Hybrid Design Review

A Resource for Short-Term Hybrid Planning, Design and Implementation

Updated 9/2021

A Full Time Short-Term Hybrid instructional model may be considered by districts and schools as a temporary distance learning option to sustain learning regardless of circumstance (e.g., floods, wildfires, earthquakes, building damage, inclement weather, or public health events). Hybrid instruction provides an opportunity to increase social connection while honoring health and safety protocols and the requirements and recommendations in the *Ready Schools, Safe Learners Resiliency Framework*.

Definition of the Full Time Short-Term Hybrid Instructional Model

A temporary instructional model that is not Full Time In-Person (with all students attending on-site every day) or Full Time Short-Term Distance Learning. Hybrid models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible. A Full Time In-Person instructional model becomes a Full Time Short-Term Hybrid Instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. Hybrid instructional models require prioritization of in-person learning activities and determinations regarding key elements of successful content delivery and engagement from a distance. A hybrid model does not necessarily include *concurrent* teaching (synchronously teaching students in-person and remotely).


Seeing Hybrid Designs on a Continuum

The Full Time Short-Term Hybrid instructional model allows a range of implementation options to help maximize variables such as schedule, staffing, and technological capacity to best meet the strengths and needs of the local context. Hybrid models can vary greatly due to multiple design features that can be unique to the school, grade level, or student.

Essential Hybrid Design Questions

These questions[1] may be helpful as a resource for tuning as teams design, reflect, or revise their hybrid models and are making decisions about how to organize people, time and resources:

1. Are your guiding principles clear?
2. Do you have the data you need?
3. Have you evaluated the feasibility of different Hybrid models?
4. Does the design maximize teacher-student and peer-to-peer learning? Does the design meet Division 22 and Division 210 rules regarding instructional time requirements and teacher of record scope and responsibilities?
5. Does your plan ensure heterogeneous grouping to maximize student learning and inclusive experiences?
6. How are supports for student learning integrated in both in-person and distance learning?
7. Is your plan clear to staff, educators, students, and families?
8. Have you designed for how you will transition into/out of a hybrid mode as conditions allow?

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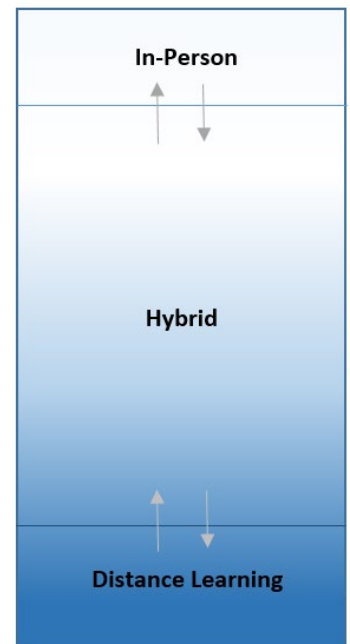
[1] Adapted from Decision Points for COVID Comeback Models

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Additional Design Elements

The guiding questions and resources presented below offer additional information for school leaders to check their planning against the goals of supporting quality instruction, enabling equitable technological access for families, feasibility of execution, and addressing students strengths and needs.

Design Element	Guiding Questions & Resources
Staffing	**Guiding Questions:** ● Can staffing assignments ensure students remain with known adults and when possible guarantee their same teacher? ● How can teaching teams be organized to balance and distribute expertise? ● Are there staff members who might remain teaching and working remotely to provide maximum access to small group instruction synchronously or asynchronously? ● If planning to simultaneously offer in-person and synchronous distance learning, how can new roles be adapted or developed, such as 'expert' teachers to lead instruction? ● What opportunities can be created to provide time for teacher collaborative planning, including opportunities for teachers to watch/observe one another both in-person and distance learning settings? ● How might you leverage team teaching models, where two adults have similar schedules to enable instructional planning, data review, and adjusting next steps for learners? ● How are you designing for staff absences and classroom coverage and preparing to redeploy staff in flexible ways if substitutes are not available? **Resources:** ● Hybrid Staffing Plan - A slide deck outlining staffing planning from Brooklyn LAB, NY.

