections, building rapport

Learning is relevant.
- Make sure asynchronous connects to synchronous.
- Talk openly about strategies and habits of learning.
- Recognize a variety of readings, options for accessing text (accessibility).
- Encourage self-chosen readings.

Learning is safe and joyful.
- Make content accessible to accommodate learners.
- Accommodations should level the playing field for instruction and assessment.

- Building a culture and learning the skills and strategies that they can learn to adapt and adopt to the culture (being aware of how you grow a building culture and being a part of that process)
- Provide choice to students (study, texts, empowerment, self-awareness in learning, how to engage and how to demonstrate learning).

Teachers are supported and have time for collaboration.
- Make sure the teachers have the technology skills necessary to support students.
- Assure resources are readily available to staff and students.
- Provide time for professional development regarding recommendations and for staff to have these conversations to learn from one another.
- Integrate cross curricular content, collaborate more across content areas.
- Remember that best practices in the in-person classroom are also best practices when remote.

Educational Vision of the ORCSD

The Oyster River Cooperative School District is a place where students, parents, staff and community members work together to foster a life-long passion for learning and to engage all students in developing the skills and knowledge they need to further their education, participate as citizens, succeed in the workplace, live healthy lives, and to thrive in the world.

In the ORCSD, students, teachers and community members take pride in our schools and understand each of us has a role to play in ensuring their success.

Members of the ORCSD education community all work together to create safe, stimulating learning environments where all students are challenged and excited by the opportunities to learn, where students and teachers alike feel it is safe to take creative risks, and where every member of our community is known and valued.

An Oyster River education places a high priority on transferable skills like reading, writing, problem-solving, collaborating, and creative thinking. OR educators believe that students who can read, write, think, and create will be ready for whatever comes next in their lives. Throughout their time in the ORCSD students are regularly challenged to read deeply, write about what is important to them, solve complex problems and find creative ways to express themselves. These core elements have been and always will be vital components of the Oyster River educational experience.

During their time in the ORCSD students become strong, independent, critical thinkers with a commitment to living ethically and a belief that each of them can and should make a difference in our world.

Given the adopted vision of the ORCSD, does concurrent teaching as an instructional strategy fit into this vision as we adapt to the forced structural changes brought about by the pandemic?

Three Types of Teaching and Learning

The consensus of practitioners believes the most effective teaching model for the PK-12 student population is with their teacher on a daily basis in the classroom. This traditional model allows for rich teacher-student dialogue, allows teachers to make adjustments in-the-moment, and for real time assessment of progress. The traditional model best provides the opportunity to assist struggling students in the moment and the time to push eager students further.

Remote teaching and learning have shortcomings. It is not always as efficient in gauging student progress or interest and by its nature, is not as flexible in the moment. The screen interferes with monitoring real time student progress and excessive screen time hurts the eyes. Technology can be a hindrance to teaching when it fails.

Blended learning attempts to bridge the gap between traditional in-person learning and remote learning. To be done well requires more time to prepare and the need to combine the best aspects of both remote and in-person learning. Blended learning provides teachers the option of managing their time with their students more efficiently. Teachers control the time they are directly interacting with students, they control their class period, and they control how their lesson is structured to meet student needs. The instructional plan for each day must be designed to flexibly meet the needs of all learners in the class.

Three types of teaching and learning must be accounted for in a blended environment. To succeed in this model a teacher must plan for students who are in-person at any given time, students who are learning remotely at any given time and for students who have an exclusively remote program. All students in the class must have equitable access to the curriculum and blended learning gives teachers the most discretion in determining how best to meet this goal.

What is concurrent teaching?

Put simply, concurrent teaching is the act of teaching students that are in-person and remote within the same class period. Concurrent teaching is an instructional strategy that should be thought of as part of a vast "toolbox" of methods a teacher has at their disposal to support student learning in their classroom.

