

# Staffing Approaches: Split Staffing

Session 3 | Friday, November 20, 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*: Weekend activity you're looking forward to



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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

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

- Describe Split Staffing advantages and key considerations
- Name action steps in establishing a Split Staffing model at your district (or select campuses) this spring semester
- Walk away with a sense of how real districts are implementing Split Staffing







 **Why Split Staffing?**

 **How to Establish Split Staffing**

 **Group Discussion**

 **Next Steps & Closing**

-  **Why Split Staffing?**
-  **How to Establish Split Staffing**
-  **Group Discussion**
-  **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**...

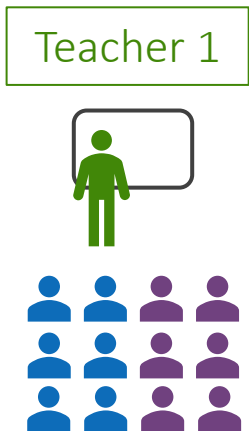
...and, ultimately, we need a strong solution that supports all students and families **now**.

”

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

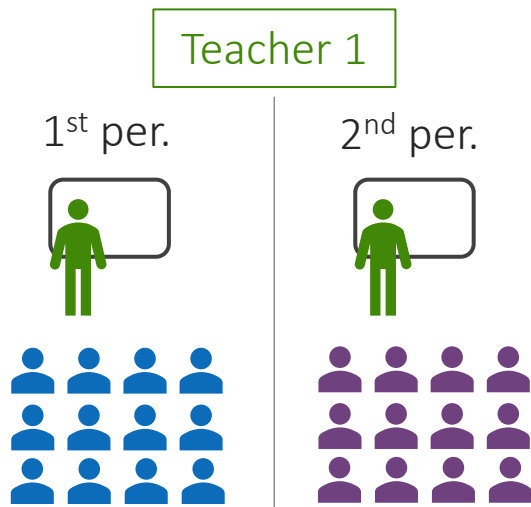
## Concurrent

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



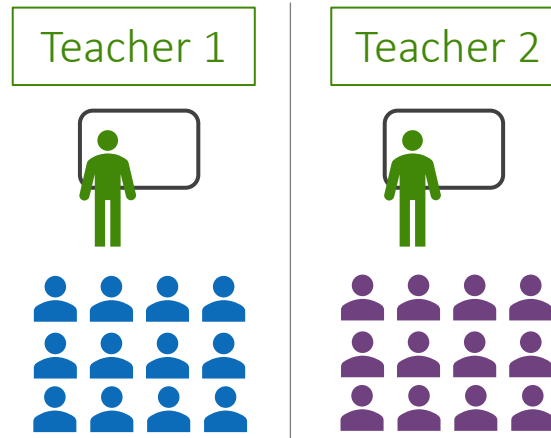
## Split Scheduling

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



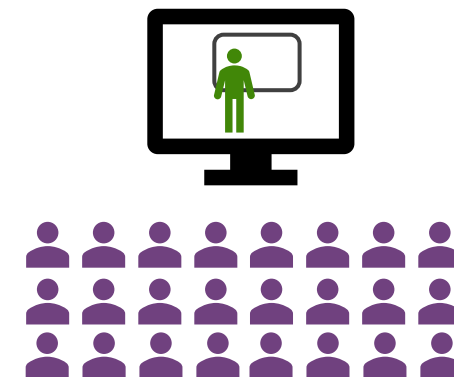
## Split Staffing

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



## Virtual Academy

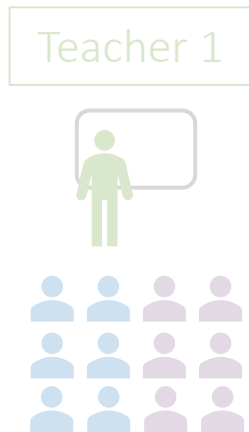
**One virtual academy** set up to support all remote learners in the district; other students attend school on campus