Supporting Students & Families	**Considerations:** ● How can you provide additional support for completing assignments such as office hours? ● How is data being monitored regarding who is attending synchronous sessions and who is not? What systems are in place to follow up with students and caregivers to understand why and engage in creative and empathetic problem-solving? ● How are expectations and logistics being communicated ahead of time and in multiple languages? What opportunities are there for community members to give input and ask questions with access to simultaneous translation? How might videos, photos, simulation, and descriptions be leveraged? ● What extra supports or scaffolds may be needed to prepare for a potentially more complex daily schedule? **Resources:** ● [Salem-Keizer transition to hybrid](#) videos in multiple languages for families. ● [Moving Into Hybrid Learning](#) Umatilla School District's Information page. ● [Return to School 2020](#) Bend La Pine's Balanced/Hybrid Learning Guide. ● [Central Point School Reopening Guide](#) A school level plan from Central Point SD. ● [Return to In-Person Learning Resources](#) Columbia Regional's resource page with social stories, videos, and resource links to support students who experience disability return to school successfully. ● [A Day in the Life](#) - Family and student communication documents from Mounds View School, MN.
Scheduling & Grouping	**Considerations** ● What schedule maximizes in-person learning while maintaining health and safety requirements? ● How can the needs of both staff and families be addressed through scheduling decisions while offering consistency and routine? ● Can schedules and student groupings prioritize students needing additional support? ● When determining student cohorts, try to schedule families with more than one student attending school on the same schedule (to the extent possible). **Resources:** ● [Grouping by Grade](#) - A schedule from American School in Japan. ● [Group by Household](#) - An example from Broward County Public Schools, FL. ● This [district-wide A/B calendar](#) accommodates families with children across multiple schools from Ector County ISD, TX. ● [Schedules for hybrid models (extended list)](#) - An extended list of A/B hybrid schedules compiled by ODE.

Instructional Design	**Considerations:** • In what ways is instruction building on students' academic background, life experiences, culture and language to support culturally relevant learning? • Which learning experiences and lesson structures are best experienced in-person (i.e., labs, hands-on activities, small groups, CTE, instructional support)? • How can outdoor learning experiences be integrated into the learning day? • How might instructional sequences preserve the storyline of learning over time, ensuring coherence of essential learning that maximizes the benefits of both in-person and distance learning environments? • How might designs maintaining a well rounded educational experience for students? How are schedules continuing to offer electives, specials, enrichment, career exploration, and social-emotional support. • How are standards informing instructional design and supporting continuity throughout hybrid schedules and instruction? • What formative and interim assessment practices are in place to inform instruction and monitor instructional design impacts on student learning? **Resources**: • Teaching Lab's Distance and Hybrid Learning Principles offers core principles and guiding questions for lesson planning. • Remote Electives from Van Ness Elementary

Additional Hybrid Resources
- Curated Collection: Student Grouping and Scheduling for Hybrid Learning This resource from TranscendEducation.org is an extensive collection of artifacts including student groupings, schedules, staffing structures, and family engagement resources for hybrid learning. School leaders are encouraged to review the School Practices and Strong Examples listed beginning on page 4 as they consider options for their own hybrid models. Transcend Education's searchable library has additional examples of hybrid learning from various districts and schools.
- CCSSO's Restart and Recovery Considerations for Teaching & Learning: Academics includes phased key actions and detailed steps for in-person, distance, and hybrid models as well as an extensive list of additional resources. The entire report includes sections on Systems and Conditions and Wellbeing and Connection.
- Teaching Lab's Distance and Hybrid Learning Principles offers core principles and guiding questions for lesson planning.
- Blended Learning Models offers seven concrete models of blended and hybrid learning.
- A sample transportation analysis from Broward County Public Schools, FL.
- ODE Mental Health and Social Support Guidance for Administrators, School Counselors, and Other Mental Health Professionals
- Oregon Federal Funds Guide offers explanations of federal funds and how they can be used to support student learning.