BROOKLYN LAB CHARTER SCHOOL

Back to School Instructional Program Scheduling Map

Investigating instructional program scheduling ideas that make the return to school in fall 2020 better for all students and staff. Focused on Brooklyn Laboratory Charter Schools, with tools and insights relevant to all K-12 instructional program schedules.

Version 1: June 23, 2020

Student Needs

Leverage

Student Centered

Remote

Compliance

Equity

Safety

Asynchronous

Cost

Mitigate

Support

Connections

Feedback

Performance

Flexible

Staffing

Collaboration

NATIONAL CENTER FOR SPECIAL EDUCATION IN CHARTER SCHOOLS

PBDW

EdTogether

PUBLIC IMPACT

TNTP

InnovateEDU

ASU Mary Lou Fulton Teachers College

Dezudio

As schools move toward reopening, educators face unprecedented complexities—from new logistical challenges to emergent needs for our most vulnerable students. Creating adult and student schedules in this context is complicated, yet urgent. So, we have initiated an active planning process that engages many stakeholders in our school's community. **We're working to propose and iterate on structures and frameworks that inform and empower our students, educators, and families to help them navigate the new journey on which they are about to embark.**

Executive Summary

Schools are facing complex new challenges as they plan to reopen for the 2020–21 school year amid the COVID-19 pandemic. Due to lockdowns and abrupt transitions to remote learning, students will likely have experienced trauma and significant academic setbacks. **When they return to school this fall, students will need more academic and social-emotional support than they have received in the past.**

Through a two-week design charrette, Brooklyn Laboratory Charter Schools (Brooklyn Lab) and InnovateEDU worked with expert partners to develop the Brooklyn Laboratory Charter Schools' **Back to School Instructional Program Scheduling Map.** The map is intended to help our school community think about where students will learn this fall, how they will learn, from whom they will learn, and what they will learn. It emphasizes the need for several things—including the use of remote and in-person spaces, collaboration among staff from paraprofessionals to administrators, and recognition of students' diverse emotional and academic needs—to make the return to school safe and successful for all students.

A **charrette** is an intense period of design or planning activity involving focused collaboration to quickly propose possible solutions to a stated problem.

Partners included Dezudio, PBDW Architects, InnovateEDU, EdTogether, the National Center for Special Education in Charter Schools (NCSECS), Public Impact, TNTP, and Mary Lou Fulton Teachers College at the Arizona State University.

What's in the Scheduling Map?

Building on Brooklyn Lab's [Back to School Facilities Tool Kit](), Version 1 of this Scheduling Map incorporates guidance on social distancing for reopening school while pulling together options regarding where, what, when, how, and with whom components of learning happen. Like other schools around the country, we are working through how best to rearrange teams of educators and groups of students to ensure that those who opt for in-person instruction can do so safely.

The Instructional Program Scheduling Map aims to provide a framework to support clear communication between administrators, educators, families, and scholars so that our school community can work collaboratively and inclusively to promote safety, health, well-being, and learning when our school reopens this fall.