# Today we are diving into the Split Staffing approach

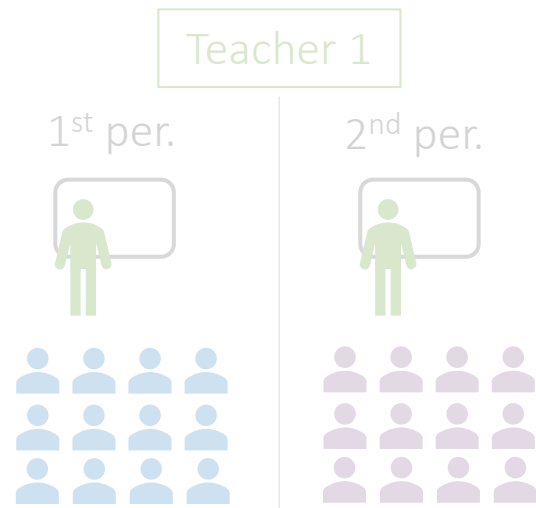
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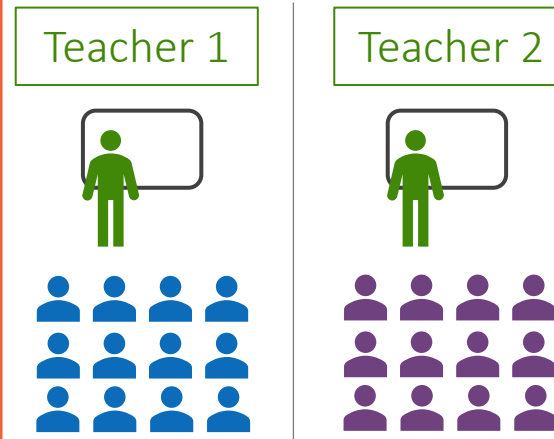
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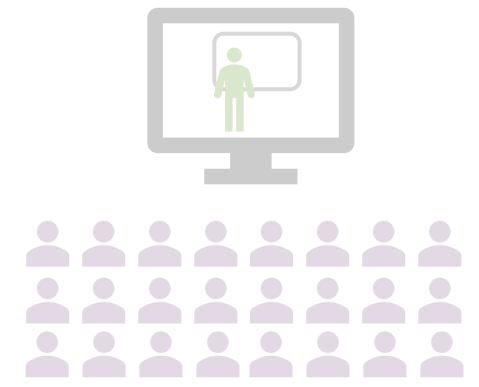
## Split Staffing

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



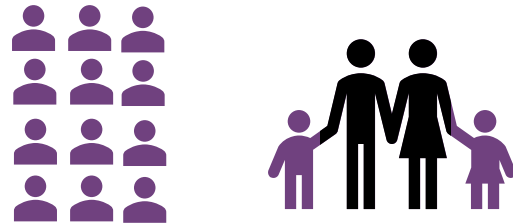
Teacher of Record



# Multiple benefits of Split Staffing approach

## Families & Students

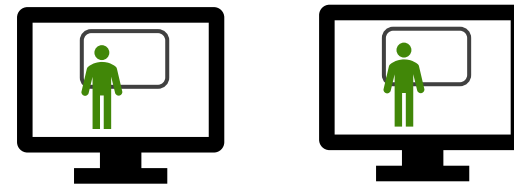
Stronger remote learning delivery with teachers specializing in remote, and greater ability for district to deliver on **families' preferences** for remote learning



Flexibility for Families

## Teachers

Having designated remote teachers can **reduce complexity** and **increase sustainability** for teachers across the district



Reduce complexity for teachers



**Hawkins ISD**

700+ students

## Staffing Approach(es)

**Split Staffing** *[Multi-grade, Elementary only]*

## Rationale & Key Benefits

- Help teachers **specialize** in one modality and simplify delivery

## Key Enablers

- **Teacher voice** every step of the way, from the decision to establish split staffing to determining the details of implementation
- **Clear transition plan** to manage roles (e.g., attendance, instructor of record, etc.) between on-campus vs. remote teachers when students switched modality
- **Teacher teaming** on course delivery



**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

-  Why Split Staffing?
-  How to Establish Split Staffing
-  Group Discussion
-  Next Steps & Closing

# Four Implementation Steps

1

## Build the Foundation

Decide on the **structure** and put key **enablers** in place across your LEA

1 – 2 weeks

2

## Pivot with your School Communities

Engage your **families and staff** in the transition. **Assign teachers** to remote vs. on-campus roles

2 weeks

3

## Onboard & Launch

Launch by onboarding school communities with clear **roles and expectations**

1 – 2 weeks

4

## Ongoing Support

Provide ongoing **support**, especially in **transitions** to and from on-campus learning

# Detail: Four Implementation Steps

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote vs. On-Campus  
Teacher Roles

Central Support for  
Remote Teachers

Enablers for Smooth  
Transitions

2

## Pivot with your School Communities

Family & Student  
Communication

Remote vs. On-Campus  
Teacher Assignment

3

## Onboard & Launch

School Leader  
Onboarding

Teacher Onboarding

Family & Student  
Onboarding

4

## Ongoing Support

Remote Teacher  
Support

Progress Monitoring

Transitions to/from  
On-campus Learning

# Build the Foundation: Estimate Staffing Needs

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote vs. On-Campus  
Teacher Roles

Remote Teacher  
Support

Enablers for Smooth  
Transitions

Determine...

Which **campuses, grades, and courses** can you convert to Split Staffing?

What student-to-teacher **ratio** is feasible on campus vs. remotely?



