

# Staffing Approaches to Support Remote & On-Campus Learning

Session 1 | Tuesday, November 10, 2020

As you join us on this webinar, please:

1. Mute your audio
2. Enter your name, LEA, role in the chat box
3. *Pleasantries*: What did you eat for breakfast this morning?



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## *A few logistical notes:*

1. Feel free to enter questions and reactions in the chat box throughout today's session
2. I will be pausing at multiple points to gauge reactions and take questions
3. We will share slides afterward

- 1. Alternative staffing approaches can better support teachers and students while delivering school options parents want**
- 2. We have a window of opportunity to stand up stronger staffing approaches in the spring semester**

## After this session, attendees will be able to:

- Name and describe four staffing approaches to simultaneous remote and on-campus instruction
- Name key considerations for each staffing approach
- Make a decision about staffing approach(es) to consider for spring

-  **Why and Why Now?**
-  **Staffing Approaches Overview**
-  **Making a Staffing Approach Decision**
-  **Next Steps & Closing**

-  Why and Why Now?
-  Staffing Approaches Overview
-  Making a Staffing Approach Decision
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## Why: What we're hearing from LEAs

“

Managing remote and on-campus instruction simultaneously is **challenging** and often exhausting for teachers...

...but the path to alternative staffing and scheduling models can seem complicated and **unclear**...

...and, ultimately, we need a strong solution that supports all students and families **now**.

”

## Which of the following challenges is your LEA encountering?

*Type in all that apply*

- A. **Teachers are strained** planning for and delivering both remote and on-campus instruction
- B. Students are **not effectively engaged or supported** in hybrid environments
- C. Teachers assigned to teach remote students are **not well-equipped to lead remote instruction**
- D. Given family preferences and/or COVID rates, we are seeing a **continued demand and need for remote learning** and must improve remote learning delivery

**We have a crucial **window of opportunity** to pursue new staffing approaches in the **spring semester** to better meet staff, student, and family needs**

-  **Why and Why Now?**
-  **Staffing Approaches Overview**
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## Equity IS...

Every student has access to effective instruction that is differentiated to their needs, while maintaining at-grade-level rigor (whether remote or on-campus).



## Equity IS NOT...

Instruction delivered identically remotely and on campus, regardless of what would be most effective.



# Four models to manage remote and on-campus learning

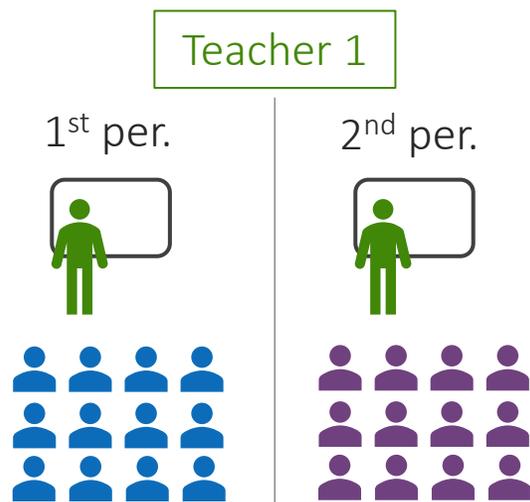
## Concurrent

Teachers deliver remote **and** on-campus instruction **in the same class period simultaneously**



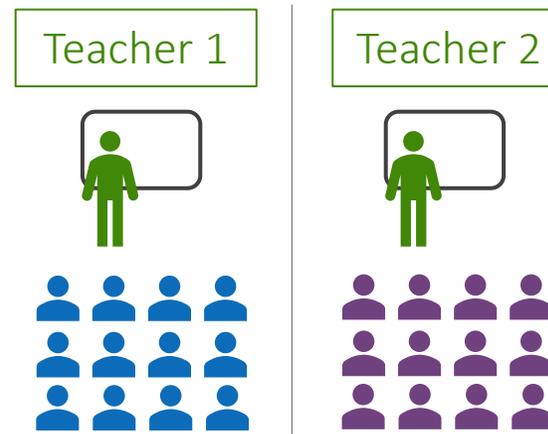
## Split Scheduling

Teachers deliver remote **and** on-campus instruction **but in separate class periods**



