



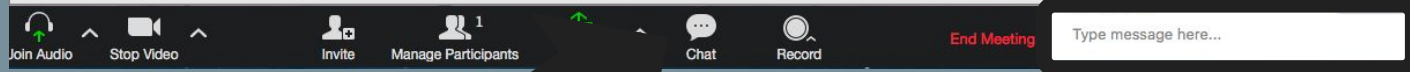
Redesigning Staffing Models

Bringing Innovation to Return to School Planning

August 11, 2020

Access today's slides:
<https://bit.ly/redesigningstaffing>

Share your name,
district, and role



Checking In:

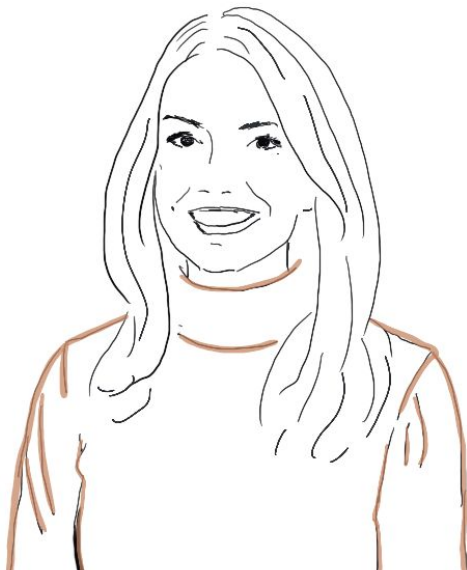


What persuades you most?
Appeals to your logic or your emotions?

Follow @JustinEToomer for more!

Welcome

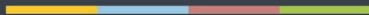
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Shelby McIntosh, PhD
Managing Partner, Education Elements
@Shelby_McIntsh



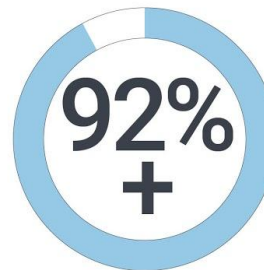
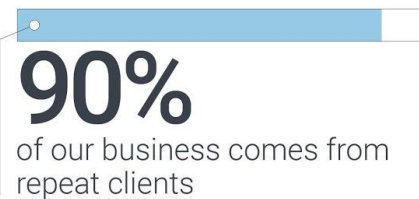
Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS

