**Expectations Template for At-Home Learning**

**School Based Staff**

**Considerations**

Leaders must set expectations for teachers and school-based staff during at home learning. Clear roles and responsibilities will help staff create , implement, and continuously improve in remote learning environments that allow students to continue their learning.

Use the following templates to outline your district’s expectations for staff during at home learning. The first template outlines expectations for teacher roles and includes a row for specific school-based role additions at the bottom. Subsequent “Role-Specific” template rows are intended for additions on top of the relevant teacher expectations for the role. Template examples are available for the following roles:

* Teacher
* Role-Specific (Potential Additions for Specific Roles)
	+ Electives/Specials Teacher (Elementary)
	+ Non-Core Electives Teacher (High)
	+ Counselor
	+ Librarian
	+ Instructional Coach
	+ G/T Specialist
	+ Intervention and Dyslexia Teacher

Templates start on page 2 of this document. **Replace the orange text with specific expectations for your district.** The text in orange is not specific TEA guidance but serves as a prompt to allow districts to consider different areas as they plan.

**Template**

## Teacher

Teachers should be available between the hours of **8:00am-4:30pm Monday-Friday**. During this time, they should be available to students, parents, staff/campus collaboration as needed and scheduled.

*\*Phrase expectations below according to your local board policy.*

|  |  |  |
| --- | --- | --- |
| **Category** | **Responsibility** | **Expectations** |
| **Core Responsibilities** | **Daily Hours***Daily working hour expectations for teachers* | * Be available working remotely from 8:00am to 4:30pm daily.
* Staff are reminded that they may not work or be employed by other entities, self or public, during work hours as they are still being paid by the district.
 |
| **Technology***Technology use and implementation expectations specific to at-home learning* | * Follow IT guidance on computer program installation and student information safety
 |
| **Planning** | **Immediate Planning Expectations***Immediate planning expectations to get at-home learning off the ground* | * Complete district planning checklist
* Complete At-Home Learning Professional Development
 |
| **Lesson Planning/PLCs***Ongoing planning expectations for teachers* | * Utilize updated district scopes and sequences to develop at-home lessons for students
* Upload weekly lesson plans on the Thursday prior to the LMS
* Participate in one virtual PLC per week
 |
| **Communication** | **Communication***Communication frequency and methods expectations* | * Post best contact information on LMS and other learning platforms
* Attempt to return calls/emails within the same day or at most 24 hours from the initial contact from parent/student
* Utilize district communication log to track all individualized communication with students/families
* Establish two one-hour ‘office hour’ periods that are standard each day, one in the morning and one in the afternoon
* Communicate daily with parents/students through online platform (email, google classroom, etc.) or phone call
 |
| **Student Support** | **Online Tutorials and Student Support***Expectations for teacher support to students and families* | * Be available daily for ‘tutorials and support’
* Be available for parents and student questions throughout the day
* Return emails and phone calls within the same day or at most 24 hours from the initial contact from parent/student
* Conduct remote tutorials as needed
* Review district administrative guidelines on communication with students (link here)
 |
| **Special Populations***Expectations for supporting all learners* | * Establish a minimum weekly meeting with student support staff to continue providing Special Education, ELL, GT, and other special population support
 |
| **Student Progress Monitoring***Frequency and method of review of student work* | * Provide student feedback twice a week per student
* Insert district grading guidance as appropriate
 |
| **Role Specific** | **Role Specific***Expectations specific to role* | * Insert expectations specific to certain campus roles here (see examples below)
 |
| **District Level Contact***Insert district level contact for questions* *(as relevant)* | Name, RoleEmailPhone |

Role Specific

Use the examples below as placeholders to add role specific sections to the expectations document. Row information can be copied and pasted into the teacher template to adjust for each role.

|  |  |  |
| --- | --- | --- |
| **Role Specific** | **Specials Teacher-ES***Expectations specific to role* | * Contact students/families a minimum of once per week
* Insert additional expectations specific to role
 |
| **Role Specific** | **Electives Teacher-HS***Expectations specific to role* | * Contact students/families a minimum of once per week
* Insert additional expectations specific to role
 |
| **Role Specific** | **Counselor***Expectations specific to role* | * Work with all staff to identify and support students who need wellness support
* Insert additional expectations specific to role
 |
| **Role Specific** | **Librarian***Expectations specific to role* | * Assist teachers in compiling resources and lesson ideas
* Insert additional expectations specific to role
 |
| **Role Specific** | **Instructional Coach***Expectations specific to role* | * Lead development of learning materials as assigned
* Collaborate and support teachers
* Insert additional expectations specific to role
 |
| **Role Specific** | **Intervention and Dyslexia***Expectations specific to role* | * Meet virtually with students served at set time \_\_\_/week (arrange with parents)
* Collaborate with and support teachers in planning and instruction
* Insert additional expectations specific to role
 |
| **Role Specific** | **G/T Specialist***Expectations specific to role* | * Meet virtually with students served at set time \_\_\_/week (arrange with parents)
* Collaborate and support teachers in planning and instruction
* Insert additional expectations specific to role
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