Concurrent Teaching: Planning and Reflection Guide
Preparing for multiple modalities

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

☐ 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, on 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