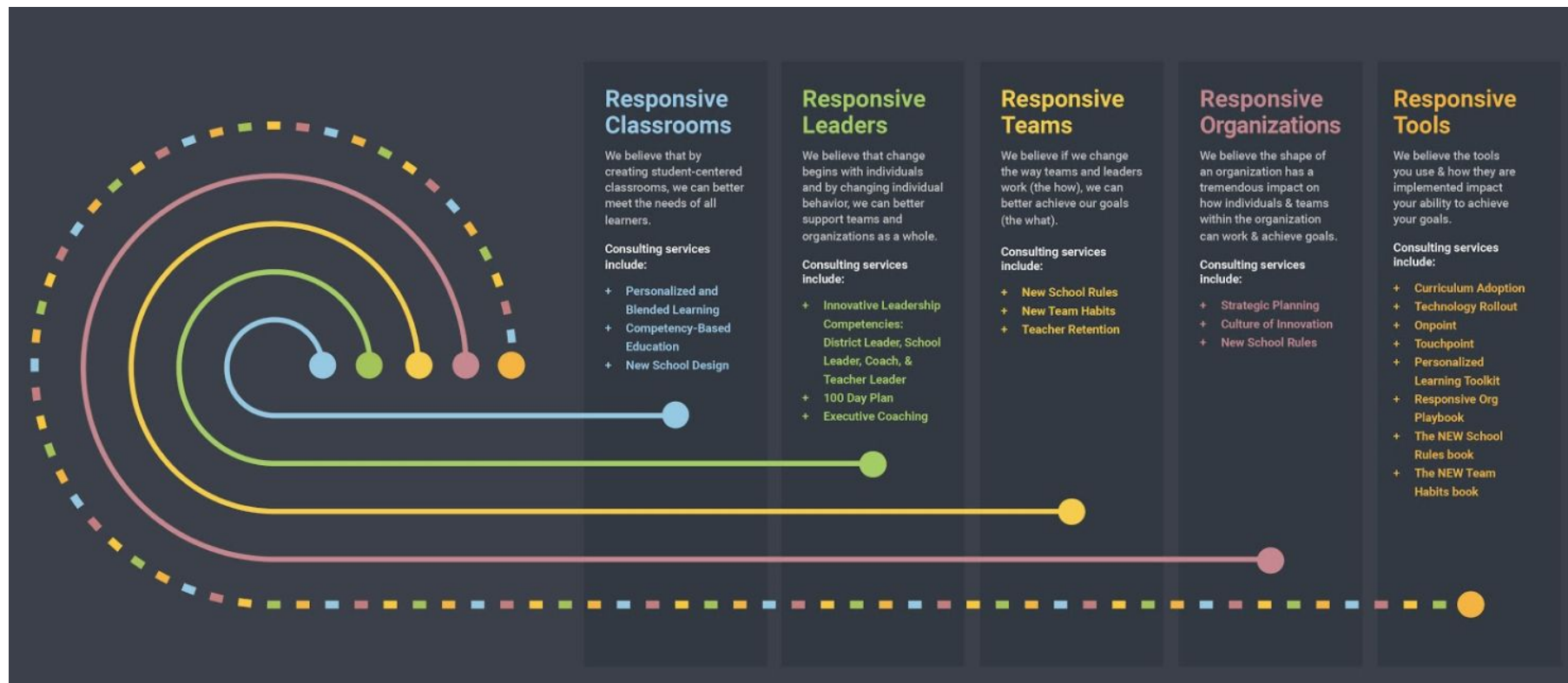


1000+
Schools
and Districts



of attendees find our
workshops excellent
or very good

Ways We Work With Districts



Elements of Building Knowledge



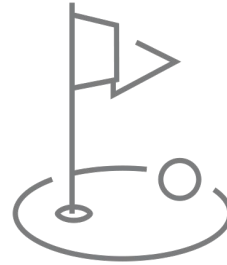
SPARK

Understand why this idea matters through first-hand experiences



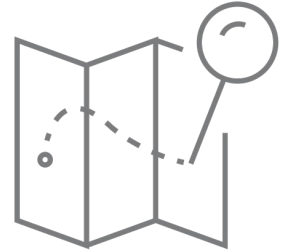
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

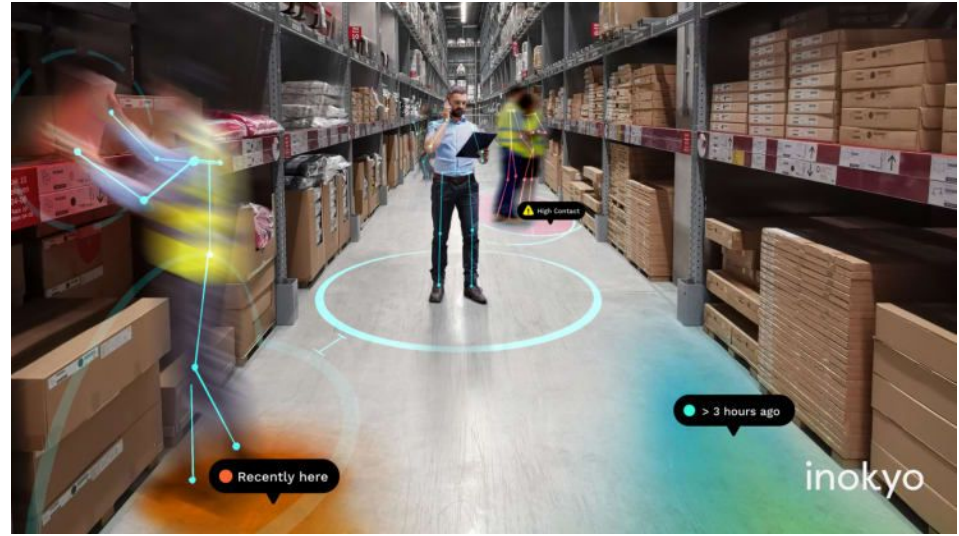
Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

COVID Inspired Innovation



A Responsive Approach To Return Planning

Sensemaking

Short-Term
Response

Medium to
Long Term
Response

Return
Planning

Community
Preparedness



Returning | Determine multiple paths for a return in SY 2020-2021, with the expressed intent to address the needs of all students.



