



## Secondary Simultaneous Learning

As we move into Quad 2, educators are using simultaneous learning in larger numbers to teach students who are learning virtually, along with students who are attending the same class in-person. This addendum to the [Program Guidelines--Secondary November 2020](#) results from a scan of the available research, and learnings from TDSB classrooms and other boards provide staff with guidance and suggestions.

Educators make decisions around the strategies and tools they choose to meet student and class needs best as they take into account the curriculum content and available technologies and resources. Simultaneous learning changes from day to day as teachers incorporate instructional strategies to support learning.

Simultaneous Learning...	Simultaneous Learning is not...
<ul style="list-style-type: none"> <li>● supports students virtually and in-person where all students are part of the classroom community</li> <li>● provides the same number of instructional minutes to virtual and in-person students (225 minutes simultaneous learning in period 1)</li> <li>● uses a variety of groupings, e.g. teacher working with all students, a teacher working with a group of students, students working independently, student pairs (virtual and/or in-person), student-teacher conferencing, small student groups (in-person students with other in-person students and/or virtual students)</li> <li>● may include pre-recorded micro-lessons</li> <li>● builds <a href="#">Digital Citizenship</a></li> <li>● is supported by online classrooms in either Google Classroom or Brightspace</li> <li>● includes rich, linked activities focussed on overall expectations in the curriculum guided by student learning needs, interests, and identities</li> <li>● includes a variety of approaches such as Socratic Instruction, Collaborative Knowledge Building, Guided Inquiry, and Student-Led Inquiry</li> <li>● is asset-based</li> </ul>	<ul style="list-style-type: none"> <li>● placing a list of resources in front of a student without providing context, discussion, or other learning experiences that support the student to explore and engage with the content and ideas presented</li> <li>● a list of activities designed to “check off” curriculum expectations</li> <li>● virtual students learning the course material through independent study activities while in-person students have direct instruction and access to the teacher</li> <li>● students (in-person and/or virtual students) completing a list of assignments independently</li> <li>● lecturing to all in-person and virtual students for a whole learning block</li> </ul>





## First Two Weeks

Below you will find ideas to begin the quadmester successfully. There will be additional supports made available during the quadmester.

Building a Learning Community		
<i>Guiding Question</i>	<i>Classroom Practices to Consider</i>	<i>Digital Tools Tips</i>
How do I build a classroom community that is accountable to the learning of all?	<p>Co-create with students community norms, expectations, and strategies with a <a href="#">digital citizenship</a> framework.</p> <p>Take a co-learner stance and let your students know that this is new for everyone. Making mistakes is part of the learning process.</p> <p>Establish community practices for student leadership of both in-person and virtual students (e.g., students take turns moderating chat, announce questions, relay instructions to virtual students, share resources).</p>	<p>Brightspace - Discussion Forum for Class Q &amp; A</p> <p>Students share their ideas on <a href="#">Google Classroom</a> - Stream or Meet</p> <p>Google Classroom - Stream or Meet</p> <p>Meet - Students moderate groups, chat</p> <p>Zoom - Students moderate groups, chat, break out rooms</p>
How do I support peer-to-peer connections and establish a connected community?	<p>Create an interactive classroom community between in-person and virtual students.</p> <p>Utilize icebreakers or quick interactive activities at the beginning of the quadmester and regularly throughout the quadmester.</p> <p>Build-in wellness activities and social learning activities for all students as part of the daily schedule.</p> <p>Imagine learning from the student's perspective and how they can learn, practise, and receive feedback to improve.</p>	<p>Zoom - Breakout rooms and discussion forums Students collaborate on a digital Whiteboard</p> <p>Google Classroom - Stream or Meet</p> <p>G Suite Collaborative documents or slides</p> <p>Surveys and polls for interactivity</p>





