

Staffing Approaches: Split Scheduling

Session 4 | Thursday, December 3, 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*: A Thanksgiving week highlight



Megha Kansra

Director of Resilient
Schools Strategy

Megha.Kansra@tea.texas.gov



Theresa Spewak

District Support Specialist

Theresa.Spewak@tea.texas.gov

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

After this session, attendees will be able to:

- Describe Split Scheduling advantages and key considerations
- Execute master scheduling for Split Scheduling








Why Split Scheduling?



How to Establish Split Scheduling



Next Steps & Closing

-  **Why Split Scheduling?**
-  **How to Establish Split Scheduling**
-  **Next Steps & Closing**

“

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**.

”

Recall: Four models to manage remote and on-campus learning

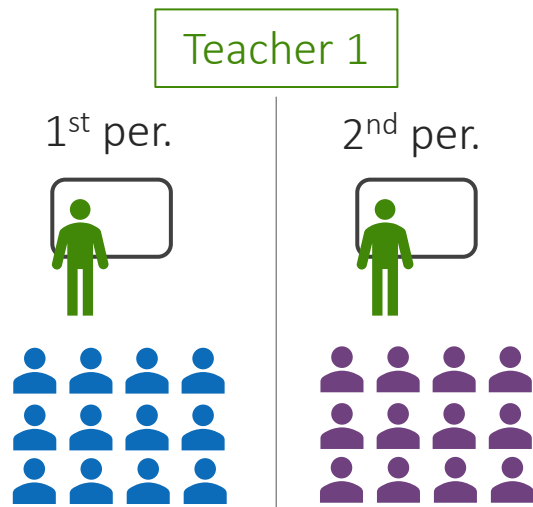
Concurrent

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



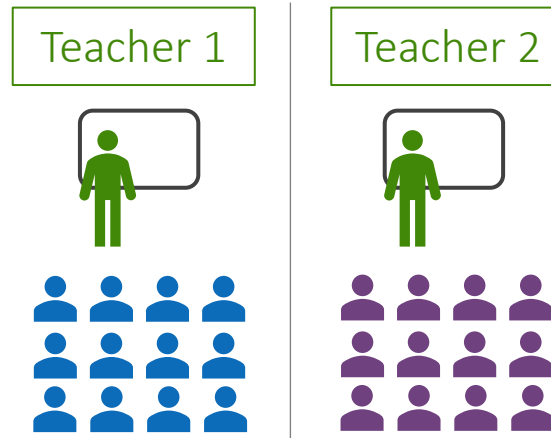
Split Scheduling

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