How many **staff** should be allocated to remote or on-campus learning to meet needs across grades and courses?

Key Inputs:

- # families requesting remote
- # certified staff across courses
- Asynchronous / synchronous time allotments
- Class size waivers
- Campus space constraints
- Aide / para support

# Build the Foundation: 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 <sup>th</sup> grade all day.	<ol style="list-style-type: none"> <li>1. Emergency Permit</li> <li>2. Teacher Certification Waiver</li> <li>3. Take and pass appropriate certification exam and apply for certification by exam</li> </ol>	<ul style="list-style-type: none"> <li>• Complete emergency permit form via ECOS entity access and maintain documentation locally.</li> <li>• For teacher certification waiver, login to TEAL account, access Waiver application and submit request online for agency review and processing.</li> <li>• For additional certification by examination, take and pass required test and submit online application and \$78 fee for issuance of new certificate area.</li> </ul>
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.



# 1 Build the Foundation: Estimate Staffing Needs

1

## Build the Foundation

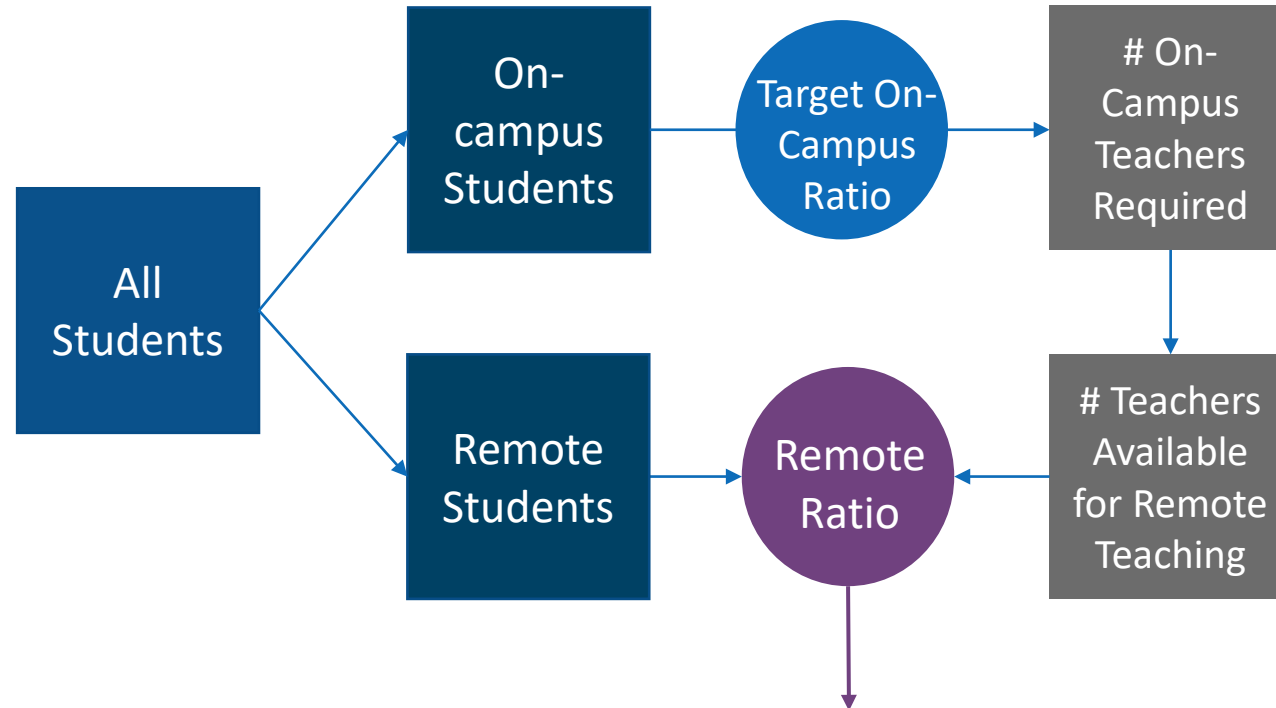
Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote vs. On-Campus  
Teacher Roles

Remote Teacher  
Support

Enablers for Smooth  
Transitions



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

# 1 Build the Foundation: Set clear roles

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote vs. On-Campus  
Roles & Expectations

Remote Teacher  
Support

Enablers for Smooth  
Transitions

Determine...

How might **roles and expectations** differ for remote vs. on-campus teachers?

**Where** will your remote teachers work from – home or on campus?

- If on campus, what campus duties might you assign to remote teachers?

Key Inputs:

- Teacher input
- Strengths / capacity of your staff to deliver remote learning
- Teacher health accommodations

# 1 Build the Foundation: Set up supports

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote vs. On-Campus  
Teacher Roles

Remote Teacher  
Support

Enablers for Smooth  
Transitions

Determine...

