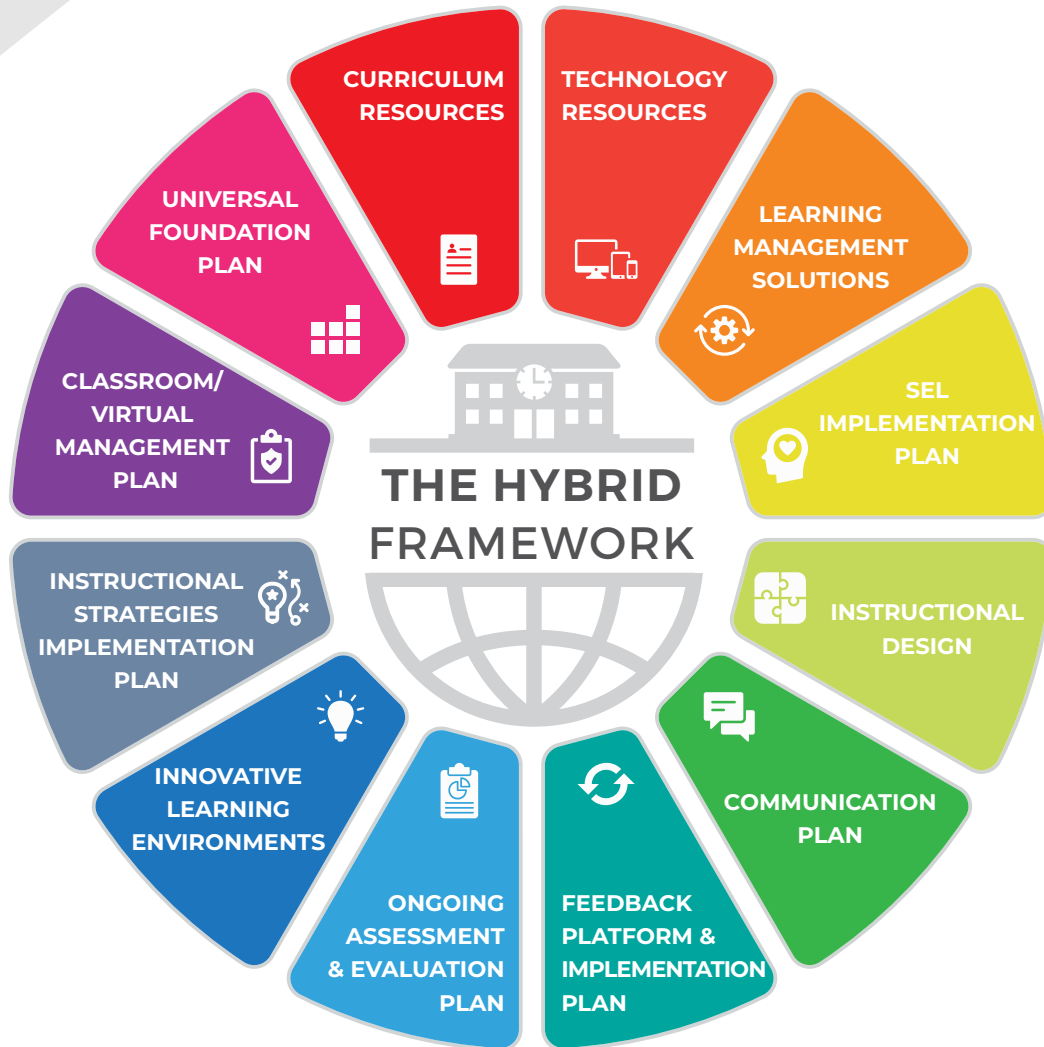# A Hybrid framework supporting your
COVID-19 REOPENING

A RESOURCE TO DEVELOP YOUR DISTANCE LEARNING ENVIRONMENT AS AN EXTENSION OF YOUR CLASSROOM

OnPoint's Hybrid framework was developed from the expertise gained in working with districts and educators for over 15 years. Our framework, comprised of 12 key areas, can help schools and teachers implement effective and consistent learning models in the classroom and online. We've developed our free toolkit as a reference for schools and districts in navigating the challenges of planning and implementing their hybrid learning model due to Covid-19.

