

Spotlight: Leveraging All Instructional Staff

Staffing to support continuity of learning for students

The first spotlight, “*Spotlight: Unfinished and Continued Learning*,” focused on identifying unfinished learning and developing a plan to integrate the unfinished learning with grade-level content in four possible scenarios: in-person instruction, virtual instruction, a combination of both, or intermittently transitioning back and forth between the two. This spotlight builds on that document by focusing on ideas for leveraging instructional staff to deliver content and support continuity of learning for students across those same four learning environment scenarios.

Guiding Questions

The guiding questions in this document are intended to support district and school leaders as they plan and implement staffing decisions for 2020-21, and they include considerations for how a variety of educator roles can support different learning scenarios. Staffing decisions should always consider local context, and districts and schools are encouraged to communicate with and survey their faculty teams as they determine the best plan for their students and school communities.

ALL SCENARIOS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none">1. How can instructional staff members be scheduled and assigned to ensure that student needs are met and that continuity of learning is preserved?2. How can students establish relationships with multiple teachers in the case that their primary teacher becomes sick or needs to quarantine?3. What training will instructional staff members need to ensure they can fulfill any new roles or responsibilities?4. How can instructional staff members be used to review and update (as needed) curricular materials to account for unfinished learning from the spring	<ul style="list-style-type: none">• Identify a team responsible for identifying, communicating, and updating (as needed) expected schedules and expectations for all district and school staff in each learning environment.• Build teams of teachers (inside and across schools as appropriate) that are collectively responsible for specific cohorts of students to support continuity of support for students throughout the school year. Consider:<ul style="list-style-type: none">○ For early elementary grades, forming grade-level teams that share and track student data, co-plan virtually on a weekly basis, and regularly engage with all students in the cohort during in-person and virtual instruction.○ For elementary grades, looping teachers to stay with the same students.○ For middle and high school grades, consider forming subject-specific teams inside or across schools that share and track student data and co-plan together virtually on a weekly basis.○ Integrating specialized teachers – special education, English language education, etc. – into the teacher teams to ensure instruction delivered by different teachers is

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<p>semester and changes in learning environments?</p> <p>5. How will any updated curricular materials be shared and refined?</p>	<p>aligned and coherent.</p> <ul style="list-style-type: none"> o Identifying whether to integrate or form additional teams for elective teachers – e.g., art, music, P.E. – that are inside or across schools to track student data and co-plan together. o For teachers, especially high school teachers, who are the only teacher for specific subject areas, partner them with district-level staff with relevant expertise and/or identify resources and collaborative opportunities outside of the district that can support these teachers. <ul style="list-style-type: none"> • Identify and train a teacher leader or district leader, supported by a team, to take over leadership of each school if the principal and/or administrative team become sick or need to quarantine. • Identify a plan for supporting specialized services (i.e., special education services, English language learner services) in the event that one or more of these school-level staff members become sick or need to quarantine. • Identify a plan for how curricular resources will be updated as needed, including who will be responsible for creating the updates, if this will be the same team or individual under all learning environments, when the resources will be available, and what expectations will be for teachers in using the resources. Consider: <ul style="list-style-type: none"> o Including representation from district leaders, school leaders, teacher leaders, and specialized teachers – e.g., special education teachers, English as a Second Language teachers, etc. o Recruiting highly effective educators with experience developing and/or selecting content to participate in development teams. o Recruiting educators with experience with online and/or blended learning. o Including technology specialists, especially in identifying solutions and delivery mechanism scenarios that involve all or some students engaging in virtual learning. o Developing grade-band teams for elementary grades and subject-specific teams for high school grades. o Developing grade-band teams for elective and/or specialized courses – art, music, physical education, etc. o Maintaining the same composition of members of the teams to update resources regardless of learning environment. • Guide school leaders to create and communicate clear expectations for teachers on how to use any updated curricular resources. • Identify district leaders to collect and analyze feedback from teachers on what is working in their classrooms and where they are facing challenges in using the existing curriculum through surveys, focus groups, comment periods, or other modalities.