**Planning the Course**

<i><b>Guiding Question</b></i>	<i><b>Classroom Practices to Consider</b></i>	<i><b>Digital Tools Tips</b></i>
<p>What do I need to start?</p>	<p>Laptop, Chromebook, or desktop</p> <p>Online Classroom (Brightspace or Google) and Web Conferencing (Google Meet or Zoom)</p> <p>Supplementary equipment may include a microphone, speakers, doc camera, headphone, iPad, desktop, laptop, Chromebook, etc.</p>	
<p>How do I get to know my virtual students' needs, interests, and lived experiences?</p>	<p>Structure your timetable to include opportunities for personal feedback intentionally and learning conversations (e.g., office hours, mini-lessons, conferencing, small group instruction).</p> <p>Check-in and frequently communicate with students. Be sure they know how to connect with you.</p>	<p>Google Meet - Office hours</p> <p>Zoom - Breakout Rooms conferences</p> <p>Set up appointment times in your calendar</p> <p>G Suite</p>
<p>How do I promote learning engagement and accountability?</p>	<p>Share the daily schedule/agenda with students in the online classroom: post learning goals and success criteria.</p>	<p>Create a slide or document that you can update to update your daily schedule</p>
<p>How do I plan my course to ensure a focus on essential learning and big ideas?</p>	<p>Do less, better. Focus on the Overall Expectations and depth of instruction rather than "covering" each specific expectation's content.</p> <p>Consider rich tasks that encompass all four categories of the Achievement Chart.</p> <p>Problematize the content to support student engagement and critical thinking.</p>	<p>Use G Suite to have students create and revise "digital thoughtbooks" Enrich learning with Virtual Field Trips</p> <p>Use resources and lessons from the Critical Thinking Consortium</p> <p>Use platforms to enable students to engage in collaborative problem solving</p>





<p>How might I organize learning activities and manage time effectively to guide learning?</p>	<p>Chunk the instructional period into smaller pieces and include time for independent work followed by opportunities to share with a partner, small groups, or class.</p> <p>Partner with colleagues to co-plan and/or co-teach.</p> <p>Find ways to partner with another class, utilizing Student Success, teacher-librarian, and Special Education teachers.</p>	<p>Provide variety by using different digital tools for different tasks</p> <p>Google Meet</p> <p>Zoom - Breakout Rooms</p> <p>G Suite Co-plan using G Suite tools or Brightspace</p>
<p>How do I plan for differentiated learning and assessment?</p>	<p>Plan with a <a href="#">Universal Design for Learning</a> lens and apply <a href="#">Differentiated Instruction</a> strategies.</p> <p>Provide accommodation for students with IEPs.</p> <p>Provide supports for English Language Learners.</p>	<p>Screen Share with Visuals, Instructions, and Content</p> <p>Closed captioning for videos and meetings</p> <p>Collaborative documents</p> <p><a href="#">Assistive Technology Tools</a></p> <p>Pre-recorded mini-lessons</p> <p>“Flipped Classroom” approaches</p>
<p>How do I provide Virtual Students with physical materials required for courses?</p>	<p>Prepare packages for virtual students to pick up that will support their learning at the start of the quad.</p> <p>Consider working with your Principal and office staff to establish a process for virtual students to pick up course materials at a specified time (e.g. sketchbooks, writing/drawing tools, instruments, books, cameras, etc.)</p> <p>Look for alternate activities that can be completed with commonly found household items.</p>	<p>Consider using virtual simulations and interactive learning objects (Find OERB in Brightspace and Learn 360 in <a href="#">Virtual Library</a>)</p>





