Strategic Staff Deployment for SY 2020-21

The upcoming school year presents local education agencies (LEAs) and schools with an opportunity to think strategically about how staff across the system are deployed to ensure critical supports required for success are available to all teachers, students, and families. This tool is intended to organize local education agency and school reflection on how staff across the system can be strategically employed to ensure all students have access to the resources they need to be successful in SY 2020-21. The following roles are organized around student-centered goals: **accelerating learning for all students, supporting social-emotional wellness, and ensuring school connectedness**. The goals reinforce one another, and many roles may fulfill multiple goals.

# Accelerating Learning for all Students

## Curriculum

| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| --- | --- | --- | --- |
| Identify most critical prerequisite content knowledge and skills for each subject area and grade level[[1]](#footnote-1) | Curriculum and Instruction lead(s)Special Education lead(s)English of Second Language teacher(s)Principals / building administratorsTeacher advisory group  | [TNTP Learning Acceleration Guide](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf) |  |
| Adjust scope / sequence for acceleration and remediation that teachers can use to fill gaps in learning[[2]](#footnote-2) | Instructional coachesTeacher leadersSpecial Education lead(s)ESOL teacher(s) | [Mathematica Report](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf) (page 10): Learning Loss and Remote learning[[3]](#footnote-3) |  |
| Assess the quality of curricular materials for each grade and content area | Instructional coachesTeacher leadersSpecial Education lead(s)ESOL teacher(s) |  |  |
| Support teachers in identifying and using effective instructional materials and resources for remote learning[[4]](#footnote-4) | LibrariansTechnology leadTeacher leadersInstructional coaches | [Instructional Materials during Remote Learning: Reflection and Preparation Tool](https://www.edreports.org/resources/article/instructional-materials-during-remote-learning-reflection-and-planning-tool)[[5]](#footnote-5) |  |
| Provide orientation to all students on technology that will be used if/when remote instruction is needed[[6]](#footnote-6) | LibrariansTechnology leadInstructional CoachesSpecial Education lead(s)Paraprofessionals |  |  |

## Assessment

| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| --- | --- | --- | --- |
| Review and select potential diagnostic assessments | Curriculum and Instruction leadSpecial Education lead(s)Technology leadTeacher advisory group | [TNTP Learning Acceleration Guide](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf) |  |
| Train teachers to diagnose students’ unfinished learning for the prioritized prerequisite content knowledge and skills | Curriculum and instruction leadersTeacher leadersSpecial education lead(s)ESOL teacher(s)Data / Assessment leaders | [TNTP Learning Acceleration Guide](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf) |  |
| Train teachers to continuously monitor student progress towards meeting grade- appropriate assignments. | Curriculum and instruction leadersTeacher leadersSpecial education lead(s)ESOL teacher(s)Data / Assessment leaders | [TNTP Learning Acceleration Guide](https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf) |  |

## Instruction

| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| --- | --- | --- | --- |
| Provide professional learning about effective practices for remote and blended instruction—including student engagement, differentiation, formative assessments, needs of students with disabilities, and adaptation of curricula and materials to remote instruction[[7]](#footnote-7) | Instructional coachesLibrariansTeacher leadersPrincipals / building administratorsSpecial Education lead(s)ESOL teacher(s)Paraprofessionals | [Instructional Materials during Remote Learning: Reflection and Preparation Tool](https://www.edreports.org/resources/article/instructional-materials-during-remote-learning-reflection-and-planning-tool)[[8]](#footnote-8)[Guidance on Culturally Responsive-Sustaining Remote Education](https://static1.squarespace.com/static/5bc5da7c3560c36b7dab1922/t/5e7a26b60fdceb59f9749c3c/1585063606912/NYU%2BMetro%2BCenter%2BGuidance%2Bon%2BCulturally%2BResponsive-Sustaining%2BRemote%2BTeaching%2Band%2BLearning%2B%282020%29%2B%281%29%2B%281%29.pdf) [[9]](#footnote-9)  |  |
| Provide differentiated remote support to small groups or individual students, including those who need to be fully remote for medical reasons[[10]](#footnote-10) | Teachers who need to be fully remote for medical or family reasonsInterventionist teachersHighly effective paraprofessionalsSchool social workersSchool counselors |  |  |
| Conduct virtual “walk throughs”; review lesson plans/materials; and observe in-person components of blended learning to ensure it aligns with remote learning activities | Instructional coachesPrincipals / building administratorsTeacher leadersSpecial education lead(s)ESOL lead(s) | [TNTP Blended Core Teaching Rubric](https://tntp.org/assets/TNTP_Blended_Core_Teaching_Rubric_Fall_2016_Edition_v2.2.pdf)[Pennsylvania’s rubric for online educators](http://dev.static.pdesas.org/content/documents/Examples%20for%20Online%20Educators.pdf) [Standards for Quality Online Teaching](https://www.sreb.org/sites/main/files/file-attachments/06t04_online_teaching_evaluation_checklist.pdf)[[11]](#footnote-11) |  |
| Give frequent, actionable feedback to teachers on their practice, particularly regarding accelerated learning and shifts to blended or remote instruction | Instructional coachesPrincipals / building administrators |  |  |
| Provide ongoing technology and digital resource assistance to educators, as needed[[12]](#footnote-12) | LibrariansOther technologically adept staff  |  |  |
| Communicate with families to gather feedback about the school’s approaches to blended or remote learning | Principals / building administratorsSchool counselorsSpecial Education lead(s)ESOL teacher(s) | [Tools for Educators to Listen to and Learn from Families during COVID-19 School Closures](https://docs.google.com/document/d/1e1JLqNvf_yPfOqwNNObPATrSLSRAKKVQeC7viGFTAWU/edit) |  |