Will you provide separate **PD, PLCs**, or other support to remote teachers?

How will you equip **coaches** to support remote teachers?

Key Inputs:

- Teacher remote instruction strengths and support needs
- Capacity of campus instructional leaders and coaches to support remote teachers

# 1 Build the Foundation: Set up key enablers

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote Teacher  
Support

Enablers for Smooth  
Transitions

Put in place as many of these key enablers as possible, to support smooth transitions to/from on-campus learning:

- **Common scope & sequence**
- **Common teacher collaboration time**
- **Staff & family engagement plan**
  - Plan for “before” / “during” / “after” transition
  - Standard modality preference surveying cadence
- Common learning management system
- Common curriculum

\*Red text denotes highly recommended key enablers

**Chat Question:** Which of these enablers do you have in place already?  
Which might you consider putting in place?

# 1 Build the Foundation: Set up key enablers

1

## Build the Foundation

Campuses, Grades,  
Courses Covered

Master Scheduling &  
Staffing Plan

Remote Teacher  
Support

Enablers for Smooth  
Transitions

Two ideas to **minimize student-teacher assignment changes**:

1. When bigger batches of students transfer from remote to on-campus (or vice versa), consider **transitioning teachers** with them to maximally keep assignments intact
2. Consistent **pairs or teams** of remote and on-campus teachers that students fluidly move between. Teachers in these pairs / teams can proactively build relationships with students likely to transfer to their classrooms

## 2 Pivot: Communicate with families and students

### 2 Pivot with your School Communities

Family & Student  
Communication

Remote vs. On-Campus  
Teacher Assignment

To ensure a smooth launch, communicate the...

**WHY:** Lay out the rationale for a mid-year switch:

- Better support for students
- Delivering on family preferences for virtual instruction
- Teacher sustainability

**WHEN:** Clearly explain when transition will happen, and when students will know about teacher changes

**HOW:** Share what steps your principals and teachers will take to thoughtfully transition students

## 2 Pivot: Assign Teachers to Remote or On-Campus

### 2 Pivot with your School Communities

Family & Student  
Communication

Remote vs. On-Campus  
Teacher Assignment

#### Consider...

- Taking **teacher voice** into account [Example: Hawkins ISD]
- Which teachers are **strongest** at delivering remote instruction

## 3 Onboard & Launch

3

### Onboard & Launch

School Leader  
Onboarding

Teacher Onboarding

Family & Student  
Onboarding

#### Consider...

- How school leaders are **supporting** remote vs. on-campus teachers as coaches
- Clarifying plans for **transitions** of students between modalities and teachers
- Preparation to **lead teacher onboarding** to split staffing



## 3 Onboard & Launch

3

### Onboard & Launch

School Leader  
Onboarding

Teacher Onboarding

Family & Student  
Onboarding

#### Be ready with...

- **Student assignments** and relevant student data
- Central **systems** to maintain consistency, stability (e.g., LMS)
- Key **scope & sequence** and/or curriculum shifts
- Virtual instruction “look-fors” and **expectations**
- Clarity on **coaching** and support structures (e.g., PLCs)
- **Action items** to be ready for Split Staffing Day One

## 3 Onboard & Launch

3

### Onboard & Launch

School Leader  
Onboarding

Teacher Onboarding

Family & Student  
Onboarding

#### Be ready with...

- **Teacher assignments, schedules** and rationale
- Central **systems** for consistency, stability (e.g., LMS)
- Clear expectations for **transitions** to/from on-campus:
  - How to request a transition
  - Teacher switches *will* happen
  - How teachers will transition student relationships with care

# 4 Ongoing Support

4

## Ongoing Support

Remote Teacher Support

Progress Monitoring

Transitions to/from On-campus Learning





Consider...

Virtual Walkthroughs & Action Coaching

Campus Leadership Data Meetings





Family, Student, Teacher Surveys

Transition plan for 100% remote  
*(if ever needed)*

-  Why Split Staffing?
-  How to Establish Split Staffing
-  **Group Discussion**
-  Next Steps & Closing

**What steps can you take in the next 1-2 weeks to establish Split Staffing at your LEA?**

**What questions do you need to answer to inform your actions?**

-  Why Split Staffing?
-  How to Establish Split Staffing
-  Group Discussion
-  Next Steps & Closing

# What's Next: Staffing Approaches Series

Session Topic	Date & Time	Session Objectives
Webinar #1: Staffing Approaches Introduction	Tue, Nov 10 <sup>th</sup> 9-10 am	<ul style="list-style-type: none"> <li>• Provide overview of <b>four staffing approaches</b></li> <li>• Share <b>key action steps</b> to take to select an approach</li> </ul>
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>

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 Staffing approach?



# 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](#).

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 Staffing setup?

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