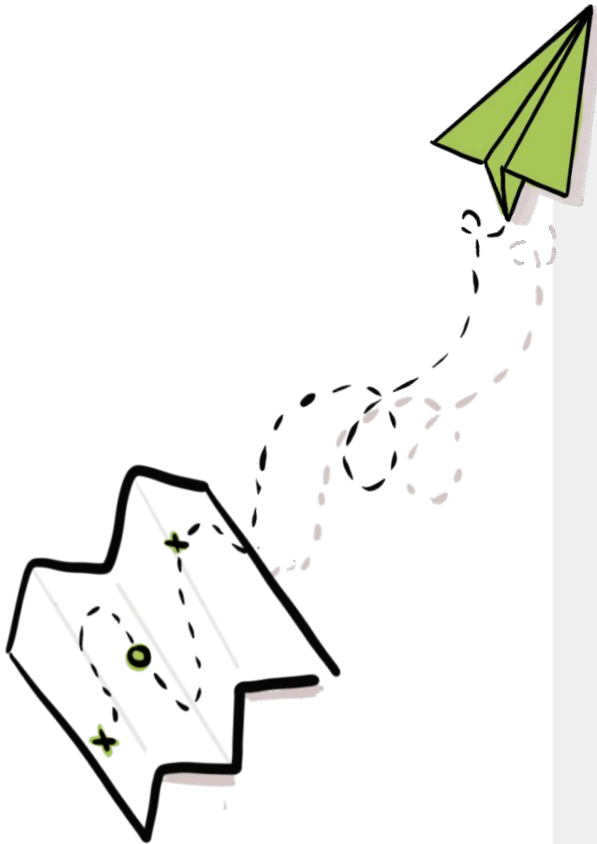
Reimagining | Rethink the way learning and teaching are designed so that the entire district community can thrive.



Revamping | Build agile and responsive practices to support all students and families in a time of crisis.

Transitional emotions: exhaustion, despair, ambiguity, hope, endurance, motivation, inspiration, uncertainty

REIMAGINING IS



Rethink the way learning and teaching are designed so that the entire community can thrive.

We do this by implementing these levers:



CONNECT
to our challenges



INCLUDE
our community



CREATE
solutions

Why this topic?

A woman with dark hair is looking out a window. A tassel curtain is visible. The text is overlaid on the image.

COVID-19 and student learning in the United States: The hurt could last a lifetime

June 1, 2020 | Article

It's critical we figure this out for our students.

1 in 4 U.S. Teachers at Risk of Severe Illness from Coronavirus

COVID-19 complications a heightened threat for nearly 1.5 million educators

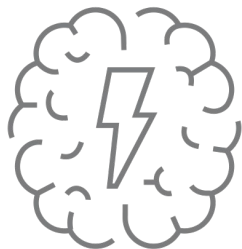
by Rachel Nania, **AARP**, Updated July 23, 2020 |  Comments: 13



GETTY IMAGES

It's critical we figure this out for our teachers.

Elements of Building Knowledge



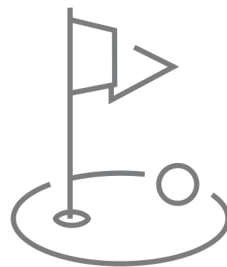
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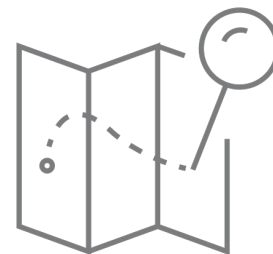
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