Teachers always adjust their practice to meet the diverse needs of their students. All students demonstrate varying levels of strength and potential areas for growth. The job of the teacher is to identify the needs of their students and then utilize varying instructional strategies to meet those needs. Regardless of the model of instruction being implemented, student needs are always at the forefront.

Teachers are always making spontaneous decisions to support their students. In the pandemic the range of student needs has become wider, because teachers are not in the same classroom as their students. In addition to the normal range of student needs the move to hybrid instructional models adopted to address the pandemic require teachers to also address the needs of three distinct sub-groups of learners. In the hybrid world as a teacher plans for instruction they must address the needs of learners that are in-person on any given day, the needs of those learners that are remote on any given day, and the needs of those learners that are fully remote every day. This environment challenges teachers to make every lesson plan flexible enough to meet the needs of students in all settings.

During the pandemic new terminology to describe teaching and learning have developed. Two terms that are particularly relevant to the concurrent teaching and learning discussion are synchronous and asynchronous learning. Synchronous learning means that the student is engaged in the course content at the same time the teacher is providing instruction. Synchronous learning is done as an in-person experience or remotely via technology. To learn asynchronously means that the student is engaged in the content of the course in an independent manner at a time separate from the teacher. For asynchronous instruction to work effectively adequate instruction, resources and support must be provided ahead of time to help ensure the student can access the lesson and can complete it successfully.

Although the terms synchronous and asynchronous learning are relatively new, the concepts are not. The idea of a teacher providing direct instruction which leads to students engaging in independent work have been around for as long as there have been schools. Educators are very comfortable with providing direct

instruction or mini lessons that provide the structure to allow students to be successful with independent work. The concept of concurrent teaching challenges educators to think on a continuum from synchronous to asynchronous teaching while simultaneously addressing the needs of the in-person learner and remote learner. The course content and philosophy of instruction does not change but the mode of instructional delivery must be more flexible to accommodate the wider range of learner needs created in the concurrent learning environment.

During the pandemic, the Oyster River District has committed to strengthening our capacity to provide remote instruction. Early in the pandemic, it was recognized that teachers may be asked to pivot from in-person to remote instruction suddenly and they needed the training to develop the skills and be provided the tools to do so. As a result, the technology is in place and teachers across the Oyster River District have developed significant tech skills that aid in better meeting student needs in the remote environment. The next challenge for district educators is to blend the traditional in-person instructional methods with newly developed remote methods to create a classroom environment that can better meet the needs of our learners, both remote and in-person, in an equitable manner during the pandemic and beyond.

What are the Characteristics of Teaching in a Concurrent or Blended Approach?
- Teachers have the autonomy to choose instructional strategies.
- Teachers create balance of equity between students in class and those that are remote.
- Teachers form meaningful connections for all students, especially true and more difficult to do with remote students.
- Teachers need to carefully construct lessons that engage remote learners as well as those in-person.
- Teachers will need to be provided time to collaborate.
- Teachers will need to adjust instructional strategies to meet the needs of both remote and in-person students.
- Teachers will need to offer meaningful choice options for students to demonstrate knowledge.

What are the Characteristics of Learning in a Concurrent or Blended Classroom?
- Students will adhere to proper etiquette when using technology.
- Students are expected to turn on their cameras when interacting with their teachers or fellow students to encourage a sense of belonging.
- Students will have access to support necessary to succeed.
- Students will be provided all resources needed to complete assignments.
- Students will be taught the necessary skills to work independently.
- Students will have access to the technology necessary to engage in remote learning.

Blended Teaching & Learning

When students are both in-person and remote, teachers need to carefully plan for both groups, being intentional of how to divide their time more equitably between those who are remote and those who are present. It is important to note that equal instruction does not mean identical instruction. While each student should be held accountable to the same learning outcomes, the way they demonstrate them may require flexibility and a recognition of an individual student's situation.