# Support Students’ Social-Emotional Wellness

## Staff professional learning and preparation

|  |  |  |  |
| --- | --- | --- | --- |
| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| Facilitate collaboration among staff who share students to determine how to better serve students with acute social-emotional and/or academic needs[[13]](#footnote-13) | School counselorsSchool social workersSchool psychologistsTeacher leaders | [Sample surveys for parents about COVID-19 and psychological experiences](https://www.nlm.nih.gov/dr2/CEFIS_COVID_questionnaire_English_42220_final.pdf) and [sample surveys for adolescents about COVID-19 and psychological experiences](https://www.nlm.nih.gov/dr2/CASPE_AdolSelfReport_Qualtrics.pdf) *(would be used with parents’ permission)* |  |
| Provide professional learning for educators on trauma-informed practice—including how to connect with students and meet social-emotional needs when learning is remote[[14]](#footnote-14) | School counselorsSchool social workersSchool psychologists | [Resources for educators on social-emotional learning related to COVID-19](https://casel.org/resources-covid/)[Strategies for trauma-informed distance learning](https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/)[Webinar series on trauma-informed and social-emotional learning during COVID-19](https://www.secondstep.org/webinars/on-demand-webinars) |  |
| Provide professional learning for educators on addressing challenges and stressors students may face when learning remotely and/or in person (may include concerns about health risks or masks)[[15]](#footnote-15) | School counselorsSchool social workersSchool psychologists | [Resources for educators on social-emotional learning related to COVID-19](https://casel.org/resources-covid/)[Strategies for trauma-informed distance learning](https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/)[Webinar series on trauma-informed and social-emotional learning during COVID-19](https://www.secondstep.org/webinars/on-demand-webinars) |  |
| Curate and provide educators with access to culturally responsive resources for social and emotional learning and trauma-informed education | LibrariansSchool counselorsSchool social workersSchool psychologists |  |  |

## Direct student support

| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| --- | --- | --- | --- |
| Lead social-emotional learning activities with students to address COVID-related trauma and stress[[16]](#footnote-16) | School counselorsSchool social workersSchool psychologistsSupport staffParaprofessionals | [Resources for educators on social-emotional learning related to COVID-19](https://casel.org/resources-covid/)[Strategies for trauma-informed distance learning](https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/)[Webinar series on trauma-informed and social-emotional learning during COVID-19](https://www.secondstep.org/webinars/on-demand-webinars) |  |
| Identify students at higher risk for stress and trauma at home[[17]](#footnote-17) | School counselorsSchool social workersSchool psychologistsStudent Assistance Program teams | [Implementation guide for social, emotional and behavioral screening](https://smhcollaborative.org/wp-content/uploads/2019/11/universalscreening.pdf) |  |
| Provide remote counseling for students with high needs[[18]](#footnote-18) | School counselorsSchool social workersSchool psychologists |  |  |

# Ensuring School Connectedness

| Role | Staff to consider for the role | Related tools/resources | Which staff will perform this role? |
| --- | --- | --- | --- |
| Check in regularly with all students—with each student assigned a staff member to conduct check-in calls[[19]](#footnote-19) | Any staff who have a connection with a student, including:TeachersParaprofessionalsSchool counselorsSchool social workersSchool psychologistsCoaches and extracurricular leadersSupport staff | [Checklist for regular communications with students during COVID-19](https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist-Search-Institute.pdf) |  |
| Provide remote extracurricular activities[[20]](#footnote-20) | TeachersParaprofessionalsSupport staff |  |  |
| Maintain up-to-date directories for contacting students and parents via multiple modes[[21]](#footnote-21) | Administrative assistantSupport staffSchool counselorsSpecial education lead(s)ESOL teacher(s) | [Family Insights Toolkit](https://everydaylabs.com/family-toolkit)[[22]](#footnote-22) |  |
| Track students who are chronically absent/disengaged and contact families to identify causes of absences/barriers to participation[[23]](#footnote-23) | SecretaryOffice managerTeachersParaprofessionalsAny staff who speak necessary languages | [Attendance Playbook for COVID-19](https://www.future-ed.org/wp-content/uploads/2020/06/REPORT_Attendance-Playbook-Covid-Edition-1.pdf) (pages 4-5)  |  |

# POTENTIAL ROLES FOR STUDENTS[[24]](#footnote-24)

By offering roles and responsibilities to interested students, schools can boost school connectedness and social-emotional wellness, which can in turn help meet academic goals. *If any of the following roles may be beneficial for your school, use this chart to note how to identify students who are interested in and ready for the role.*

|  |  |
| --- | --- |
| Role | Potential approaches to identify students for the role |
| Suggest and help organize remote extracurricular activities |  |
| Suggest and help organize actions to help the school and community |  |
| Assist other students with using educational technology |  |
| Provide remote tutoring for peers or younger students |  |
| Be in-person or remote “peer buddies” for students who are new to the school |  |
| Provide feedback and input on school practices to meet academic, social-emotional and school connectedness goals |  |

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