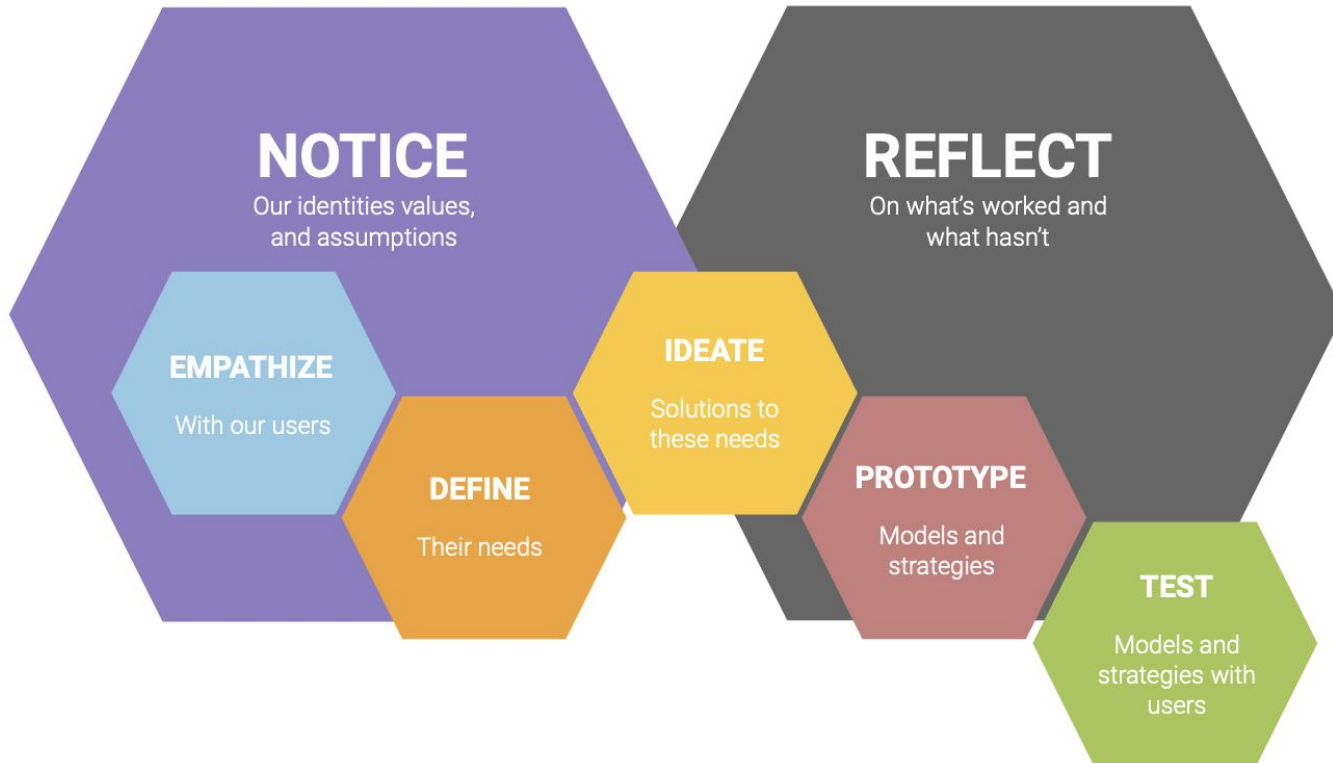
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PLAN