The move to remote learning required teachers to develop a robust digital classroom. As more teaching is done concurrently, it is helpful if classroom teachers continue to use their digital platform as the primary

method for delivering material to both in-person and remote students. This will help to ensure equal access to lessons and make the class more consistent and easily managed. If the need should arise, it will also make a shift to remote learning much smoother.

Teachers need to find unique ways to keep the teaching learning experience engaging, to move beyond the "sage on the stage"/lecture format that is the stereotype of this model.

Lesson design used in Oyster River is far more interactive and challenges students to grow and think as independent learners. Teachers need to keep the vision of a graduate in the forefront of their lesson design. Teachers should consider multi-day, multi-media, and choice options as part of their lesson design. They could develop a 'playlist' for students where they can choose how to demonstrate knowledge beyond traditional tests, quizzes, and reports. Special consideration should be placed on what the teacher needs to present and what students can do independently of the teacher.

Plan for Technology Failure

As noted earlier, technology failure is inevitable. A lesson can succeed or fail based upon something as rudimentary as how well the audio is working. It is important to have lesson design back-up when failures do occur, regardless of the reason. Teacher practitioners can use ideas like creating audio-visual back-ups, rotate having students keep class notes and post them, use Schoology to organize and provide the learning management resources, and keep a routine that is predictable and reliable. Technology can both enhance and detract from the learning experience. Keep it simple, avoid the 'latest and the greatest' and have teachers and students master a limited number of apps or programs.

Professional Development

Professional Development time is essential for teachers to learn from other teachers, to feel confident in their instructional decisions, and to have the greatest impact on their students. The concurrent learning approach will require time for teachers to learn new technology skills, to collaborate with colleagues on curriculum design and to engage in professional learning around creating a blended classroom. While the pedagogy does not change in a concurrent model it must be acknowledged that the delivery of content must change, and the only solution is to commit to the time needed for professional dialogue and growth. At least one-half of every Wednesday should be set aside for teachers to learn and grow together.

IDEA (Special Education), Section 504, and FERPA

Special educators, related service providers, and paraeducators have a unique role in student learning. They instruct and support the students on their caseload and the teacher serving those students. They help build the bridge through accommodation by helping teachers make learning accessible to all. The teachers often have unique service schedules for their students that may or may not lend themselves to a blended learning model. In addition to classroom support, special education staff also have instructional responsibilities ordered in a student's IEP. The special educator, related service provider, paraeducator, and the teacher will make the best decisions possible to ensure student progress. In addition, all educators must be aware of the federal requirements of FAPE (Free and Appropriate Public Education), Section 504, and FERPA (Family Educational Rights and Privacy Act) and be especially conscientious not to violate these federal laws. It is important, as stated in the IDEA and in FERPA that every student's personally identifiable information, data, and record that is collected, maintained, or used is protected. Students' personal characteristics should not be able to be identified and the district provides assurances (required by the US Department of Education and the NH Department of Education) that we will ensure to protect the confidentiality of personally identifiable information, data,

and records. Any violation of the IDEA or FERPA will have consequences for the school district. While this should not deter educators from implementing a concurrent or blended instructional methodology, it is important all educators are trained and aware of the direct and indirect ways personally identifiable information, data or records could be compromised. Educators should pay special consideration to School Board Policies JRA-E and JRB.

As with remote instruction and learning, students with disabilities (through the IDEA or Section 504) have access to the necessary supports, services, and accommodations as agreed upon in their IEP or 504 plans. Dual learning methodologies may be very difficult for a student with a disability and the IEP or Section 504 team should be aware of the barriers that may impact a student's access to the general education curriculum. Additional co-planning is needed to appropriately address a student's learning needs across environments and instructional delivery models.

Required Technology Needs

Although there all kinds of super expensive and cool devices that could be used to support blended learning, they are not necessary. Essential recommendations from the field include a second monitor, blue-tooth headset and microphone for the teacher. The most essential component is robust broadband. Video is a huge drain on any network. Depending on teacher decisions related to their classroom, broadband capacity needs to be monitored carefully by the IT department.