NCSECS

PBDW Architects
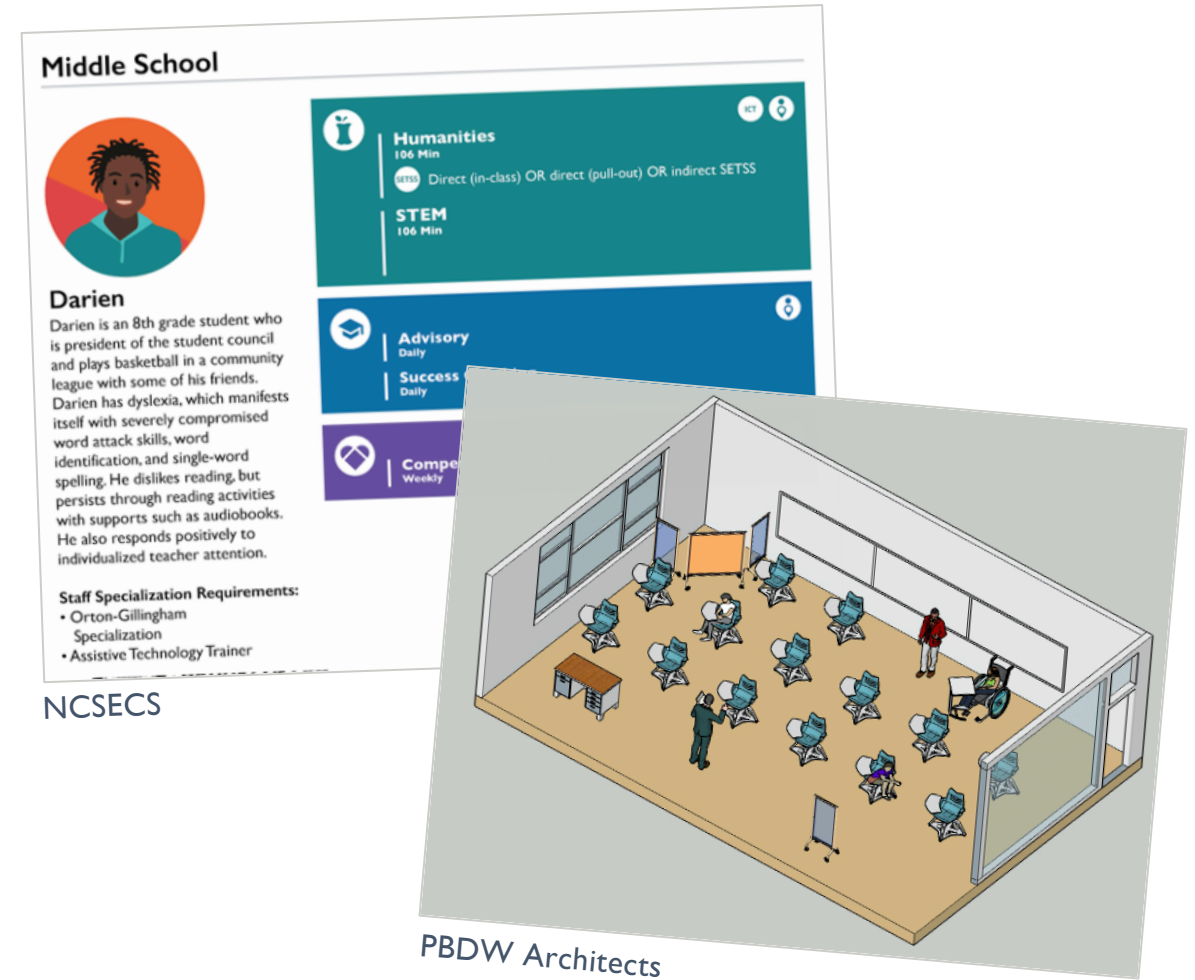
About Us | Brooklyn Lab

Brooklyn Lab was co-founded in 2013 by Erin Mote and Eric Tucker with the mission to eliminate the achievement gap by preparing scholars with the academic foundation, digital literacy, and leadership skills necessary to succeed in college and professional life. Brooklyn Lab is dedicated to serving the highest need students, regardless of their academic level, English language proficiency, or disability. Meeting the needs of these students has continued to be our focus as we reimagine what the return to school will look like in the fall of 2020.

PLEASE NOTE: The calculations and assumptions in these slides are for illustrative purposes only. They are not accurate or intended to reflect accurate or current staff, student, compliance, or budgetary constraints.

About Us | The Talent Systems Community of Practice

Facilitated by **InnovateEDU** and **The Learning Accelerator** (TLA), The Talent Systems Community of Practice brings together practitioners from schools, districts, charter networks, and educational support organizations around the country that exemplify innovative work in talent and human capital systems. The Community of Practice is focused on cultivating community solutions and driving scalable change in human capital development and innovative school models by:

1. Cultivating a Collaborative Community of Practitioners

2. Developing and Implementing Collaborative Projects

3. Sharing Best Practices with the Field

Originating in part from collaboration between Brooklyn Lab and other members of the Community of Practice, this Scheduling Map has benefited from formal and informal guidance from several member organizations working to tackle similar challenges in their own schools and communities around the country.

