

Team routines and procedures

A checklist to support teams adopting Next Education Workforce models

As we begin to adopt Next Education Workforce models, we inevitably find that some of the routines and procedures that worked in a one-teacher, one-classroom setting need to be adjusted. Below is a list of some of the routines and procedures our partners redesigned as they've worked to implement Next Education Workforce models.

Managing attendance

- **Frequency:** Is attendance taken once in the morning or multiple times during the day?
- **Structure:** Whole-group attendance or smaller groups? Part of morning greetings? Automated system?
- **Daytime departures:** What is the process when the office calls for a student to leave the learning space?
- **Field trips and assemblies:** What is the team's procedure for taking attendance during special events? Who should students consider their "home-base" person?

Students' personal belongings

- **Backpacks:** If students bring backpacks, where are they placed, and when can they be accessed?
- **Supplies:** Will students keep basic supplies individually, or are supplies provided and shared?
- **Student folders and notebooks:** Are there shared bins in content-area zones? Individual student cubbies? Some combination of both? How are these labeled?
- **Lunch boxes:** How are these organized so students can find them easily?
- **Water bottles:** Where (if anywhere) are water bottles permitted? What is the procedure for refilling them?

Organizing student work

- **System:** How do students organize their work? How will you provide consistency? Do students use binders? Folders? Notebooks? How are these labeled?
- **Submitting assignments:** When and where do students turn in completed work? How is late or make-up work submitted?
- **Returning work:** When and how do papers get returned to students?

Learning space library

- **Check-out system:** When and how do students sign out and return books? Who manages this?
- **Book boxes:** Do individual students have book boxes? Where are they? How many books are encouraged and permitted?

Student jobs

- **Selecting:** What are the learning space jobs? How do students sign up, and how often do assigned jobs change? Who monitors this?
- **Learning:** How do students learn how to do student jobs? Can they earn "badges" in particular jobs to show they have developed expertise?
- **Community areas:** Are students responsible for cleaning up particular areas of the learning space? Who puts away shared resources and materials? Who refills supplies when they run low?

▶ Eating and drinking in the learning space

- **When:** When (if ever) can students eat in the learning space? Can they decide independently, or do all students eat snacks or lunch at the same time?
- **Where:** In which areas of the learning environment may students eat? Is there a special allergen-free zone? Where do students keep their food before eating it?
- **What:** What types of foods are permitted? What adjustments need to be made for those with allergies?

▶ Fire drills and other emergencies

- **Exit route:** Where do students exit the learning space? Is this the same for all students? How can you create predictability so students know what to do?
- **Educator roles:** Who will sweep to check for students? Lead the line? Take attendance? Count students? What other roles are needed?

▶ Monitoring and sharing information about student learning

- **Access to student learning data:** Consider all the ways you capture student learning data. Do the right educators have access to the right data?
- **Managing the grade book:** Can multiple educators access the grading system? Who manages the gradebook?
- **Formative assessment:** What types of formative assessment will you document? How will the team track formative assessment so others can access it?
- **Summative assessment:** What summative assessments will be used? How will these be evaluated? If the team will use rubrics, who creates them?
- **Policies:** Will the team use a point system, track completion, credit effort and mastery, or take a different approach? What are the team's policies for late work, make-up work and extra credit?
- **Report cards:** Does the team determine progress report and report card content separately, or together? Who completes report cards?

▶ Team communication

- **Making systems and procedures transparent:** What systems or procedures might you have committed to memory that would benefit from being documented and shared with the other educators on your team?
- **Just-right levels of sharing:** What does the entire team need to know? What about individual educators? What do extended team members (e.g., community educators) need to know? And how does the Family Educational Rights and Privacy Act (FERPA) inform what information you share and how you share it?

▶ Family communication

- **Questions and concerns:** With whom do family members communicate questions? The team lead? A team member designated as the family contact coordinator? Copy everyone on email?
- **Regular updates:** What format will the team use (e.g., newsletters, emails) for regular updates to families? Who leads this, and how do all team members contribute?
- **Family-teacher conferences:** Will these be student-led? How many students will have conferences at the same time? Where will these be held? How might you leverage family input in advance of the conference to direct conversation productively?
- **One-on-one time:** How do families schedule additional time with educators when needed? Who takes part in these conversations? How will you document them?
- **IEP and 504 meetings:** Which team members attend? When and how do team members share meeting content and next steps with the rest of the team?