

Next Education Workforce Teams in All-Remote Environments

What is the purpose of this deck?

Inspired by conversations with our partners, MLFTC put this resource together to address two, specific topics:

- *TEAMING ONLINE*: Organizing educators with distributed expertise onto teams can make the job more sustainable and better meet the needs of all learners when teaching remotely.
- *RESIDENT ROLES*: Thinking differently about MLFTC teacher resident roles in the online learning environment can provide better support to teachers and students.

MLFTC's commitments

To you, our district partners

- Amplify great resources from the field & spotlight partners doing inspiring work
- Prepare MLFTC residents who can meaningfully support educator teams and your P12 students

To our MLFTC students

- Keep them safe
- Provide experiences that will empower them to be successful in their next step (e.g., residency, first-year teaching)
- Ensure they are not being asked to do something beyond their preparation
- Ensure they make progress toward graduation

Key assumptions

When creating these resources, we operated on the following assumptions (which will obviously vary by district partner):

- All learners and all educators are online for at least the first five weeks
- Elementary schools are using grade-level pacing guides
 - Students will have the choice to return to in-person learning when possible and, upon their return, may work with a different educator and/or different students (hence the need for a pacing guide)
- Districts have provided for technology needs (e.g., devices and internet for each child/family)
- Online instruction will have both synchronous and asynchronous components
- Each educator team shares a roster of students
- All educators on each team have access to all content and platforms

A few disclaimers

- Resources are inspired by conversations with our school partners and the work of others across the US and globe.
- These ideas are catalysts; you will need to adapt them for your context
- Some models align with a specific grade-level context. Try to think beyond that. (E.g., If the model says third grade, but you are on a ninth-grade team, consider how you might modify for your context.)
- At this point (the week of July 27), some ideas might be aspirational. However, as the semester begins and there are fewer unknowns, it might be possible to implement more of the ideas represented here.
- Piloting is encouraged. Try an idea with a single grade level before going school-wide.

Standard one-teacher-one-classroom model



This is the standard one-teacher-one-classroom model. It translates to online instruction as well.

In this model, each teacher is responsible for setting up all of the structures and systems for their individual classroom.

Pros to this approach:

- It requires little collaboration.
- One can focus on a single set of students, and it is clear who each child's teacher is.

Virtual, grade-level teams



T Teacher

In this model, all of the teachers on a grade level form a team, share the full roster of students, and distribute responsibilities. Each teacher could still take a “homeroom” set of students, but there are many responsibilities that can be shared among colleagues.

Pros to this approach:

- Educators can play to their strengths and distribute work/tasks across the whole team.
- Educators can specialize and professionally learn accordingly (e.g., instead of all three teachers on a team getting deep training in Google Classroom, the team could send one person while the other two focus on other areas).
- There are more options available for data-driven grouping. Given the wildly different amounts of learning that happened this spring/summer, more flexibility (without tracking) will be key.
- In the deeply unfortunate case that one teacher becomes ill or has to take care of a family member for one or more weeks, there is a built-in support network for that group of students.
- Teaming is less isolating for the educators.

Virtual, grade-level teams w/ Lead Teachers



T Teacher **LT** Lead Teacher

This model is similar to the previous slide; however, the school administration (or the team) designates one of the educators as the Lead Teacher.

Advantages to this approach:

- See all pros from the previous slide.
- The principal and other school administrators have a clear point of contact with each team. Given how quickly things are changing, clear communication channels are very helpful. The school might even consider scheduling daily, 10-minute morning huddles with the administrators and the Lead Teachers to ensure information is communicated and questions/concerns can be surfaced on a daily basis.
- The Lead Teachers would take responsibility for organizing team meetings.
- The Lead Teachers would help ensure that educators were appropriately deployed/focused so that the work is sustainable and all students are learning and growing.

Virtual, teams w/ LTs & MLFTC Residents



T Teacher **LT** Lead Teacher **R** Resident

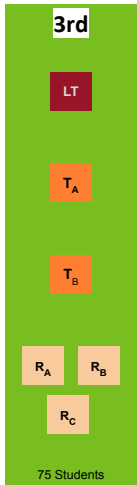
This model is similar to the previous slide, with addition of MFLTC Residents (or teacher candidates from other colleges) placed on those teams.