Develop a hypothesis to test and determine the supports you need

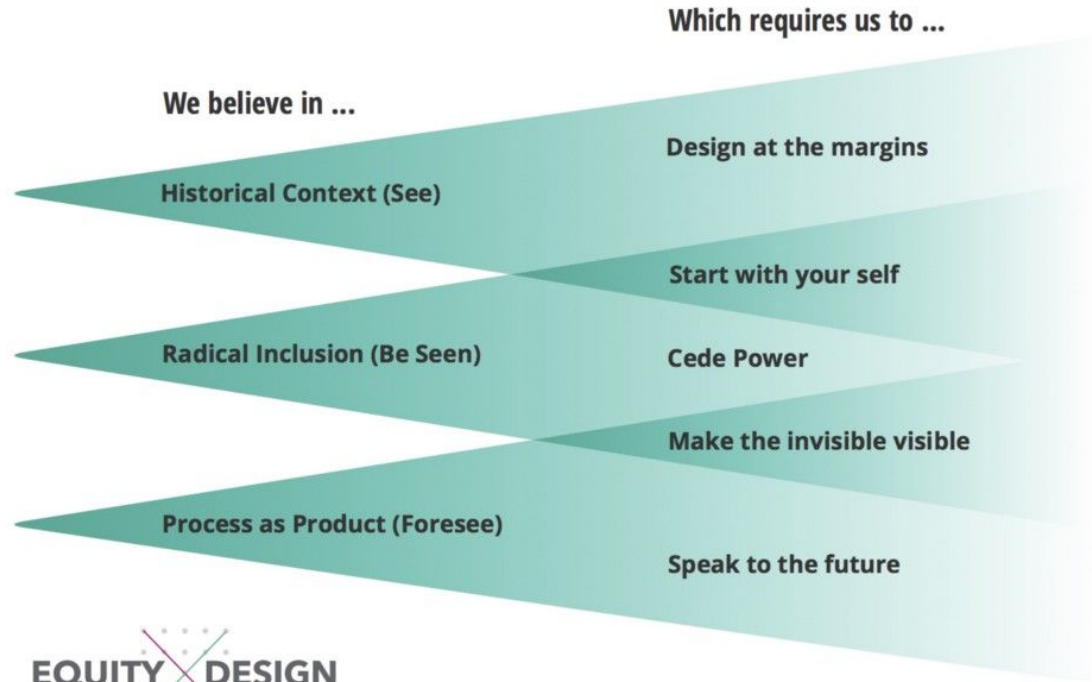
Traditional Design Process



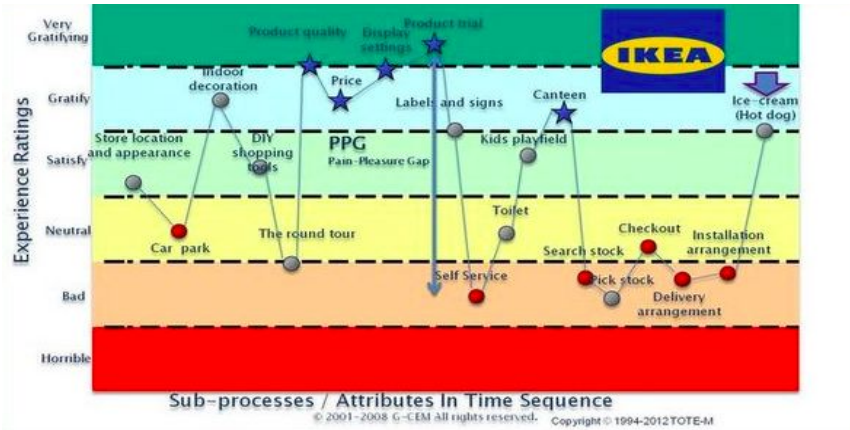
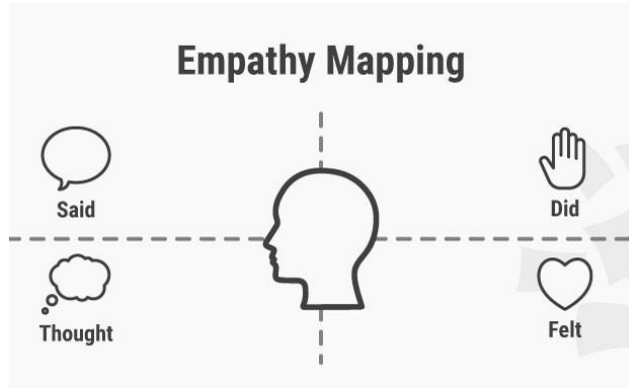
Equity X Design Framework



EQUITY X DESIGN FRAMEWORK



Empathize



- **Teachers** - Likely concerned about their own and their families' safety, have questions about how they will deliver high-quality virtual instruction, what their schedule will look like, and what kind of coaching support and resources will be available for them. Likely feeling the typical excitement a new school year brings, but also overwhelmed by all of the unknown.
- **School Leaders** - Overwhelmed by the decisions they're faced with, they want to support their staff, but also make sure students get the support and instruction they need. They're likely wondering what resources they have, what questions they can and should be asking, and turning to their networks for advice. It's also possible many of them are drawing on their strengths as leaders to stay optimistic about the future and staying confident they can find a solution.
- **Students** - Possibly overlooked in this conversation, students are likely feeling the same anxiety and fear of the unknown. They are craving normalcy, and grieving lost school experiences. Many of them need flexible learning options and are balancing important responsibilities outside of school, but are also looking forward to reconnecting with their teachers.