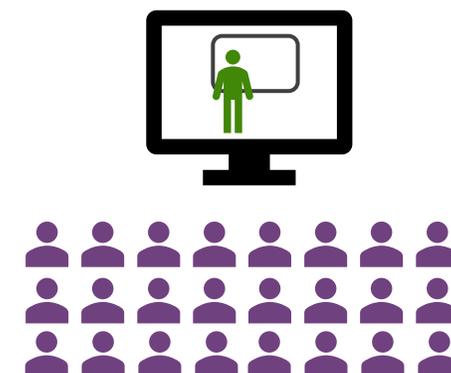
## Split Staffing

Teachers within one site are staffed to deliver **either** remote or on campus instruction, not both



## Virtual Academy

**One virtual academy** set up to support all remote learners in the district; other students attend school on campus



On campus Student



Remote Student



Teacher of Record

# Consider lift for teachers, principals, and central systems in selecting a model

*Greater lift for **individual teachers, principals***

*Greater lift for **LEA leaders, central systems***

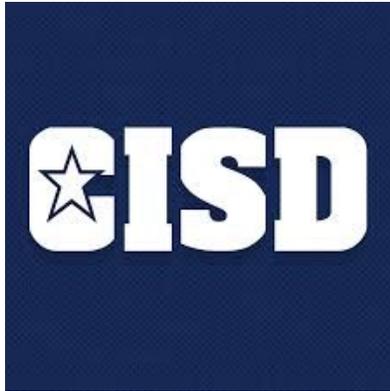


**Concurrent**

**Split  
Scheduling**

**Split Staffing**

**Virtual  
Academy**



**Crowley ISD**

~16,000 students

## Staffing Approach(es)

### Concurrent & Split Scheduling

## Rationale & Key Benefits

- **Teacher preference** to teach both modalities
- **Stability** for students when switching modality
- Accommodating **frequent parent preference switching**

## Key Enablers

### *Concurrent:*

- **Technology** investment (microphones, wireless headphones, etc.)
- **PLC / Teacher PD** on key practices (e.g., checking for understanding in both modalities)
- **Common schedule:** 3 days synchronous, 2 days asynchronous

*Split Scheduling:* **Master scheduling** to enable split assignments



## Forney ISD

~12,000 students

### Staffing Approach(es)

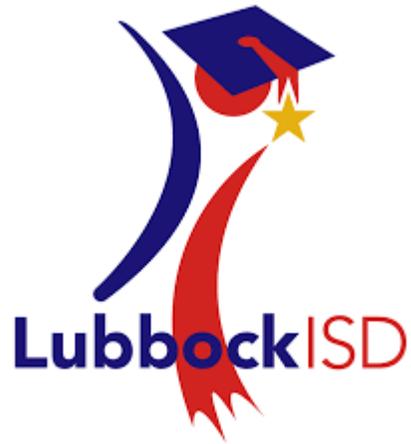
## Split Staffing & Virtual Academy

### Rationale & Key Benefits

- **Reducing teacher load:** “We always ask ourselves, how do we remove the burdens from our staff?” – Superintendent Terry

### Key Enablers

- **Common curriculum and scope & sequence**, including common daily formative assessments
- **Common LMS** with pre-loaded curriculum
- **Proactive family engagement**, setting expectations about mid-year teacher and schedule switches; including:
  - Introduction to common LMS and curriculum
  - Weekly parent communication and Parent Academy
- **Virtual teaching PD** targeted toward remote teachers
- **Virtual teacher roles** supporting broader campus duties



**Lubbock ISD**

~27,000 students

## Staffing Approach(es)

## Rationale & Key Benefits

## Key Enablers

## Virtual Academy

- Managing **ratio** of 70% on-campus vs. 30% remote overall
- Virtual teacher “reserve” ready to **accommodate flips to remote**
- **Virtual Academy Principal** highly adept in technology usage and remote learning, able to train teachers and **free up campus principals** to focus on safety protocols, on-campus learning
- **Teacher buy-in** to teach virtually (application and special request)
- Clear **routines and structures** for instruction, including consistent whole → small group routines
- **Proactive family engagement**, setting expectations about mid-year teacher and schedule switches, including Town Halls

# Key considerations in selecting a model

## If considering...

Concurrent

Split Scheduling

Split Staffing

Virtual Academy

## ...then consider:

How might we support teachers managing both modalities at once?

- PD, Coaching, and PLCs
- Additional planning or “off” time to support sustainability
- Additional technology supports

How might we set up these alternative models?

- Master scheduling for split assignments

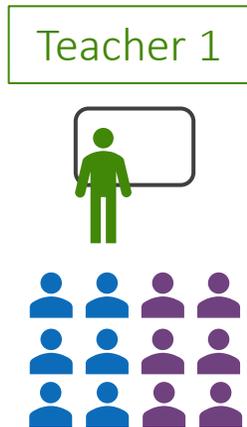
How might we support students switching teachers when switching between remote and on-campus?