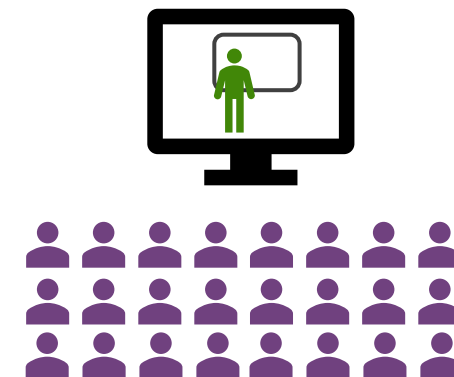
Split Staffing

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

Today we are diving into the Split Scheduling approach

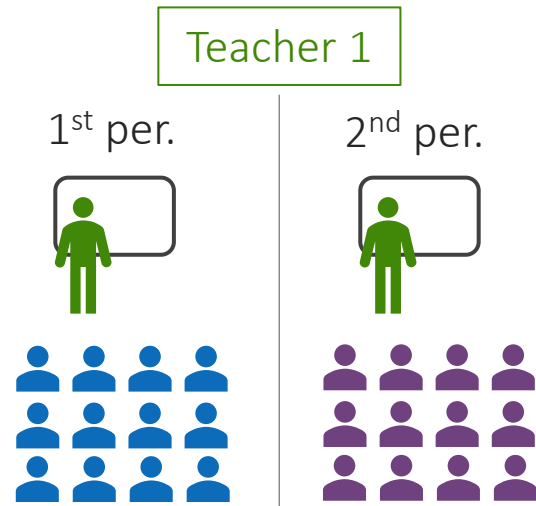
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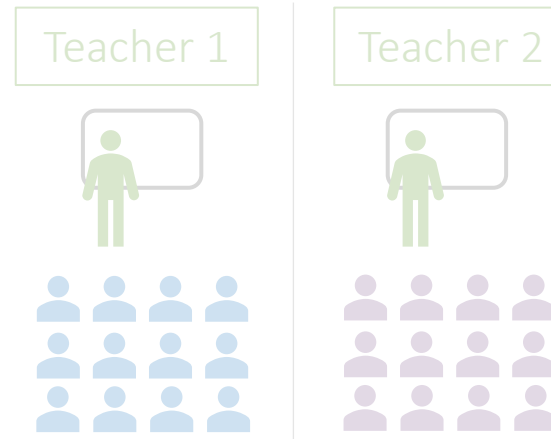
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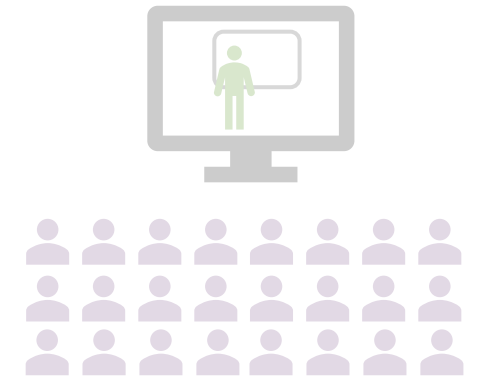
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On campus Student



Remote Student



Teacher of Record

Split Scheduling has several pros and cons relative to other staffing approaches

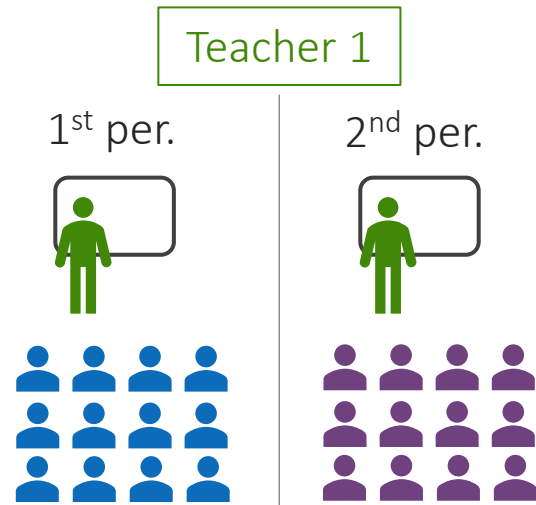
Concurrent

Relative to Concurrent:

- + Remote OR on-campus in a single period, NOT both
- Master scheduling complexity

Split Scheduling

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



Split Staffing

Relative to Split Staffing & Virtual Academy:

- + Teacher-student relationships intact through student remote/on-campus transitions
- Teachers still prep for two modalities
- Numbers may not work out at single campus