Major Findings

Teacher Choice

As noted, best teaching practices apply regardless of whether students are in person, remote or in a concurrent/blended class period. How a teacher builds their lesson, based on their content and their students' needs is critical to the success of every learner and those decisions are exclusively for the teachers to make. How much time in a lesson is done concurrently or separately on any given day is completely at the discretion of the teacher. The teacher chooses the best practice for their students with the only goal being student success. Examples include, but are not limited to:

- A teacher chooses to present a lesson to both the children in the classroom and the children at home at the same time.
- A teacher chooses to meet and greet both groups together, then break them apart for specific directions.
- A teacher chooses to divide their time exactly in half teaching the in-school group separately from the remote group.
- A teacher chooses to break the class into small groups. Blending the remote students with the in-school students so that they are interacting with one another.
- A teacher chooses to offer a question-and-answer period in the middle of the class with both groups blended.
- A teacher could point their camera at the smartboard, rather than themselves, allowing the students to focus in on the lesson design and hear the lesson.

Teachers will develop lessons that enhance student learning opportunities and fit their specific content and curriculum. As an example, a math teacher may use different instructional practice than the art teacher.

Teachers will learn through experience to be creative and will learn from each other, resulting in limitless options for blended learning. The point being the teacher chooses how to structure their classroom experience.

Feasibility

Concurrent Teaching and learning or a blended student model is feasible at the high school given the proposed new A/B schedule based upon the alphabet. The proposed high school model keeps teaching periods whole, which is necessary to blend students who are remote with those who choose to be in-person.

The model requires teachers to plan for two distinct groups at the same time, requiring them to think through the needs of their students differently, yet teach them within the same class period. Teachers will need to make such decisions based upon the content taught and the needs of their students. The teacher will decide when and how to blend the students together independent of any outside pressure, no different than would be done if all students were attending simultaneously. No one knows the academic needs of their students better than the classroom teacher.

Teachers and students will need to adjust technology etiquette to ensure interactivity, accountability and to account for the inevitable failure of technology. Suggestions by teachers who participated in this report include having all students place questions in the chat function so everyone can see what's being asked, having the teacher repeat each question so it can be heard clearly, having students turn on their cameras during class or group discussions, providing choice to students on how to demonstrate mastery, having a rotating class note taker the students can review if technology fails for a student, class or the system crashes.

Minimal technology is required to implement this model. The District already has a robust broadband connection. However, the District should monitor how the inevitable heavy use of video impacts broadband. There may be a need to increase broadband capacity. Since teachers already are provided laptops and classroom desktops and most have smartboards, few additional hardware requirements are needed- a second monitor and a teacher headset meet the needs of most teachers. Supplemental hardware such as inexpensive ear headphones for students or document cameras could be added if needed.

Teachers who choose to teach using a blended student model will need professional development, perhaps by some of the teachers who participated in this investigation, on best practices. Teachers will need time to collaborate and share ideas that work and ideas that do not work. Teachers will need to discuss how best to implement this model so that students are successful. Teachers who currently practice this model talked about the constant demands of meeting the needs of students.

Final Thought

Blended Teaching and Learning is an option that opens more opportunities for teachers to use precious class time more efficiently, but to make teaching and learning effective requires the teacher to make decisions that work for their students and content area.