- Strong family and student engagement plan
- Common scope & sequence
- Common curriculum
- Common LMS
- Common teacher team planning time

# Chat Q: Which of the following staffing approaches are you interested in exploring further for your LEA? Any “aha’s”?

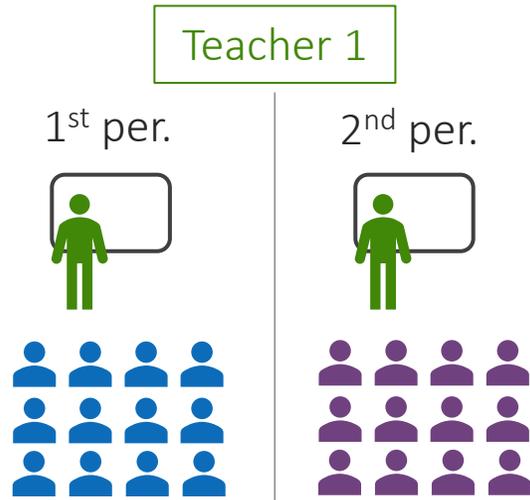
## A) Concurrent

Teachers deliver remote **and** on-campus instruction **in the same class period simultaneously**



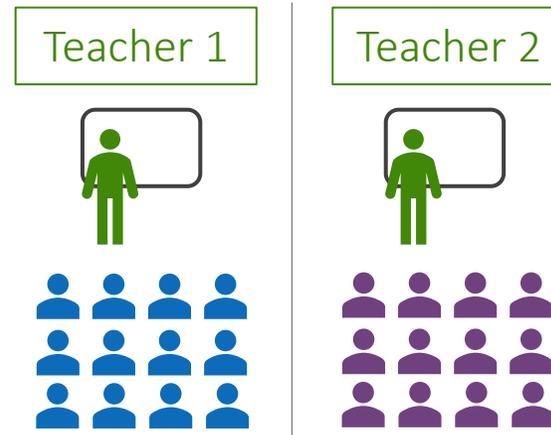
## B) Split Scheduling

Teachers deliver remote **and** on-campus instruction **but in separate class periods**



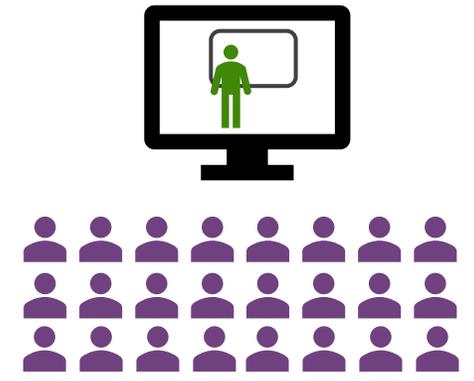
## C) Split Staffing

Teachers within one site are staffed to deliver **either** remote or on-campus instruction, not both