Define

 needs so that
(stakeholder) (identify a gap) (identify a goal)

- Campus leaders need guidance on an equitable way to determine which instructional staff will be responsible for face to face instruction and which will be remote.
- Teachers need coaching and support to be able to pivot between distance learning and face to face instruction easily.
- Teachers need their first choice (virtual or face to face instruction) to feel safe and empowered.

Ideate and Prototype

Reimagine... TEAMS

*In responsive organizations,
effective teams are powerful units
of change.*

-The New School Rules

Innovative staffing models are
reimagining teams of teachers and
students.

TEACHER TEAMS

Assignments based on role,
expertise, or specialization

Examples:

Rethinking Teacher Roles
Teacher Pairs
Multi-Classroom Leadership

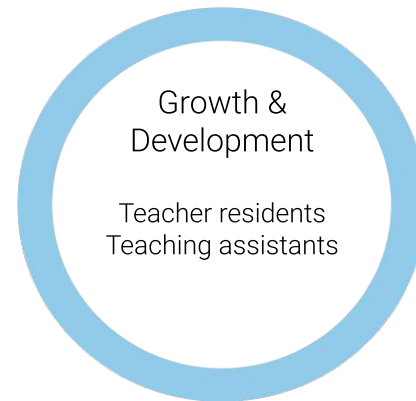
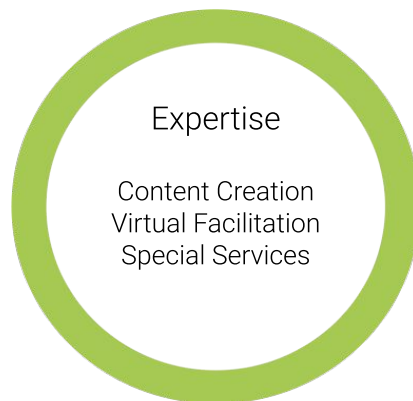
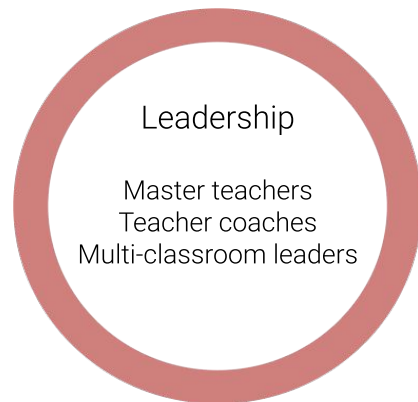
STUDENT TEAMS/GROUPS

Assignments based on
competencies and individualized
needs

Examples:

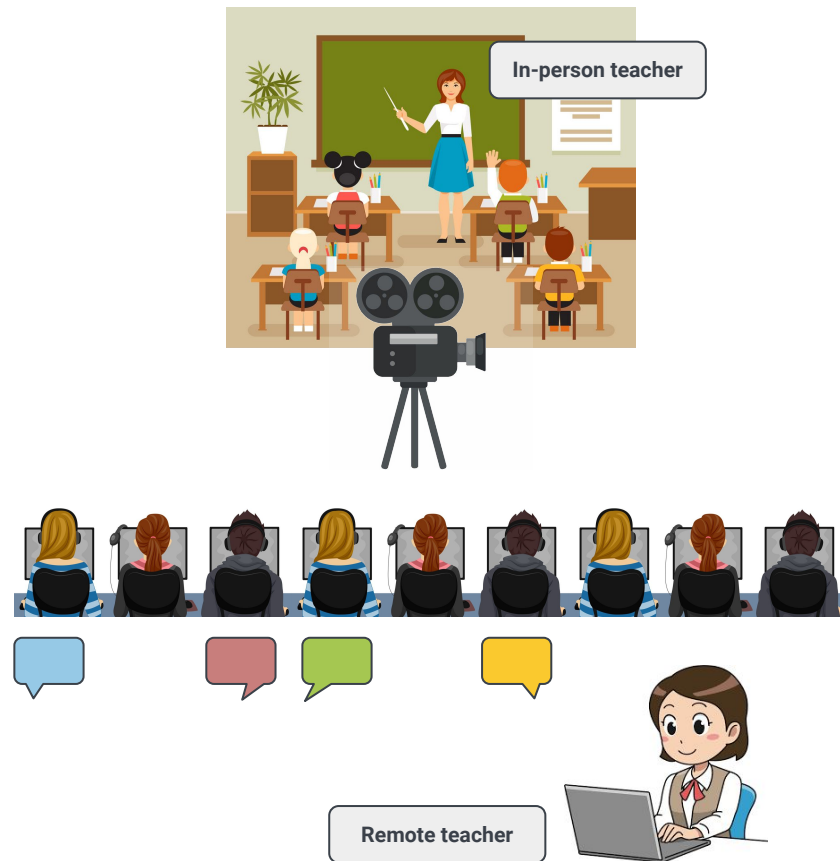
Master Scheduling
with Groups
AM/PM Learning Groups