ADDITIONAL GUIDANCE FOR SCENARIO 1: ALL STUDENTS IN PHYSICAL BUILDINGS

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can teachers deliver instruction to students while limiting student and teacher interactions? 2. How can teachers meet the special needs of different students while maintaining social distancing and minimizing teacher and student movement between classrooms? 3. How can schools plan to mitigate the impact of teacher and/or substitute shortages? 4. How can teachers monitor progress of students towards mastery? 5. How can educators who are unable to be physically at school continue to support strong school-level instruction? 6. How can school leaders and teacher leaders support teachers in continuing to improve instruction while maintaining social distancing? 	<ul style="list-style-type: none"> • Determine an appropriate and feasible schedule and staffing model that aligns with identified plans for delivering instruction. Consider utilizing this resource from Educator Resource Strategies for developing a re-opening model for fall 2020. • Identify strategies for minimizing the movement of teachers and students throughout the school. Consider: <ul style="list-style-type: none"> ○ In elementary and middle school, scheduling teachers to remain in the same classroom for the majority of the day and/or having students stay in the same classroom but rotating teachers. ○ In high school, scheduling teachers who teach primarily grade 9 students, for example, to classrooms located near one another. • Record or live broadcast elective lessons – i.e. art class, P.E. class, etc. – to specific classrooms, with activities facilitated by classroom teachers and/or paraprofessionals. • Train classroom teachers and paraprofessionals to deliver and/or facilitate specific additional supports, which are designed and/or supervised virtually by specialized teachers, for students with individualized education plans. • Identify space in the classroom to deliver specialized support for students with an individual education plan, individually or in small groups. • For high school students, establish cohorts of students with similar schedules, and record or live broadcast courses that include significant portions of students from different cohorts. • Utilize instructional coaches, master teachers, licensed administrators, or licensed district staff to temporarily teach classes, especially during periods of teacher and/or substitute shortages • Float teachers between a limited number of grade-level or content-specific classrooms while paraprofessionals and other staff members support independent and small group work in order to socially distance students and/or in times of teacher and/or substitute shortages. • Leverage teachers or paraprofessionals who are in quarantine or unable to be physically at school to take leadership in tracking student data, following up and providing instructional options for students who are absent, reviewing and providing feedback on student assignments, and/or recording or live broadcasting lessons for students. • Leverage district leaders, school leaders, and teacher leaders who are unable to be physically at school to observe lessons virtually and provide coaching support to teachers.

ADDITIONAL GUIDANCE FOR SCENARIO 2: SOME STUDENTS IN PHYSICAL BUILDINGS WITH SOME VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can district and school leaders equip teachers to simultaneously teach students engaging in-person learning and students engaging in virtual learning? 2. How can school leaders and teacher leaders support teachers continuing to improve in-person instruction and virtual instruction simultaneously? 	<ul style="list-style-type: none"> • All considerations in scenario 1 and 3. • Identify teachers for each grade level and subject area who will be responsible for delivering in-person learning, online learning, or both. Consider: <ul style="list-style-type: none"> ○ In elementary schools, if possible, distribute students into appropriately sized virtual only or in-person only class sections, and assign teachers to teach only in virtual or in-person. Consider the preferences and strengths of each teacher when making assignments. ○ In high schools, if possible, distribute students into appropriately sized virtual only or in-person only class sections. Depending on the number of students engaged in virtual and in-person instruction and the number of teachers available to teach specific courses, assign teachers to only in-person classes, only virtual classes, or a mix of in-person and virtual classes. ○ If the number of students engaged in virtual learning is smaller than an average class size, broadcast or record in-person lessons to share with students engaging in virtual learning. Utilize paraprofessionals to facilitate and support engagement for virtual students who are participating live. ○ If the number of students engaged in in-person learning is smaller than an average class size, assign teachers to deliver lessons virtually and provide support from teachers and/or paraprofessionals for students in-person at school. ○ Record or live broadcast elective lessons- i.e., art class, P.E. class, etc. - to both in-person and virtual classes. • Train all school leaders and teacher leaders to support coaching teachers both in improving in-person instruction and virtual instruction. • Depending on the distribution of assignments for teachers and strengths of school leaders and teacher leaders, identify school leaders and teacher leaders to primarily coach virtual instruction or in-person instruction