Virtual Academy






On campus Student



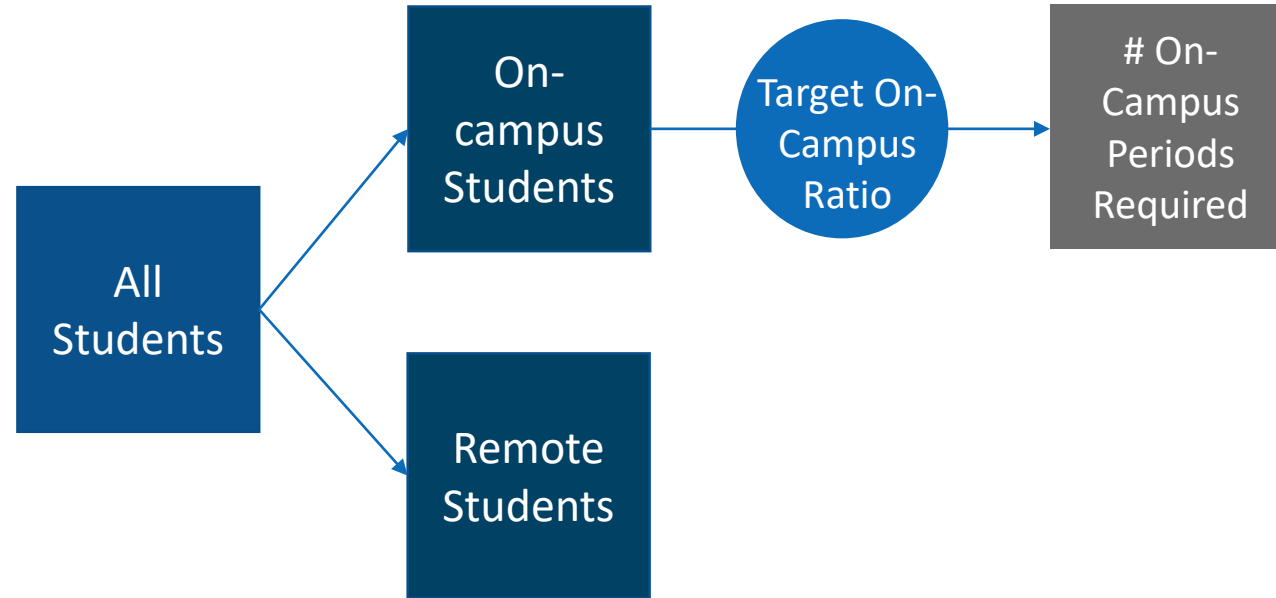
Remote Student



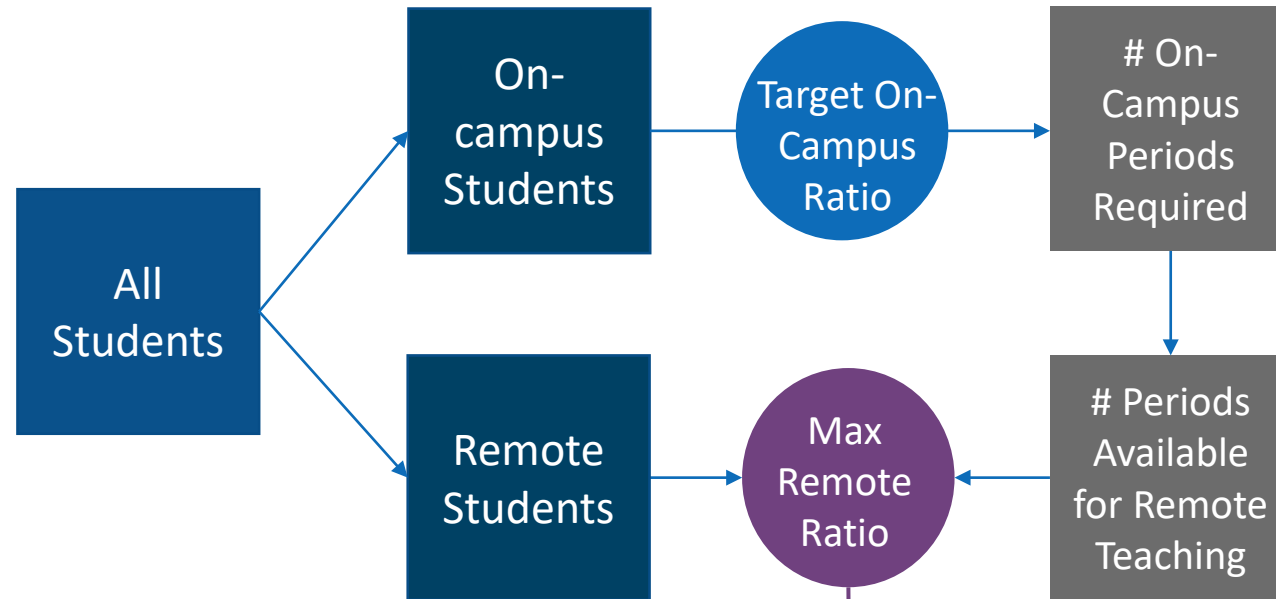
Teacher of Record

-  Why Split Scheduling?
-  How to Establish Split Scheduling
-  Next Steps & Closing

