Concurrent Teaching Considerations
Supporting instruction in multiple modalities

Many teachers are now teaching students both in-person and virtually. While doing one is difficult, doing both at the same time can be daunting. This tool is designed to help teachers plan for and then deliver concurrent lessons to ensure that learning is maximized regardless of student modality. Concurrent instruction can include:

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

The three NIET Teaching Standards Rubric domains – Planning, Instruction, and Environment – are detailed with selected rubric indicators in the left column and aligned considerations and strategies in the right column. This resource may be helpful for both classroom teachers as well as instructional coaches and school leaders.

PLANNING
Instructional Plans

Instructional Plans	- How can I ensure that my instructional plan is measurable and explicit for virtual and in-person learners? — Utilize a visual of the learning goal on a slide, or prompt, during all transitions in activities — Have all students complete activities using virtual technologies (e.g., share documents, virtual polls, LMS tools, etc.) — Develop assignments that allow for student choice and prompt collaboration with groups across learning modalities — Plan for checks for understanding that intentionally engage virtual students (e.g., polls, cold calling, chats, etc.) — Plan to reteach or remediate students in all learning spaces based on the responses to the checks for understanding through small groups, alternative tasks, or asynchronous content - How can I ensure that my plan is inclusive of all learners? — Collectively create and continually re-emphasize classroom norms, and clearly articulate how they apply to both in-person and virtual environments — Have a "chat monitor" in class to ensure virtual voices are not left out of classroom conversations — Include differentiated group plans with intentional mixes of small groups of virtual and in-person students — Centrally store and upload asynchronous or recorded lessons to allow both virtual and in-person students access to any missed content

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PLANNING	
Student Work	• How can I ensure that student work requires students to do the proper level of thinking? — Create a playlist of activities for the lesson that engages students in the content in a variety of ways and allows you to assess learning regardless of modality — Utilize virtual resources and interactive tools to capture student learning in ways aligned to the lesson objectives — Utilize longer-term, primarily virtual projects with clear deliverables aligned to learning objectives

INSTRUCTION	
Activities and Materials	• How can I ensure that my activities and materials sustain students' attention? — Segment activities to allow students to move, interact, and change environment regardless of learning space — Create systems to give consistent and ongoing feedback on any activity wherever a learner is (e.g., comments on shared documents, chat functionality, non-verbal cues, etc.) — Utilize online platforms and tools that align to lesson objectives (e.g., videos, virtual whiteboards, message boards, social media, etc.) to engage all learners • How can I ensure that my activities and materials provide opportunities for student-to-student interaction? — If you have access to one-to-one computer ratios, have all students open the virtual learning space — If you do not have one-to-one computer ratios, project virtual classmates within the classroom — Intentionally plan for segments of time with breakout groups with a mix of in-person and virtual students when possible — Create structures for students to give one another feedback (e.g., on shared documents) — If possible, have virtual chat visible to you at all times — If it's not possible to have virtual chat visible at all times, designate a "chat moderator" – an in-person student who monitors the virtual chat and alerts you to questions or comments • How can I ensure that sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring? — Design stretch tasks that allow students to independently engage with the content on their own — Create a playlist of activities for the lesson that requires a variety of thinking and work outputs, including virtual, and provide opportunities for student choice

INSTRUCTION	
Questioning	• How can I ensure that questions regularly require active responses (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers)? — Utilize built-in tools to conduct formative assessments (e.g., polls, reactions, etc.) of all learners — Proactively plan both formal checks for understanding and informal screen checks for all learners — Intentionally plan to cold call and take responses from in-person and virtual students equally - utilize a tracker to note student engagement throughout the lesson • How can I enable students to generate questions that lead to further inquiry and self-directed learning? — Create a flipped lesson with lecture portions of the lesson done asynchronously and class time used for discussion, questions, and assignments — If possible, have virtual chat visible to you at all times — If it's not possible to have virtual chat visible at all times, designate a "chat moderator" - an in-person student who monitors the virtual chat and alerts you to questions or comments — Determine critical points in the lessons for students to unmute their mics and ask questions or submit chat questions in the chat feature
Academic Feedback	• How can I ensure that feedback is consistently academically focused, frequent, and high-quality? — Utilize shared documents to allow for feedback, modification, and shared ownership — Hold office hours for both in-person and virtual students to seek feedback and assistance — Plan to conduct regular one-on-one check-ins with students in all learning spaces to give academic feedback — Provide written and recorded feedback aligned to the lesson objective using tools like Flipgrid • How can I engage students in giving specific and high-quality feedback to one another? — Create and regularly utilize structures for students to give one another feedback (e.g., on shared documents) — Model feedback practices and expectations for students — Using shared documents, assess students on their feedback to one another as well as the overall final product

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LEARNING ENVIRONMENT	
Building and maintaining a learning environment	• How can I seek out and be receptive to the interests and opinions of all students? — Utilize student wellness surveys to open each class to assess both student well-being and attendance for virtual and in-person students — Have a regular rotation of student and family outreach to ensure that all students feel supported and heard — Actively seek out student feedback on lesson execution and interest levels to determine effectiveness across learning spaces — Engage directly with family members to learn more about individual students and how they are responding to concurrent learning — Provide designated office hours for parents to respond to concerns and questions they may have regarding their child's learning • How can I create learning opportunities where all students can experience success? — Provide office hours for students learning in both modalities — Develop assignments aligned to objectives that offer student choice in demonstrating mastery of the objective. (e.g., choice boards, playlists) • How can my class establish clear rules for learning and behavior? — Create a poll or word cloud to determine what each student says they need to learn most effectively in their learning space — Facilitate a classroom conversation to determine norms aligned to the learning needs of students in all learning spaces — Ensure that all rules are inclusive of all learners in all modalities — Ensure that systems create efficiency of execution for the teacher rather than duplicating efforts based on student learning space (e.g., only materials submitted virtually will be assessed)