ADDITIONAL GUIDANCE FOR SCENARIO 3: ALL STUDENTS VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can teachers shift to delivering instruction to students virtually? 2. How can teachers monitor progress of students toward mastery virtually? 	<ul style="list-style-type: none"> • Identify expectations for virtual instruction for teachers in each grade band, including instructional time for students, delivery method (i.e., live sessions versus self-scheduled lessons), distribution of instructional time by subject, including electives, etc. • Set expectations for teacher leaders to lead the lesson planning for grade-level or

ADDITIONAL GUIDANCE FOR SCENARIO 3: ALL STUDENTS VIRTUAL (CONTINUED)

Guiding Questions	Ideas to Consider
<p>3. How can school and teacher leaders support teachers in growing instructional practices in the virtual environment?</p>	<p>content-specific teams and identify time for teacher leaders to assist teachers in tailoring plans to fit the needs of their students.</p> <ul style="list-style-type: none"> • Structure teachers across the district or in a specific school (depending on the size of the district and subject) to collaboratively develop online lessons for all students in the grade and/or subject. <ul style="list-style-type: none"> o For example, the third grade teachers in school A or all of the Algebra I teachers in the district would collectively plan online lessons and then divide and conquer the work to identify and/or develop any videos students will be asked to watch, materials students will be asked to review, and assignments students will be expected to complete. All students in the grade and/or subject would complete the watch the same videos, review the same materials, and/or complete the same assignments but receive feedback from his/her specific teacher. o If a teacher is the only teacher staffed for a specific subject or grade, identify a district leader, school leader, or teacher leader to support development of online content. • Integrate specialized teachers – special education teachers, English as a Second Language teachers, etc. – into grade-level and content-specific teams to identify opportunities to integrate specialized supports for specific students aligned to individual education plans. • Provide guidance to teachers whose students will interact primarily with print (not online) materials around when materials will be available, how teachers will contact and interact with families, how completed assignments will be collected from students, how classroom and specialized teachers might deliver supplemental support for students in completing the assignments, and how to provide feedback to students on completed assignments. • Set expectations for teachers to regularly collect assignments and administer assessments to track progress of students toward mastery of the content and provide timely feedback. • Leverage paraprofessionals and administrative staff to help support tracking student data and reaching out to students who are absent or not completing assignments. • Provide opportunities or “office hours” for teachers to ask questions and engage with school leaders and/or teacher leaders around instruction.

ADDITIONAL GUIDANCE FOR SCENARIO 4: INTERMITTENT VIRTUAL

Guiding Questions	Ideas to Consider
<ol style="list-style-type: none"> 1. How can teachers transition instruction from in-person learning to virtual learning and vice versa? 2. How can schools plan to transition different students back to the building at different times? 	<ul style="list-style-type: none"> • All considerations in scenario 1, 2, and 3. • Identify expectations for teachers during transitions between in-person and virtual learning. • Engage educators in designing and implementing a phase-in procedure when transitioning from virtual learning to in-person learning in which specific students and teachers return to school first. Consider: <ul style="list-style-type: none"> ○ Transitioning from virtual learning to in-person learning for youngest students, students with specialized needs, and/or students whose parents are essential workers first, with scheduled phases for the remaining students. ○ Inviting school leaders and teacher leaders to come back before teachers to review and solidify procedures. ○ Bringing school leaders and teachers back in phases ahead of students with teachers conducting virtual learning from their classrooms as they prepare for students to come back in-person. ○ Phasing back to in-person instruction first for teachers and leaders who are least at-risk for the virus, while teachers who are more at-risk continue to conduct virtual learning for students who are more at-risk. • Utilize school leaders, teacher leaders, and teachers during the transitional period as instruction moves from in-person learning to remote learning to communicate with families and students and prepare to deliver online and print content. Consider: <ul style="list-style-type: none"> ○ Engaging all teachers in distributing available devices and connecting with students to ensure their access is working as expected. ○ Leveraging school leaders and teacher leaders to develop and share schoolwide expectations for families, students, and staff members and support teachers in checking in with specific families and students, establishing new routines, and identifying needed solutions. ○ Utilizing teacher leaders to check-in with teams of teachers to ensure their online lessons are ready to launch on the first day of virtual learning and supporting teachers in addressing areas of challenge. ○ Utilizing teacher leaders to support district leaders in developing and finalizing print materials to launch on the first day of virtual training.