For more information on the Talent Systems Community of Practice, visit k12talentcommunity.org

Process

Our Process | Driving Questions

"How might we" questions encourage the exploration of creative solutions by fostering a culture of non-judgmental collaboration. It is important to bring a variety of ideas to the table for stakeholders to consider and respond to, so that we can move together toward well-considered solutions that prepare us to respond to rapidly-evolving circumstances.

These questions framed our exploration in this Version 1 of the Scheduling Map:

How might we use the expertise of firms in the field of education talent management to **address the complex questions related to school scheduling and preparation** during COVID-19?

How might we **keep student equity at the center** of our plans as we prepare for the fall semester?

How might we **make the proposed concepts tangible** by using Brooklyn Lab as a case study?

Our Process | Steps

At Brooklyn Lab, we know our response to COVID-19 must involve upgrades to school health and safety. As a laboratory school, part of our mission is to advance design solutions and share tools that other schools can utilize. No school has the time or resources to do this alone. This presentation is part of our effort to share our approach.

We took the following steps during our 14-day collaborative process:

Identified. InnovateEDU and Brooklyn Lab held initial work sessions to discover challenges associated with instructional program scheduling.

Discovered. Design Teams including partner organizations, experts, and designers collaborated with Brooklyn Lab and InnovateEDU to discover potential solutions for instructional program scheduling.

Created. Brooklyn Lab teachers, special educators, counselors, instructional leaders, and administrators attended work sessions to focus on aspects of the challenges they were best equipped to address.

Developed. The Design Teams developed ideas based on the school and community's needs and best practices to address social-distancing requirements and safety.

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Our Process | Key Criteria

To carry the driving questions through to explorations by each of the design teams, we provided criteria that each proposal needed to meet.

We encouraged partners to propose ideas or solutions that meet these success criteria:

Proposals must focus on **equity** for all students.

Proposals must be **practical and feasible** to implement.

Proposals must be **flexible and adaptable.**

Proposals must be accessible in order to **facilitate conversation and adaptation** by other schools.

Our Process | Forming Design Teams

How do we meet the needs of students?
The National Center for Special Education in Charter Schools is committed to fostering effective implementation of practices that will benefit students with disabilities in both charter and traditional public schools.

Where are instructional groupings of students scheduled to learn? (Part 1)
PBDW Architects uses the power of design to synthesize old and new places and purposes, creating new identities that contribute to the evolving history of the city and its institutions.

Where are instructional groupings of students scheduled to learn? (Part 2)
EdTogether is a research and evaluation services provider that aims to empower youth with disabilities to thrive in learning and life by focusing on emotion in learning.

How can teams of educators be paired with instructional groupings of students? When is core work completed?
Public Impact, a research and consulting organization, founded and leads the Opportunity Culture initiative, which helps schools extend the reach of excellent teachers and their teams to more students, for more pay, within regular school budgets.

Our Process | Forming Design Teams

How can educators use approaches that are best suited to meet the needs of all learners?
TNTP works to address inequality by cultivating and training talented teachers and leaders and creating environments that accelerate student learning.

How can Community Educators best meet the needs of schools during social distancing?
InnovateEDU is a nonprofit working to eliminate the education achievement gap through development of innovative models and tools that serve, inform, and enhance teaching and learning.

How can professional learning opportunities accelerate the development and contributions of Community Educators?
ASU Educator Workforce Initiatives works to reimagine the roles and prepare for a new educator workforce.

How can we communicate the ideas that each team is generating, and make them useful and accessible to educators around the country?
Dezudio is an interaction and information design consultancy that creates communications, products, and services that inform decision making, inspire action, and drive positive behaviors.

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Brooklyn Lab as a Case Study

Staff and Student Schedules
The New Constraint of Social Distance

To promote a healthy and safe return to school, social distancing and public health guidance must be integrated into the already complex problem of instructional program schedule mapping.