The number of those individuals can vary and will almost certainly be fewer than what is represented on this slide. The time (or number of days a week) individuals will be available will vary. That said, these pre-service educators should be able to take on meaningful, student-focused work and bring capacity to the team.

Advantages to this approach:

- See all pros from the previous slide.
- Residents are able to do a variety of tasks in service of better deepening and personalizing learning for students (see examples in the [elementary](#) and [secondary](#) contexts).

Possible roles & responsibilities (one team)



Team Member		Key Roles & Responsibilities <Sample>
Lead Teacher	LT	Direct line of communication with admin * Knows at a high-level the progress of all learners * Strategically deploys the team * Leads design on interdisciplinary units * Leads design of weekly schedules
Teacher A	T _A	Leads math planning and small-group math lessons * Specialist in new learning management system (Canvas)
Teacher B	T _B	Leads ELA planning and small-group ELA lessons * Leads student SEL supports * Point of contact between MLFTC & team
Resident A	R _A	Student success coach * math tutor * small group facilitator * breakfast club captain
Resident B	R _B	Student engagement coach * ELA tutor * small group facilitator * brain break facilitator
Resident C	R _C	Student success coach * SPED support * assists with interdisciplinary unit planning * lunch bunch captain

Virtual, teams with LTs & MLFTC Residents



T Teacher **LT** Lead Teacher **R** Paid Residents (Vacancy Dollars)

This model captures how MLFTC residents might be deployed at a school with paid residents. In this case, professional teachers could not be hired and their salaries (“vacancy dollars”) were redeployed to hire MLFTC residents as members of these teams.

District partners are paying residents in different ways. This is one such example.

Roles for MLFTC residents on online teams

Some roles MLFTC Residents will be prepared to fulfill are:

- Student Success Coach
- Breakfast Club and/or Lunch Bunch Captain
- Small Group Facilitator
- Literacy or Math Tutor/Accelerator
- Student Engagement Coach
- SPED Roles
- Brain Break Facilitator
- Technology Resource Manager
- Office Hour Host

What else?

Residents are able to do a variety of tasks in service of better deepening and personalizing learning for students (see examples in the [elementary](#) and [secondary](#) contexts).

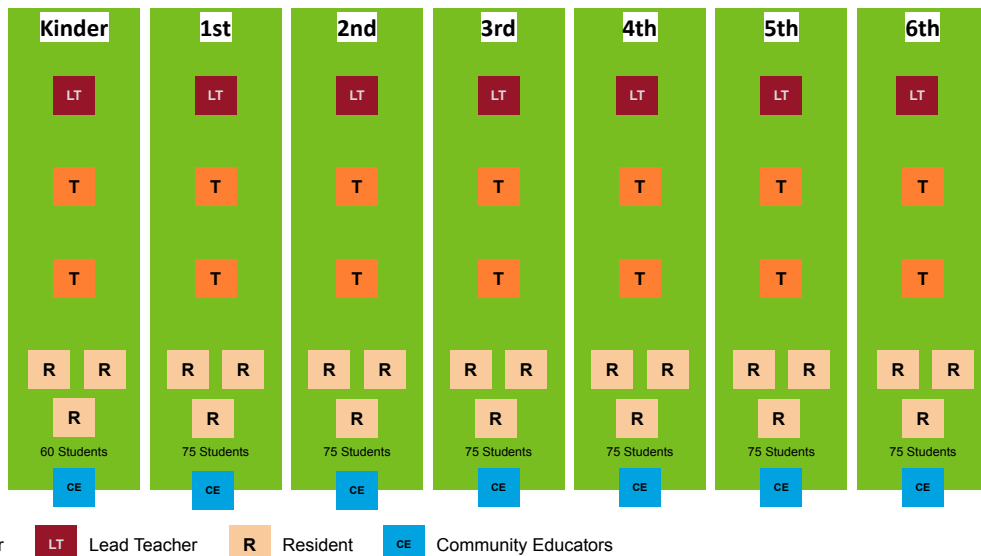
Next steps

- Preparing for transition to hybrid and/or in-person contexts? Consider how online models can be modified for hybrid or in-person contexts.
- If you have any questions or want to follow up:
 - MLFTC teacher candidates: Robert Morse (robert.morse@asu.edu)
 - Team-based models: Brent Maddin (bmaddin@asu.edu)

Bonus Slides!