## D) Virtual Academy

**One virtual academy** set up to support all remote learners in the district; other students attend school on campus





On campus Student



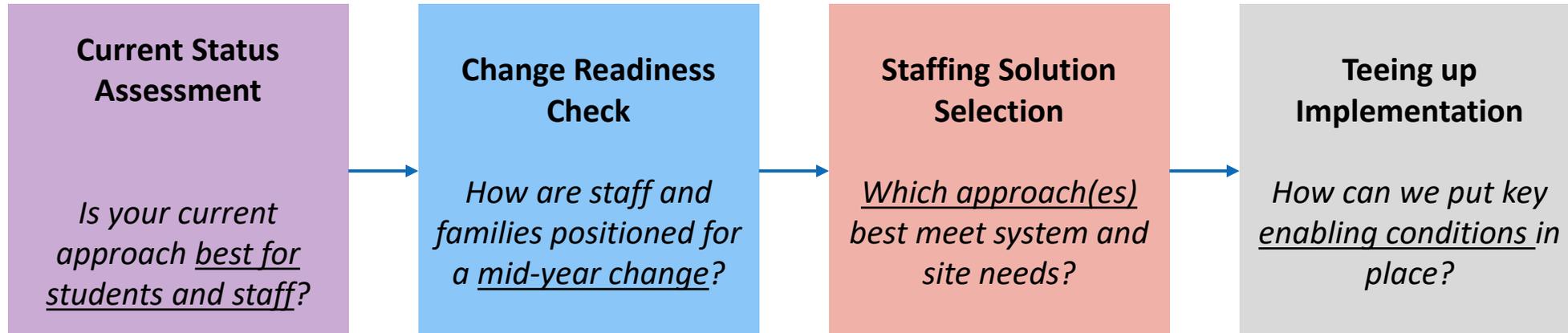
Remote Student



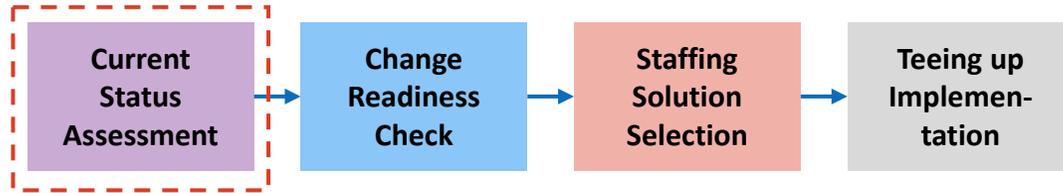
Teacher of Record

-  Why and Why Now?
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# To best meet student and staff needs, recommend taking four action steps

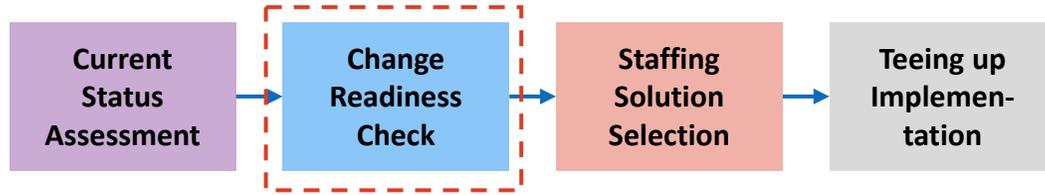


# Step 1: Assessing Current Status



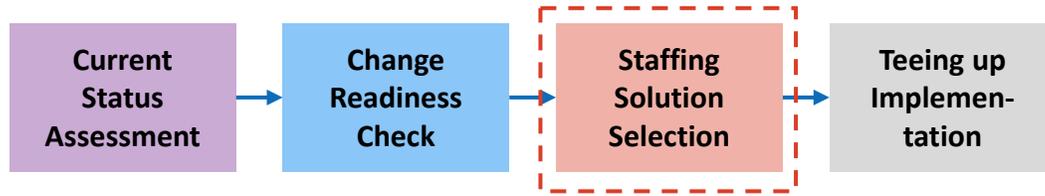
Key Questions	Data for Reflection
How are <b>students</b> faring?	<ul style="list-style-type: none"> <li>• Student engagement data</li> <li>• Student achievement data</li> <li>• Student surveys</li> </ul>
How are <b>teachers</b> faring?	<ul style="list-style-type: none"> <li>• Teacher surveys</li> <li>• Instructional Leadership Team feedback</li> <li>• Teacher retention rate</li> </ul>
Are parents <b>satisfied</b> with the current approach?	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Parent focus groups</li> </ul>

# Step 2: Change Readiness Check



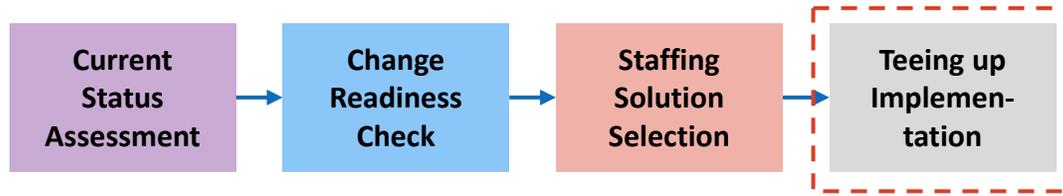
Key Questions	Data / Inputs for Reflection
How would you manage <b>family and student communication</b> about potential mid-year teacher switches? How might families respond?	<ul style="list-style-type: none"> <li>• Family focus group / feedback</li> </ul>
How would you <b>support teachers</b> through potential mid-year student assignment switches? How might teachers respond?	<ul style="list-style-type: none"> <li>• Teacher focus group / feedback</li> </ul>

# Step 3: Staffing Solution Selection



IF:	...THEN, you might consider:			
	Concurrent	Split Scheduling	Split Staffing	Virtual Academy
Teachers are finding it <b>unsustainable</b> to manage both remote and on campus instruction				
Campuses <b>vary widely</b> on: <ul style="list-style-type: none"> <li>• % remote students</li> <li>• Teacher capacity to deliver remote effectively</li> </ul>				
Your LEA is encountering a <b>shortage</b> of teachers, particularly in <b>hard-to-staff</b> subject areas				
Your LEA is concerned about your ability to <b>manage mid-year change</b> with teachers and/or students				