Master Scheduling: Start by calculating on-campus periods required



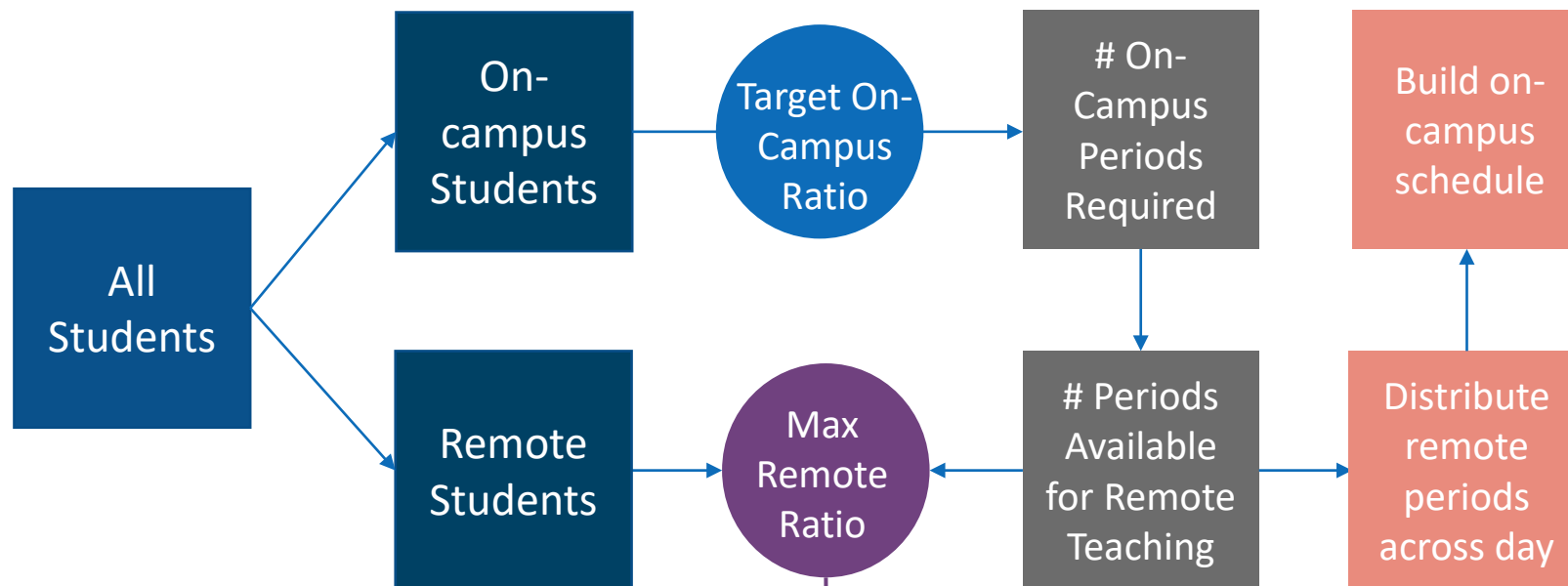
Master Scheduling: Then, back into periods and staffing support required for remote learning



If calculated remote teacher-to-student ratio is too high, consider:

- Adding aides / paraprofessional support
- Team teaching / co-teaching models
- A/B rotating synchronous models

Master Scheduling: Finally, build schedule



If calculated remote teacher-to-student ratio is too high, consider:

- Adding aides / paraprofessional support
- Team teaching / co-teaching models
- A/B rotating synchronous models

Case Study: Crowley ISD Split Scheduling

EDIT THIS PAGE ONLY				
Student Name	Commitment	Team	Grade	
Student 1	Virtual	Compassion	6	
Student 2	In-Person	Compassion	6	
Student 3	In-Person	Compassion	6	
Student 4	In-Person	Compassion	6	
Student 5	Virtual	Compassion	6	
Student 6	In-Person	Compassion	6	
Student 7	Virtual	Compassion	6	
Student 8	Virtual	Compassion	6	
Student 9	In-Person	Compassion	6	
Student 10	Virtual	Compassion	6	
Student 11	In-Person	Compassion	6	
Student 12	In-Person	Compassion	6	
Student 13	In-Person	Compassion	6	
Student 14	In-Person	Compassion	6	
Student 15	In-Person	Compassion	6	
Student 16	Virtual	Compassion	6	
Student 17	Virtual	Compassion	6	
Student 18	Virtual	Compassion	6	
Student 19	Virtual	Compassion	6	
Student 20	Virtual	Compassion	6	
Student 21	Virtual	Compassion	6	

+ ☰ ALL STUDENTS ▾ INDIVIDUAL TEAMS ▾ GRADE LEVELS ▾

Pulled all students and their remote vs. on-campus preferences into one spreadsheet

On-campus: 24:1

Remote: 35:1
(Target is 30:1)

Set max ratios for on-campus and remote learning to calculate # of on-campus vs. remote periods needed