We are looking at how to map general and special education instructional groupings to socially distanced classrooms and match them with teams of educators.
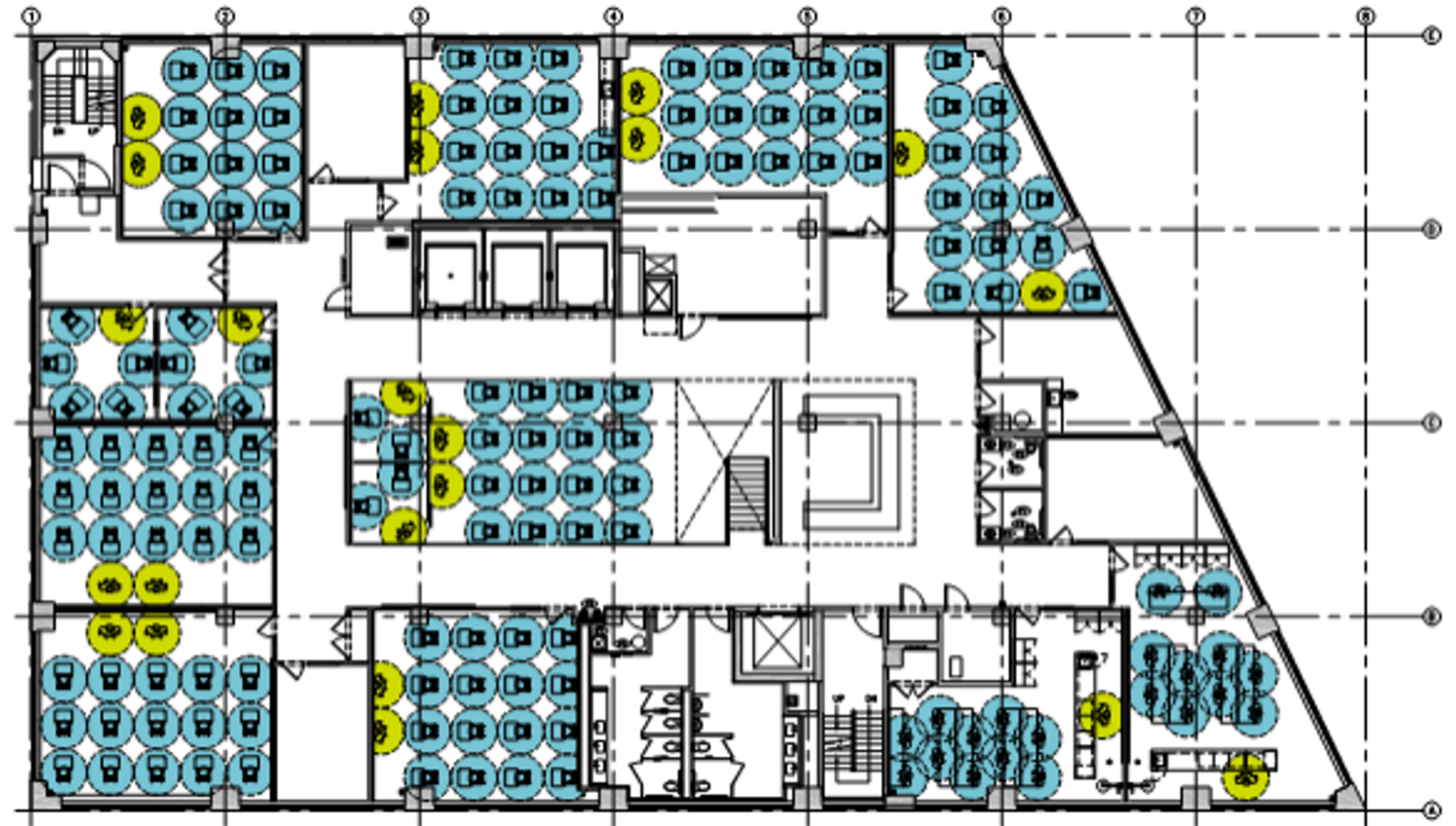
PBDW Architects

Staff and Student Schedules
The New Constraint of Social Distance

Our former classroom configurations won't accommodate social distancing.