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APPENDIX A

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DISTRICTS OR SCHOOLS REPRESENTED

Norwood HS	Norwood	MA
Robert Adams MS	Holliston	MA
Spofford Pond (Gr 3-6)	Boxford	MA
Greely HS	Cumberland & North Yarmouth	ME
Barrington ES, MS	Barrington	NH
Hampton Academy MS	Hampton	NH
SAU 52	Portsmouth	NH
SAU 61	Farmington	NH
SAU 65	Kearsarge Regional	NH
SAU 67	Bow & Dunbarton	NH
Spaulding HS	Rochester	NH
The Derryfield School	Manchester	NH
Timberlane Regional HS	Plaistow	NH
Winnacunnet HS	Hampton	NH
Ichabod Crane HS	Valatie	NY
Manhasset Secondary	Manhasset	NY
South Grand Prairie HS	Grand Prairie	TX
Peoples Academy HS	Morrisville	VT

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INTERVIEW GUIDE

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Introduction	• Describe your district/school and its path to concurrent instruction. • What grade/subject(s) do you teach? • What is the student schedule? How long are classes? • *[Optional] What is the district expectation for screen time for in-person and remote students? What is the district expectation for synchronous and asynchronous lessons? Independent work time? (How) does the schedule change if you go fully remote? Has this happened often? YOUR instruction: How many classes? Students? In-person vs. remote?*
Technology	• What technology do you use? • What hardware components? How is it set up? • Audio – how do students in the room hear remote students and vice versa? • Video – do students turn on their cameras? • *[Optional] Platforms and software – what programs do you use to guide your communication and instruction? Have you any access issues related to using the technology either in the classroom or with your remote students? Have students reported difficulty hearing you over their computers when you teach from inside the classroom with a mask? How have you overcome any difficulty like this? All in all, how has the technology set-up worked for you? What recommendations would you make for technology to support a concurrent model?*
Instruction	• Describe how you set up each class. • In utilizing a concurrent method, what have become your most important daily class goals for reaching students during each class period? For example, what habits have you noticed your

	students falling into while using concurrent teaching that you have needed to correct or address?
	• What have been your improvements under concurrent teaching that have helped you to reach your students more effectively?
	• *[Optional] How do you your peers engage students in various active learning modes and avoid the "sage on a stage" temptation of live-streaming instruction? How do break-out groups work? Do you partner in-person and remote students, or keep them separate?*
Student experience	• How does the model impact students? Engagement? Performance?
	• *[Optional] Students in classroom? At home? Special education? Remote teachers with in-person students?*
Planning	• How does concurrent teaching impact planning and instruction for a classroom teacher?
	• *[Optional] Time needed? Areas of focus? Collaboration with other teachers (in planning or instruction)? How would you compare your workload teaching fully remotely to your workload teaching concurrently?*
Professional development	• What PD did you receive through the school? Seek out on your own?
	• What were the most effective? Where were there gaps? [Get a copy of best resources!!]
	• *[Optional] All in all, what PD is most beneficial to teachers making the transition to concurrent teaching?*
Personal reflection	• How would you describe your own transition to concurrent instruction?
	• What is the biggest obstacle that you have encountered with concurrent teaching?
	• What is the biggest success that you have encountered with concurrent teaching?
	• *[Optional] Have your strategies and methodologies for utilizing concurrent teaching changed since you began teaching this way? Could you describe what things have changed? Why were these changes necessary (technology, student engagement, difficulty of teaching, etc.)? What are the most basic and essential components involved in effectively teaching your in-person students and your remote students simultaneously? [If they mention it's not sustainable] How long do you think students and teachers can actively engage in concurrent teaching? (sustainable time frame—i.e., weeks, months, etc.) Is there any successful aspect of your implementation of concurrent teaching that you believe is unique to you or your school?*
Final advice to peers	• For teachers who are thinking about bringing a concurrent teaching method into their classes today to use going forward during the pandemic, how would you advise them?

Appendix B: Professional Development Resources for Teachers

Access for teachers to in-time professional development is one of the keys to success with a concurrent model. Below is a list of resources that may be helpful to educators as they make the choice of whether or not to move to a concurrent model of teaching. As stated in the report, the most pressing resource teachers will need to implement concurrent methods is the time to collaborate with colleagues and make curriculum adjustments to better meet student needs. The selection of resources in this section is not comprehensive but is intended to stimulate professional discussion and collaboration.
A reminder to Oyster River educators that there is a Schoology page that was set up last summer to provide teachers with in-time PD modules that support efforts to teach in a pandemic. These modules are accessible to all district educators under School Groups in the group called "Oyster River professional development". Contained within these training modules are short (approx. one-hour) lessons on "Tech Enabled Learning", Instruction, Assessment and more. Topics including Project Based Learning and Blended learning are addressed.