Case Study: Crowley ISD Split Scheduling

DO NOT EDIT THIS PAGE			
TEAM NAME	Honor		
Student Name	Commitment	Team	Grade
Student 277	In-Person	Honor	6
Student 278	In-Person	Honor	6
Student 279	In-Person	Honor	6
Student 283	In-Person	Honor	6
Student 284	In-Person	Honor	6
Student 286	In-Person	Honor	6
Student 287	In-Person	Honor	6
Student 289	In-Person	Honor	6
Student 291	In-Person	Honor	6
Student 293	In-Person	Honor	6
Student 294	In-Person	Honor	6
Student 295	In-Person	Honor	6
Student 297	In-Person	Honor	6
Student 298	In-Person	Honor	6
Student 299	In-Person	Honor	6
Student 302	In-Person	Honor	6
Student 303	In-Person	Honor	6
Student 304	In-Person	Honor	6
Student 307	In-Person	Honor	6
Student 308	In-Person	Honor	6
Student 309	In-Person	Honor	6
Student 310	In-Person	Honor	6

In-Person	85
Not Responded	1
Virtual	58

Commitment	Percentage
In-Person	59.0%
Virtual	40.3%
Not Responded	0.7%

Use the dropdown list to select team.

Assigned students to teachers based on ratios, to fill periods appropriately

“Essentially, we knew we had to have 2 virtual sections per team...if you only have 1 of anything, it makes scheduling extremely hard because there are literally no other options.” – Crowley MS Principal

Case Study: Crowley ISD Split Scheduling

6th Grade

		Room	1st	2nd	3rd	4th	5th	6th	7th	8th
Honor	Teacher names blocked		WC 6 / PAP (V) 28	WC 6 / PAP (V) 28	Conference 0	Lunch/Advisory V 28	WC 6 / PAP 28	WC 6 / PAP 28	WC 6 / PAP 28	WC 6 / PAP 28
			Math 6 / PAP 28	Conference 28	Math 6 / PAP 28	Lunch/Advisory V 28	Math 6 / PAP (V) 28	Math 6 / PAP 28	Math 6 / PAP (V) 28	Math 6 / PAP 28
			Conference 0	Sci 6 / PAP 28	Sci 6 / PAP (V) 28	Lunch/Advisory 28	Sci 6 / PAP 28	Sci 6 / PAP (V) 28	Sci 6 / PAP 28	Sci 6 / PAP 28
			Eng 6 / PAP 28	Eng 6 / PAP 28	Eng 6 / PAP 28	Lunch/Advisory 28	Eng 6 PAP 28	Conference 0	Eng 6 / PAP 28	Eng 6 / PAP (V) 28
										Eng 6 INC (V)

		Room	1st	2nd	3rd	4th	5th	6th	7th	8th
Compassion	Teacher names blocked		WC 6 / PAP (V) 28	WC6 / PAP 28	Conference 0	Advisory/Lunch V 28	WC / PAP 28	WC 6 / PAP (V) 28	WC 6 / PAP 28	WC 6 / PAP 28
			Math 6 / PAP (V) 28	Conference 0	Math 6 / PAP (V) 28	Advisory/Lunch 28	Math 6 / PAP 28	Math 6 / PAP 28	Math 6 / PAP 28	Math 6 / PAP 28
			Conference 0	Sci 6 / PAP 28	Sci 6 / PAP 28	Advisory/Lunch 28	Sci 6 / PAP (V) 28	Sci 6 / PAP 28	Sci 6 / PAP 28	Sci 6 / PAP (V) 28
			Eng 6 / PAP 28	Eng 6 / PAP 28	Eng 6 / PAP 28	Advisory/Lunch 28	Eng 6 / PAP (V) 28	Conference 0	Eng 6 / PAP 28	Eng 6 / PAP 28
			Eng / PAP 6 (V) 20	Eng 6 / PAP (V) 20	Eng 7 / PAP (V) 0	Advisory/Lunch V 28	WC 6 / PAP (V) 28	Writing 7 / PAP (V) 28	Conference 0	Conference 0