Rethinking Teacher Roles



Teacher Pairs

- Each in-person teachers is paired with a remote teacher
- Some students are in-person, some remote
- In-person teacher delivers lesson to both in-person students and remote students (the latter through live stream)
- Remote teacher provides support to remote students



Master Scheduling with Groups

MASTER K- 1															
	Monday- Reading			Tuesday- Science			Wednesday- SS			Thursday -Math			Friday- Reading		
Time	Teacher A	Teacher B (Bilingual)	Teacher C	Teacher A	Teacher B (Bilingual)	Teacher C	Teacher A	Teacher B (Bilingual)	Teacher C	Teacher A	Teacher B (Bilingual)	Teacher C	Teacher A	Teacher B (Bilingual)	Teacher C
8:30- 9:30	Group A	Group B	Group C	Group A	Group B	Group C	Group A	Group B	Group C	Group A	Group B	Group C	Group A	Group B	Group C
9:30-9:40	Transition			Transition			Transition			Transition			Transition		
9:40-10:40	Group D	Group E	Planning	Group D	Group E	Planning	Group D	Group E	Planning	Group D	Group E	Planning	Group D	Group E	Planning
10:40-10:50	Transition			Transition			Transition			Transition			Transition		
10:50-11:50	Group F	Planning	Group G	Group F	Planning	Group G	Group F	Planning	Group G	Group F	Planning	Group G	Group F	Planning	Group G
11:50-1:00	Lunch			Lunch			Lunch			Lunch			Lunch		
1:00-2:00	Planning	Group H	Group I	Planning	Group H	Group I	Planning	Group H	Group I	Planning	Group H	Group I	Planning	Group H	Group I
2:00-2:45	PLCS														
MASTER Grade 3-5															
	Monday			Tuesday			Wednesday			Thursday			Friday		
Time	Reading Teacher	Math Teacher	Science/Writing Teacher	Science/Writing Teacher	Reading Teacher	Math Teacher	Math Teacher	Science/Writing Teacher	Reading Teacher	Reading Teacher	Math Teacher	Science/Writing Teacher	Science/Writing Teacher	Reading Teacher	Math Teacher
8:30- 9:30	Group A	Group D	Group G	Group A	Group D	Group G	Group A	Group D	Group G	Group A	Group D	Group G	Group A	Group D	Group G
9:30-9:40	Transition			Transition			Transition			Transition			Transition		
9:40-10:40	Group B	Group E	Planning	Group B	Group E	Planning	Group B	Group E	Planning	Group B	Group E	Planning	Group B	Group E	Planning
10:40-10:50	Transition			Transition			Transition			Transition			Transition		
10:50-11:50	Group C	Planning	Group H	Group C	Planning	Group H	Group C	Planning	Group H	Group C	Planning	Group H	Group C	Planning	Group H
11:50-1:00	Lunch			Lunch			Lunch			Lunch			Lunch		
1:00-2:00	Planning	Group F	Group I	Planning	Group F	Group I	Planning	Group F	Group I	Planning	Group F	Group I	Planning	Group F	Group I
2:00-2:45	PLCS			PLCS			PLCS			PLCS			PLCS		