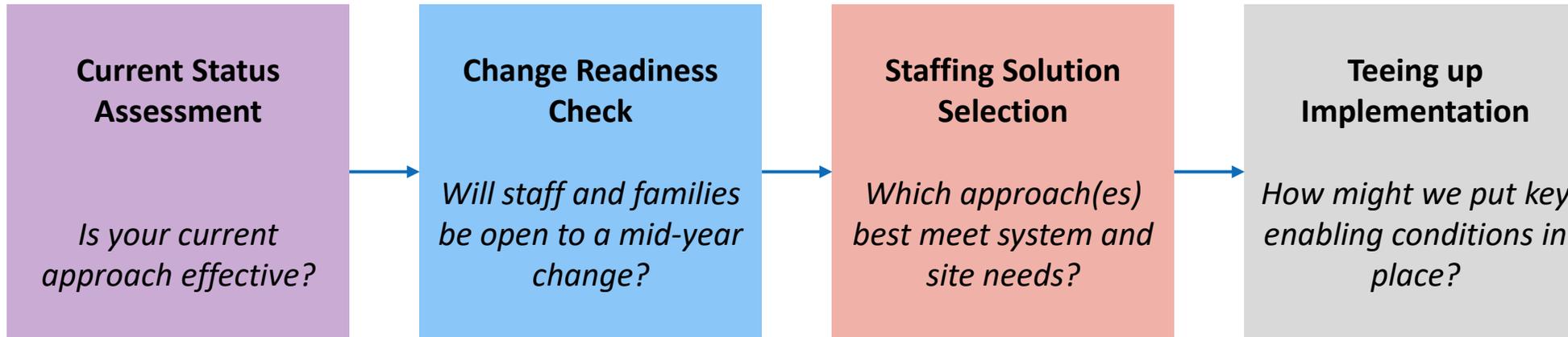
# Step 4: Teeing up Implementation



## Putting Key Enablers in Place:

Key Enabler	Recommendations
Staff & Family Engagement	<b>Engage staff and families</b> about your current model, any intended shifts for spring, and clear expectations for how change will be managed and communicated
Teacher Supports	<b>Protect teacher teaming and planning time</b> to plan a transition now and collaborate during the spring, particularly if student-teacher assignment shifts are anticipated
Transition Point Planning	Map out <b>central team, principal, teacher, and family actions</b> required before, during, and after switches to and from remote learning in your intended model. Lay out in a clear protocol and set up aligned training and communication
Central Team Planning & Support	<b>Re/deprioritize</b> other items on your fall agenda as needed to ensure sufficient central team support to campuses making a switch. In particular, prepare to provide campuses <b>master scheduling, family engagement, curricular, PD, and/or technology supports</b> over the November-January period

## Quick Chat Reflection: Recommended Action Flow



### Key Questions:

- Where is your LEA in this decision flow?
- What steps can you take in the next 48 hours to support decision-making?

-  **Why and Why Now?**
-  **Staffing Approaches Overview**
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# Interested in learning how to stand up one of the approaches we discussed? Join an upcoming webinar!

Session Topic	Date & Time	Session Objectives
Webinar #2: Virtual Academy	Wed, Nov 18 <sup>th</sup> 2-3 pm	<ul style="list-style-type: none"><li>• Share key components of a <b>virtual academy</b></li><li>• Share <b>implementation actions</b> to take to stand up a virtual academy this spring</li></ul>
Webinar #3: Split Staffing	Fri, Nov 20 <sup>th</sup> 12-1 pm	<ul style="list-style-type: none"><li>• Share <b>implementation actions</b> to take to move to a split staffing model in the spring</li></ul>
Webinar #4: Split Scheduling	Thurs, Dec 3 <sup>rd</sup> 11-11:30 am	<ul style="list-style-type: none"><li>• Share <b>master scheduling</b> approach and key considerations for setting up split scheduling</li></ul>

Register on our **Strong Start Page** under “Strong Start Implementation Supports:  
<https://tea.texas.gov/texas-schools/health-safety-discipline/covid/strong-start-resources>

Type into the chat box any closing reflections:

- What new learning or “aha” are you taking back to your team?
- What are you interested in learning more about in future webinars / supports on this topic?

And before you leave, please fill out our survey (link in chat)!