<p>What do I consider when looking for content resources?</p>	<p>Begin with TDSB provided resources, including Brightspace Content.</p> <p>Assess the tools or resources with the <a href="#">Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources</a></p> <p>Ensure compliance with copyright and fair dealing legislation using the <a href="#">Fair Dealing Decision Tool</a>. Review <a href="#">copyright in online learning environments</a>.</p> <p>Begin planning by looking for available resources (licensed for use under Fair Dealing) and fulfill the learning goal instead of spending time looking for a resource that may not be available.</p>	<p><a href="#">TDSB Digital Learning Resources</a></p> <p>Supplement core materials with content reflecting diverse voices and multiple perspectives from around the world</p> <p>Pre-select differentiated content formats (informational text, video, infographics, podcasts) to support student choice.</p> <p><a href="#">TDSB Licenced Video Content</a></p>
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Assessing Learning		
<i>Guiding Question</i>	<i>Classroom Practices to Consider</i>	<i>Digital Tools Tips</i>
<p>How do I plan “for,” “of,” and “as” assessments that balance the needs/strengths of virtual and in-person students?</p>	<p>Include a variety of formative assessments to gauge in-person and virtual student understanding.</p> <p>Use portfolios for reflection to adjust instruction and document, assess and evaluate student learning. It can act as an exit card to a lesson, chapter, or unit.</p>	<p>Online polls within Meet, Zoom, Brightspace, Slides</p> <p>Exit cards - Jamboard</p> <p>Google Forms or Brightspace self-marking quizzes</p> <p>Video and Audio Responses</p> <p>Create Google Slides</p> <p>Flipgrid or Voice Notes</p>
<p>How do I frame my approach to assessment?</p>	<p>Be flexible with due-dates and the format of assessments depending on students’ access to technology and needs.</p> <p>Document student feedback using a method that is accessible to students.</p> <p>Provide regular check-ins/scaffolding for major assignments.</p>	<p>Brightspace Rubric feature</p> <p>If available, use a stylus to “write” directly on student work</p> <p>Google docs - comment feature</p> <p>Assign an <a href="#">action item</a> in Docs or Slides comments</p>





	<p>Opportunities for students to demonstrate learning (through “Finish it up Fridays, Credit Rescue/Catch-up, etc.)</p>	<p>Turnitin.com          Flipgrid, Meet          Student-teacher conferences          Record audio or video feedback on Brightspace Assignments</p>
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Leveraging Digital Tools		
<i>Guiding Question</i>	<i>Classroom Practices to Consider</i>	<i>Digital Tools Tips</i>
<p>How do I establish classroom routines that support Simultaneous Instruction?</p>	<p>Ensure that all students know how to connect to virtual learning environments.</p> <p>Establish clear expectations for student behaviour, communication, and class participation (i.e. how will students ask questions during a lesson? Will the chat feature be used in the virtual classroom?) that support inclusion and collaboration.</p> <p>Regularly monitor/support learning in virtual Breakout Rooms.</p> <p>Ensure all resources are shared within the online classroom to enable access for all students while providing printouts for in-person students without devices.</p>	<p>Zoom links and Meet codes that are easy to access</p> <p>Brightspace and Zoom Breakout Rooms</p> <p>Use raise hand and other signalling buttons within web conferencing tools to share ideas and collaborate.</p> <p>When creating an assignment in Google Classroom, select “<a href="#">make a copy for each student</a>”.</p>

## Resources

- [TDSB Virtual Library](#)
- [TDSB Curriculum Department Links](#)
- [TDSB Digital Learning Resources](#)
- [Virtual Library Subject Guides](#)
- [Critical Thinking Consortium](#)





## Technology Supports

### Brightspace

- [TDSB Brightspace Support Site](#)
- [Brightspace YouTube Channel](#)
- [Brightspace Video Tutorials](#)

### Zoom

- [Educating with Zoom](#)
- [Teaching Tips & Tools](#)
- [Device Feature Comparison Chart](#)
- [TDSB Zoom Resources & Webinar Recordings](#)

### G Suite for Education (Google Workplace for Education)

- [Google Classroom Help Centre](#)
- [Google Meet Help Centre](#)
- [Google Drive Help Centre](#)
- [Google for Education Teacher Training Centre](#)

### Technology Questions or Issues

- [TDSB Service IT](#) - Log a Ticket, Find Answers, Search Tech Catalogue
- [Brightspace](#)
- [Support Desk](#)