7th Grade

		Room	1st	2nd	3rd	4th	5th	6th	7th	8th
Perseverance	Teacher names blocked		TXH 7 / PAP (V) 28	TXH 7 28	Conference 0	TXH 7 28	Lunch/Advisory 28	TXH 7 PAP 28	TXH 7 28	TXH 7 / PAP (V) 28
			Math 7 28	Conference 0	Math 7 28	Math 7 PAP 28	Dept Head/Lunch 0	Math 7 (V) 28	Math 7 (V) 28	Math 7 28
			Conference 0	Sci 7 PAP 28	Sci 7 / PAP (V) 28	Sci 7 28	Dept Head/Lunch 0	Sci 7 28	Sci 7 / PAP (V) 28	Sci 7 28
			Eng 7 28	Eng 7 / PAP (V) 28	Eng 7 28	Eng 7 / PAP (V) 28	Lunch/Advisory 28	Eng 7 28	Eng 7 PAP 28	Conference 0
			Wri 7 PAP 28	Wri 7 / PAP (V) 28	Wri 7 / PAP (V) 28	Wri 7 28	Lunch/Advisory 28	Wri 7 28	Wri 7 28	Conference 0

Distributed remote classes throughout the day within a given “Team”

A Word on Certification Assignment Flexibility

Possible Scenarios and Options

TEA Resource on Certification Assignment Flexibility:

<https://tea.texas.gov/sites/default/files/covid/20-21-Certification-Assignment-Flexibility.pdf>

District Situation Concern	Option(s)	District Next Steps
I have a certified 7-12 math teacher who I need to teach two sections of physics.	Temporary Classroom Assignment Permit (TCAP)	Complete form via ECOS entity access and maintain documentation locally.
I have a certified EC-4 Generalist, who I need to teach 5 th grade all day.	<ol style="list-style-type: none"> 1. Emergency Permit 2. Teacher Certification Waiver 3. Take and pass appropriate certification exam and apply for certification by exam 	<ul style="list-style-type: none"> • Complete emergency permit form via ECOS entity access and maintain documentation locally. • For teacher certification waiver, login to TEAL account, access Waiver application and submit request online for agency review and processing. • For additional certification by examination, take and pass required test and submit online application and \$78 fee for issuance of new certificate area.
I need a health teacher to teach three sections of Biology.	Temporary Classroom Assignment Permit (TCAP)	Complete form via ECOS entity access and maintain documentation locally.

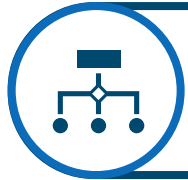
Budget sufficient **time** for master scheduling

Play to teachers' **strengths** in number of on-campus vs. remote periods and students assigned

Arrange classes so that students can feasibly **switch** between remote and on-campus periods with the same teacher



Why Split Scheduling?



How to Establish Split Scheduling



Next Steps & Closing

How to Access our Staffing Series Material

Session Topic	Date & Time	Session Objectives
Webinar #1: Staffing Approaches Introduction	Tue, Nov 10 th 9-10 am	<ul style="list-style-type: none"> • Provide overview of four staffing approaches • Share key action steps to take to select an approach
Webinar #2: Virtual Academy	Wed, Nov 18 th 2-3 pm	<ul style="list-style-type: none"> • Share key components of a virtual academy • Share implementation actions to take to stand up a virtual academy this spring
Webinar #3: Split Staffing	Fri, Nov 20 th 12-1 pm	<ul style="list-style-type: none"> • Share implementation actions to take to move to a split staffing model in the spring
Webinar #4: Split Scheduling	Thurs, Dec 3 rd 11:30-12 noon	<ul style="list-style-type: none"> • Share master scheduling approach and key considerations for setting up split scheduling

Access prior webinar material and sign up for future webinars through our **Strong Start Page** under “Strong Start Implementation Supports: <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/strong-start-resources>

We will keep developing and posting additional supports to meet your staffing needs including:

- Sample schedules
- Sample plans from districts

Chat Q: What additional support needs do you have as you consider and/or transition to a Split Scheduling approach, or other staffing approaches?

Additional Resource: Ongoing Virtual Instruction Strategies Series

1

Student Engagement

Strategies that apply to all grade levels and content areas to encourage and sustain student engagement during remote instruction.

2

Concurrent Instruction

Strategies that demonstrate different models that can be set up to maximize concurrent instruction for both in-person and remote students.

3

Checks for Understanding

Strategies that will help teachers collect formative data throughout the lesson to ensure virtual instruction is effectively meeting objectives.

4

Differentiation

Strategies that will allow students to receive differentiated instruction in the remote learning environment that meets their individualized needs.

After each session has occurred, you can locate the session recording and presentation materials [here](#).

Closing Reflection

Type into the chat box any closing reflections:

- What new learning or “aha” are you taking back to your team?
- What questions and continued support needs do you have with respect to Split Scheduling setup?

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