Back to school: What is concurrent teaching?
https://www.mayaconsultingllc.com/blog/2020/8/19/back-to-school-what-is-concurrent-teaching

Optimizing Concurrent Classrooms: Teaching Students in the room and online simultaneously
https://www.forbes.com/sites/tedladd/2020/06/19/optimizing-concurrent-classrooms-teaching-students-in-the-room-and-online-simultaneously/?sh=4d39020c3451

Hyflex Course Planning Strategies for High School Teaching and Learning: Consolidating the right questions for crisis and non-crisis times
https://teachingarguments.com/2020/05/19/hyflex-course-planning-strategies-for-high-school-teaching-and-learning-consolidating-the-right-questions-for-crisis-and-non-crisis-times/

Does Teaching Online and In-person Simultaneously Work?
https://www.govtech.com/education/k-12/Does-Teaching-Online-and-In-Person-Simultaneously-Work.html

The Concurrent Classroom: Using Blended Learning Models to Teach Students In-person and Online Simultaneously
https://catlintucker.com/2020/09/concurrent-classroom-blended-learning-models/

Fairfax County, Virginia Public Schools Concurrent Instruction Model
https://www.fcps.edu/return-school/person-instruction-update-small-groups

Four Learning Models that are Working in Remote and Concurrent Classrooms. http://ajjuliani.com/four-learning-models-that-are-working-in-remote-and-concurrent-classrooms-right-now/

ORCSD Virtual Roundtable on Concurrent Teaching
January 26, 2021 – 5:30-7:00pm

5:30 - 5:40 | Introduction and Guiding Questions

5:40 - 6:00 | Breakout Groups #1
> In your assigned groups, please share the following:
> - Introductions
> - Your district's path to concurrent teaching; summary of the model
> - Briefly, what have been your overall experiences and observations?
> - What factors do you think make for successful (or unsuccessful) concurrent teaching -- and why?
> - Based on your experiences, how would you weigh teaching concurrently against the alternative(s)? (E.g., fully remote, or separate 50% live instruction for in-person and remote groups)

6:00 - 6:20| Report Back & Discussion

6:20 - 6:40 | Breakout Group #2
> Participants will self-select into the group discussing their topic of greatest interest. One topic will be Professional Development; the other 2 topics will emerge from the previous Discussion.

6:40 - 7:00 | Report Back & Discussion, Close

Overview and Goals
Many educators were thrown into concurrent teaching this year; you were truly "building the plane as you flew it." Drawing from your lived experience and reflections, the objectives of the Roundtable are to:

> 1. Inform the research of the ORCSD Concurrent Teaching Working Group (see below); and,
> 2. Provide a forum for you to reflect with fellow educators on opportunities, challenges, and various instructional approaches in concurrent teaching.

Our aim is for 20-25 educators to participate, each of whom has been hand-picked through the working group's outreach. Also present in listening and note-taking capacity are representatives from the ORCSD administration, School Board, Teachers Guild, and parent community on the working group. All participants will receive a copy of discussion notes, for your use this spring.

Concurrent Teaching Working Group
The Concurrent Teaching Working Group of the Oyster River Cooperative School District was established on December 16, 2020 to research other districts' experiences with concurrent teaching and to conduct a feasibility study for ORCSD -- including technology platforms, instructional strategies, support for teachers and students, and possible models for voluntary implementation by individual teachers. The working group will present its findings to the Board on February 17, 2021. Members include administration, teachers with experience in concurrent teaching, parents, Guild representatives, and School Board members.