THE HYBRID FRAMEWORK

- CURRICULUM RESOURCES
- TECHNOLOGY RESOURCES
- LEARNING MANAGEMENT SOLUTIONS
- SEL IMPLEMENTATION PLAN
- INSTRUCTIONAL DESIGN
- COMMUNICATION PLAN
- FEEDBACK PLATFORM & IMPLEMENTATION PLAN
- ONGOING ASSESSMENT & EVALUATION PLAN
- INNOVATIVE LEARNING ENVIRONMENTS
- INSTRUCTIONAL STRATEGIES IMPLEMENTATION PLAN
- CLASSROOM/ VIRTUAL MANAGEMENT PLAN
- UNIVERSAL FOUNDATION PLAN

How the Hybrid framework supports teachers and schools:

The **Hybrid** framework saves teachers numerous hours each week by minimizing documentation, reducing "clarification" parent emails, and streamlining transitions between learning environments. The **Hybrid** framework helps schools achieve their intended outcomes by ensuring academic, technological, and social-emotional growth.

- ▶ **Emphasis is placed on teacher clarity** as the catalyst from which academic instruction and student growth is driven.
- ▶ **The in-class and online learning strategies** intentionally complement each other to provide a fluid and forward moving framework and maximize growth experiences for teachers and students.

**LET ONPOINT HELP YOU IMPLEMENT
A HYBRID LEARNING FRAMEWORK**
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A HYBRID FRAMEWORK GUIDE

A general overview of a hybrid learning model to support your planning and implementation. Our hybrid framework is designed as a reference to check against your development plan.