(More complex models)

Virtual, teams w/ Community Educators



This is similar to the model on Slide 9, with the addition of “Community Educators”—caring adults from the community who bring their attention, talent and expertise to P12 classrooms.

The role of the Community Educator should be related to the amount of training/expertise they have—in short, we shouldn’t be asking Community Educators to do something beyond which they are prepared to do.

That said, with a modest bit of training, Community Educators could be prepared to do a variety of roles, including many of the roles staffed by teacher candidates. They may also bring very specific knowledge or skills (e.g., deep content knowledge in biology, ability to code) and could fill roles that leverage those. For example, Community Educators may be project-based mentors, authentic audiences for final presentations, or subject matter informants to educators planning multidisciplinary units.

Community Educators could be paid or unpaid.

Virtual, mixed-grade teams



Of all the models, this one departs most obviously from the standard one-teacher-one-classroom model.

In this case, instead of organizing virtual teams by grade level, teams are mixed-grade. Kinder and sixth grade remain as single grade-level teams to ease the transition into school (K) and to ensure a focused exit (sixth).

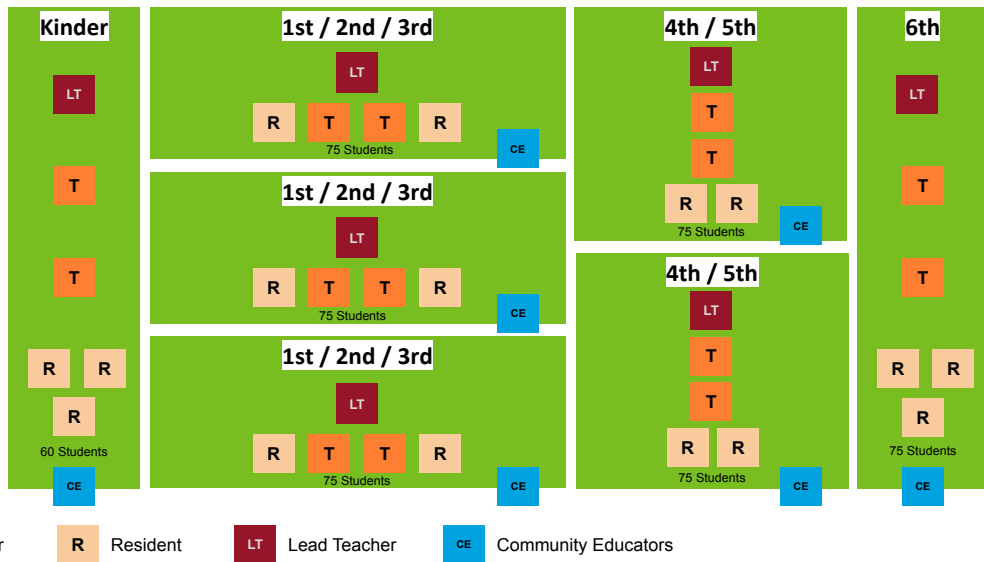
In the mixed-grade classes, students would stay with the same teams of teachers for multiple years (e.g., a first-grader would stay with the same team for three years).

Advantages to this approach:

- See all pros from the previous slide.
- Given the wide range of academic skills with which students will be returning to school (this is always true, but even more so given uneven spring/summer learning loss), having even greater flexibility in how students are grouped will be key. For example, a second-grade student may come in having read all summer and be at a third-grade reading level but hasn't had any real math instruction in five or more months and be operating at a first-grade level in math. A mixed-grade team would be fabulous for this student.
- Although we won't see the immediate benefits of this approach, multi-grade teams allow a group of educators to keep a group of students (and families) for multiple years. Partners schools that operated in this sort of model prior to the pandemic (e.g., SPARK School at Kyrene de las Manitas) more easily transitioned online in March and have continued learning (formally and

- informally) over the summer.
- Over two or three years, it is possible to get to know students deeply. Even more time can be spent personalizing learning and social-emotional supports for each child.
- It is more possible to move to a competency-based learning system because students are with the same group of educators for a longer period of time.
- Students are better able to support each others' learning, which has the benefit of spiralled, cumulative review for older students.

Virtual, mixed-grade teams w/ Comm Educators



This model is very similar to what is on Slide 15, with the addition of Community Educators.

One final point: If educators are organized on teams, it is even easier to welcome other adults onto the team, as needed, to better meet the needs of the educators and the students.