Before COVID-19	2020 Back to School
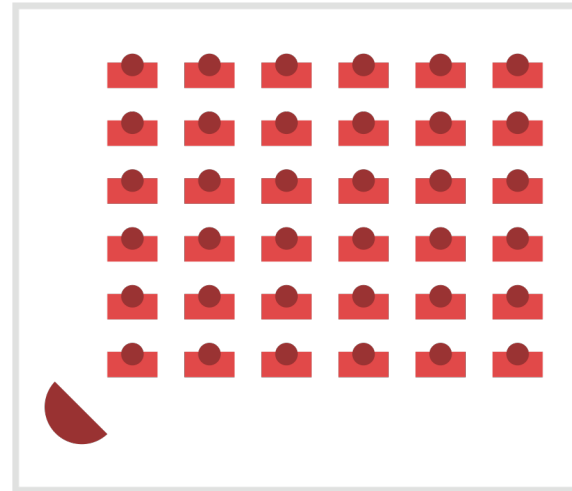
A teacher or set of co-teachers would be matched with **~30 students** in a single general or ICT classroom.
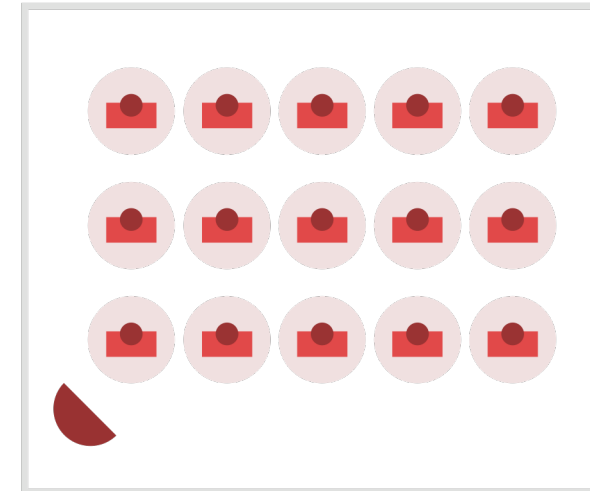
With social distancing, only **~10–15 students** will fit in that same classroom.

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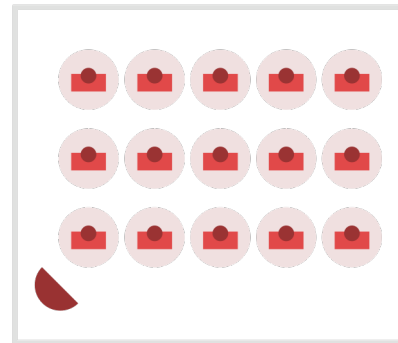
TNTP

InnovateEDU

ASU Mary Lou Fulton Teachers College

Staff and Student Schedules
The New Constraint of Social Distance

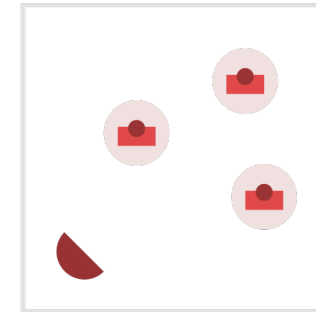We're looking at staggered shifts of in-person, brick and mortar instruction.

Main School Building

Annex Building

Home

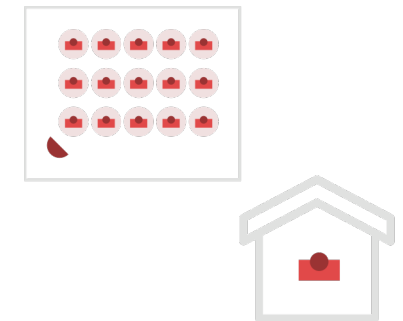**Core academic instruction** is received by a particular instructional grouping **in person** in the Main School Building.

Related support and services, social and emotional support, success coaching, and other types of related instruction are also delivered **in-person,** but outside of the main classroom building.