HYBRID FRAMEWORK	IN-CLASS	DISTANCE LEARNING
UNIVERSAL FOUNDATION PLAN: Ensure students, parents, and teachers are prepared for efficient transitions between in-class and virtual learning environments.	Prepare a two-week strategic approach that establishes the foundation for a seamless transition from in-class to virtual learning without a change in strategy. Provide teachers the peace of mind to practice implementing online skills and test virtual learning platforms in class with students to instill the necessary confidence to execute distance learning expectations.	Prepare a two-week strategic approach that establishes the foundation for a seamless transition from virtual to in-class learning without a change in strategy. Provide teachers the peace of mind to practice utilizing learning platforms and communication tools online with students to develop an inquisitive and collaborative learning environment. Create a universal foundation and instill the necessary confidence to execute in-class learning expectations.
CURRICULUM RESOURCES: Foster the continual growth of diverse student populations by combining district and school-site-adopted materials with online resources.	Provide access to and examples of accessing core curriculum and supplemental resources. Allow teachers creativity in developing, modifying, and utilizing the tools and resources which will allow students in-class practice opportunities, enhance teacher-student connections, and instill confidence for an efficient transition to a virtual learning environment.	Provide access to and examples of accessing core curriculum and supplemental resources. Allow teachers creativity in developing, modifying, and utilizing the tools and resources which will allow students virtual practice opportunities, enhance teacher-student connections, and instill confidence for an efficient transition to an in-class learning environment.
TECHNOLOGY RESOURCES: Streamline lesson delivery and communication processes by supplementing existing technology with new devices and LMS platforms.	Identify available and accessible technology hardware and software. Map these resources to use-case examples in support of completing the Universal Foundation Plan and implementing curriculum resources. Encourage teachers to utilize technology devices in class from the mindset of determining how these devices can be used from anywhere while still practicing student-centered strategies.	Develop examples of how to utilize accessible technology resources to facilitate and enhance virtual teaching and learning. Encourage teachers to utilize their technology hardware and software remotely as if they were in class to develop the confidence and expertise to advance their skills when they return to in-class instruction.
LEARNING MANAGEMENT SOLUTIONS: Facilitate instruction and manage feedback by utilizing platforms specifically designed for simplicity and efficiency.	Determine a distance learning platform, or combination of platforms, which can simply and easily connect teachers with students. Support teacher and student in-class use of these platforms to provide practice opportunities and focus on consistent strategy applications.	Create "low stakes" introductory exercises which focus on the accuracy and accessibility of the online platform. Provide examples of inquiry-based questions designed for student engagement, and identify ways for teachers and students to consistently communicate through the platform.
SOCIAL AND EMOTIONAL LEARNING IMPLEMENTATION PLAN: Promote SEL awareness and growth within authentic learning experiences by embedding desired skills within instructional applications.	Verify that your SEL skills and resources are clearly identified and embedded within instructional practices. Ensure SEL skills are supported by structured strategies focused on students connecting with the school-wide community. Utilize in-class strategies with digital tools to practice completing check-ins and surveys for similar use in the distance learning setting.	Reference your SEL skills and resources framework to focus on creating multiple avenues for students to virtually connect with the school-wide community. Apply inquiry-based question strategies using the virtual platform to offer multiple opportunities for teachers and students to make valuable connections in support of whole-child development.
INSTRUCTIONAL DESIGN: Address the whole child's learning needs in both in-class and virtual settings by designing and executing lessons that clearly define intended outcomes and access multiple modalities.	Utilize online resources to design and execute in-class lessons. Actively engage students in class using online platforms to spark inquiry and generate feedback for driving instruction. Develop norms and procedures applicable to in-class and virtual settings to ensure consistent and productive student engagement. Provide guidance and instill teacher confidence by modeling a lesson plan template and lesson plan examples.	Encourage lesson design embedded with your SEL framework and resources. Emphasize integrating students' prior knowledge and identifying specific focus skills for improvement. Include student choice options within lessons to instill self-confidence and prepare them to work individually without direct oversight. Provide end-of-lesson closure and generate interest by introducing "next steps". Create multiple opportunities for student-to-student and student-to-teacher feedback to drive instruction and shape future online learning experiences.
COMMUNICATION PLAN: Consistently inform, assist, and advise students and parents by establishing a school-to-home platform offering multiple modes of communication.	Cultivate a communication plan designed to effectively connect parents with teachers. Ensure this plan prepares parents for in-class and virtual learning expectations and provides them with access to student learning platforms. Communicate the importance of SEL learning goals to support rigorous in-class academic achievement in preparation for participation in a distance learning environment.	Cultivate a communication plan focused on connecting teachers with parents and students. Familiarize parents with the online resources students will be accessing. Invite parents to attend multiple virtual sessions, and use this time to demonstrate how students will participate in engagement strategies and model how to access online platforms and resources.
FEEDBACK PLATFORM AND IMPLEMENTATION PLAN: Provide administrators and teachers with actionable insight by creating and implementing an online feedback platform for parents and students to reflect on currently applied learning processes.	Implement ways for teachers to execute surveys encouraging parent feedback regarding program effectiveness. Provide opportunities for parents to offer their perceptions regarding their children's performance both at home and at school. Emphasize SEL awareness and development throughout parental inquiries.	Utilize available on-line resources including LMS and email to implement parent surveys, offer SEL check-ins, and build school-to-home trust. Support teachers who request parent feedback regarding their children's academic and SEL development along with insights pertaining to class-related rigor and performance.
ONGOING ASSESSMENT AND EVALUATION PLAN: Provide administrators, teachers, and students with actionable performance data by creating and implementing a feedback-generating assessment platform featuring rubrics, checklists, and video conferencing sessions.	Align teacher and administrator expectations by establishing "look fors" related to practice and purpose. Develop focus areas that plan and prioritize the skills and resources to be embedded during in-class lesson execution, and ensure these lessons support efficient transitions to on-line learning. Develop consistent, achievable, and sustainable rigor and assessment practices for application within the hybrid learning model.	Utilize "look fors" to emphasize focus areas to drive the planning for on-line learning. Provide examples or model ways to connect students with teachers by integrating students' prior knowledge and incorporating inquiry-focused assessments and strategies. Encourage teacher and administrator dialogue focused on establishing new "look fors" based on teachers' experiences and parent/student feedback.
INNOVATIVE LEARNING ENVIRONMENTS: Engage and motivate students and teachers by reimagining learning spaces with flexible furniture configurations designed to maximize space and inspire creativity.	Encourage practice concepts which stretch the imagination and inspire teacher creativity. Seek opportunities to utilize co-construction exercises for bringing teachers together and establishing collective teacher efficacy. Allow teachers opportunities to create new methods for executing SEL strategies and implementing rigorous questioning techniques in a hybrid learning model.	Utilize a co-construction model to redefine the way teachers connect with parents and students. Establish a spirit of cooperation and shared interests to introduce rigorous activities to the online learning and management platform. Brainstorm ways for students to collaborate and co-create then share their collective ideas within the online learning platform.
INSTRUCTIONAL STRATEGIES IMPLEMENTATION PLAN: Implementation Plan Access students' full potential by facilitating dynamic learning environments that emphasize individual accountability and social-emotional growth through structured collaboration.	Develop structured and achievable student-centered instructional strategies focused on 21st Century Skills. Execute strategies utilizing technology tools and resources that support the SEL framework and practice cooperation and collaboration. Model how these strategies can be replicated in a distance learning model.	Design examples of on-line platform-driven instructional strategies focused on 21st Century Skills. Highlight the SEL framework concepts embedded within these student-centered strategies, and provide step-by-step instructions for teacher reference during lesson execution.
CLASSROOM/VIRTUAL MANAGEMENT PLAN: Develop students' responsibility and autonomy by co-constructing expectations for both in-class and virtual learning environments.	Utilize a PBIS model to discuss expectations and focus on whole-child development. Organize co-construction activities to develop classroom expectations and policies. Discuss how these collectively-created policies support your PBIS model and guide distance learning pillars.	Ensure your distance learning pillars focus on students first, parents second, and emphasize the need for creative solutions to support video conferencing and on-line platform expectations. Utilize your PBIS model to establish specific areas of responsibility and accountability for both in-class and on-line learning models.

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