This planning and reflection guide is designed to support teachers with critical questions and strategies to support concurrent teaching, ensuring that the needs of both virtual and in-person learners are met. Concurrent teaching can include:

- Teaching virtual and in-person learners simultaneously
- Teaching virtual and in-person learners in different class periods but within the same day

### BEFORE THE LESSON

<table>
<thead>
<tr>
<th>Question</th>
<th>Strategies</th>
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| How can I ensure that all learners, regardless of learning modality, receive the core elements of the lesson? | - Create a flipped lesson with lecture portions of the lesson done asynchronously and class time used for discussion, questions, and assignments  
- Create a class website with all in-class content accessible to all learners  
- Share presentations in real time with virtual learners  
- Plan to have as many assignments completed virtually for all learners as possible |
| How can I ensure that my lesson pacing is inclusive of all learners?     | - Proactively plan both formal checks for understanding and informal screen checks for all learners  
- Utilize built-in tools to conduct checks (e.g., polls, reactions, etc.) |
| How can I plan to integrate virtual learners seamlessly with in-person learners? | - Get to know the learning platform and all of its available tools  
- If you are able to be one-to-one, have all students open the virtual learning space  
- If you are not able to be one-to-one, project virtual classmates within the classroom  
- Assign class thought partners across learning platforms for students to build relationships  
- Intentionally plan to cold call and take responses from in-person and virtual students equally - track engagement throughout the lesson  
- If possible, have virtual chat visible to you at all times  
- If not possible, designate a “chat moderator” – an in-person student who monitors the virtual chat and alerts you to questions or comments |
## BEFORE THE LESSON

- How can I plan for, and have solutions ready for, technical issues so that instruction is not disrupted for in-person or other virtual learners?
  - Create a FAQ sheet for common tech issues and their solutions - ensure that all students have familiarity with this before the content begins in earnest
  - Check your technology before each lesson to ensure functionality
  - Create routines around tech issues so students do not panic if they occur - a phone number they text with issues, an in-person buddy to contact, contacting the office

- How can I adapt assessment strategies to ensure I am getting the clearest picture of student learning?
  - Utilize shared documents to allow for feedback, modification, and shared ownership
  - Utilize built-in tools to conduct formative assessments (e.g., polls, reactions, etc.)
  - Plan to have all assessments completed virtually

- How can I develop a classroom culture that has norms aligned with our new learning structures?
  - Collectively create clear norms that support both in-person and virtual learners
  - Give frequent feedback and redirection directly tied to the new norms
  - Reach out individually to students to reinforce a positive class culture of engagement and ensure that virtual students feel personally connected to the teacher and class

## DURING THE LESSON

- How can I get a sense of student understanding at different points in the lesson?
  - Segment activities to break up the amount of time that students are working on any one item
  - Give consistent and ongoing feedback on any activity
  - Utilize tools within your online platform to check for understanding of all students (e.g., polls, reactions, etc.)
  - Plan to cold call, take volunteers, and solicit questions proportionally from in-person and virtual students

- How can I ensure that all students are engaging with the content?
  - Utilize online platforms and tools that align to lesson objectives (e.g., videos, virtual whiteboards, message boards, social media, etc.)
• Use a variety of lesson structures (e.g., flipped lessons, Socratic seminars, station rotations, segmented lessons, etc.)
• Create multiple opportunities for students to show learning (e.g., in-class activities, ongoing projects, exit tickets, etc.)

How can I facilitate discussion and communication across student modalities?
• Have all students log into the virtual learning platform if one-to-one devices are available
• Encourage all students to engage in the chat function
• Predetermine breakout groups that connect in-person and virtual students

AFTER THE LESSON

Reflect on the following questions:
• What went well for virtual learners?
• What went well for in-person learners?
• What did not go well for virtual learners?
• What did not go well for in-person learners?
• What modifications do I need to make to leverage what went well to overcome the issues any learners face?

How can I support learners in need of remediation?
• Create office hours for remediation that are flexible to the student, but required based on mastery
• Utilize small groups for both in-person and virtual learners with students needing remediation grouped with the teacher while those who have mastered the content work on a virtual stretch task