Virtual Master Schedule Options

Option 1

Mirror Schedule

In-person and virtual master schedules are exactly the same

Pro

- Easy to follow
- Can be effective if more teachers are in the building

Con

- Hard to engage students virtual for long periods
- Create gaps in learning based on environment

Option 2

Mini Academies

Two “mini” academies within a school. Teachers are either virtual or in-person

Pro

- Targeted and small group learning
- High flexibility
- Engagement

Con

- New relationships
- Logistics behind “experiences”
- Teacher skills level and certification

Option 3

Virtual AM/PM

Virtual students are broken into AM and PM learning groups

Pro

- Small group learning
- Targeted groupings and interventions
- Helpful for siblings

Con

- Attendance challenges
- Supplemental learning is entirely independent
- “School experience”

Option 4

1 day lag- Flipped

Virtual students are 1 day behind in-person to allow recording “Flipped” model

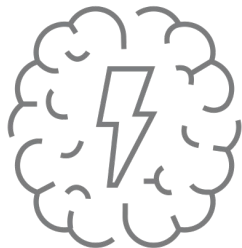
Pro

- Strong direct instruction from strongest teachers
- Easier supplemental learning

Con

- Teaching student ownership
- Structure to engage in video learning

Elements of Building Knowledge



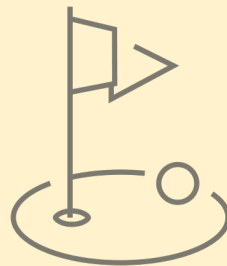
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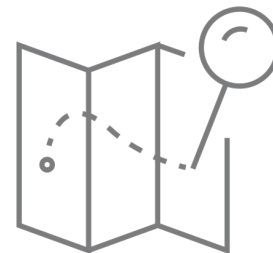
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

Develop Your Own Prototype

SCAMPER It!

Substitute

Combine

Adapt

Magnify/Minify

Put to another use

Eliminate

Reverse

Use a “What if?” or an Adverb

**What if money was
no object?**

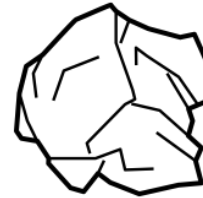
**What if it had to
happen tomorrow?**

**Faster, smaller,
wider, fuller...**

Back to Empathy

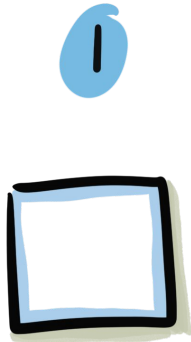
**What would your empathy
interviewee say? How would they
react?**

Scrap It!

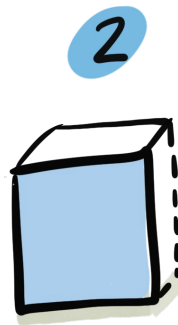


**Remember your
Problem
Statement!**

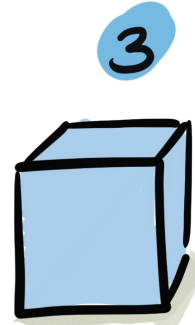
Test a Prototype



**Present a Storyboard to
your team**



**Practice Co-Discovery
with a colleague**



**Get an outside perspective
Through Other Eyes**

Thank You!

Stay safe, stay healthy!

Access today's slides:
<https://bit.ly/redesigningstaffing>

Connect with Education Elements on social media to continue the conversation, or subscribe to our blog for more resources about educating through COVID-19.



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Return to School

RETURN PLANNING FOR K-12

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- Downloadable Resources
- 1:1 Office Hours
- Facilitated Coffee Chats
- Virtual Events



Remote
Work



Leadership
& Equity



Return
Planning



PART 3:
CAPTURE THE OPPORTUNITY
Steps to Redesign School-Level Systems for Equity

FORGING A PATH FORWARD

CAPTURE THE OPPORTUNITY:

STEPS TO REDESIGN SCHOOL-LEVEL SYSTEMS FOR EQUITY

FREE DOWNLOADABLE GUIDE