Remote learning that is linked to the **core academic instruction** in the Main School Building can happen **at home or in a community context.**
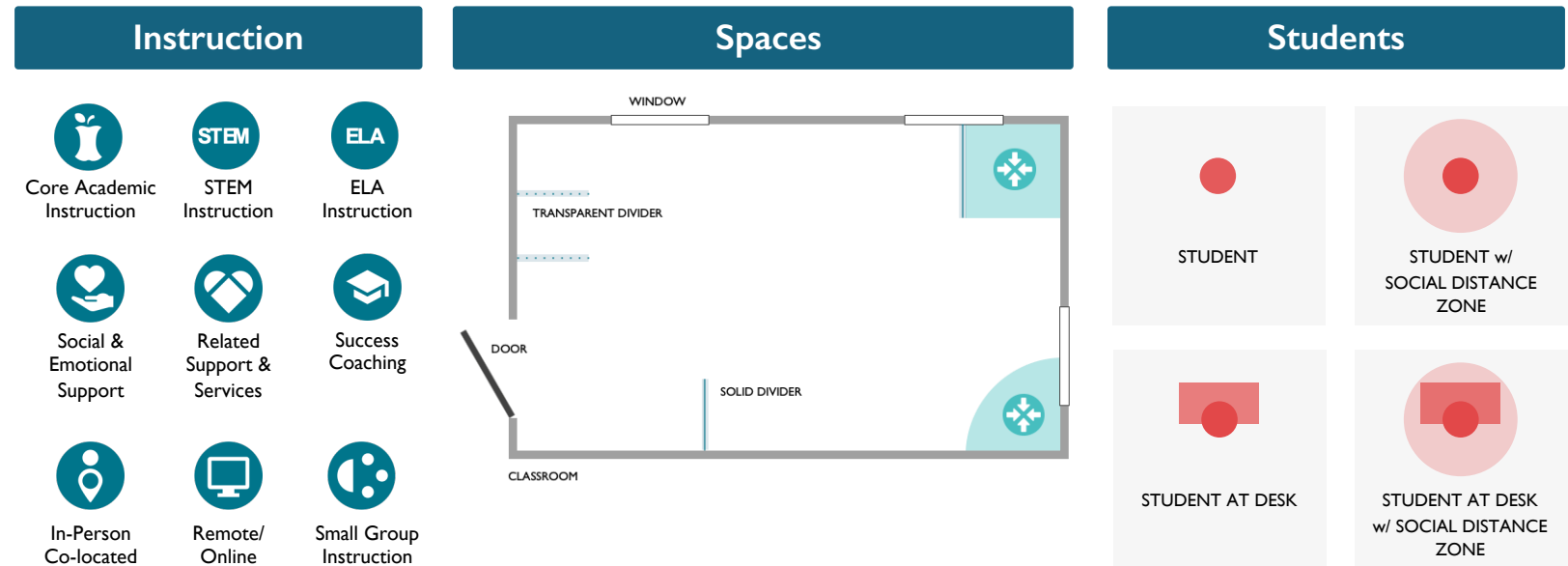
Staff and Student Schedules
The New Constraint of Social Distance

We're developing visual language to clarify components of instructional program scheduling, and looking at how to ensure plans communicate expectations clearly to all.

These concepts and many others became important in our planning process. We're sharing our work with the public to advance the conversation by introducing important questions, proposing potential solutions, and defining the new language we need to discuss and make improvements.

Instruction

- **Core Academic Instruction**
- **STEM Instruction**
- **ELA Instruction**
- **Social & Emotional Support**
- **Related Support & Services**
- **Success Coaching**
- **In-Person Co-located**
- **Remote/ Online**
- **Small Group Instruction**

Spaces

WINDOW

TRANSPARENT DIVIDER

DOOR

SOLID DIVIDER

CLASSROOM

Students

- STUDENT
- STUDENT w/ SOCIAL DISTANCE ZONE
- STUDENT AT DESK
- STUDENT AT DESK w/ SOCIAL DISTANCE ZONE

Thank you.

As a laboratory school, part of our mission is to advance design solutions and share tools that other schools can utilize. No school has the time or resources to do this alone. This presentation is part of our effort to share our approach.

We are better together!

UP NEXT...

How do we meet the needs of students?
National Center for Special Education in Charter Schools

How do we meet the needs of students?

National Center for
Special Education
in Charter Schools
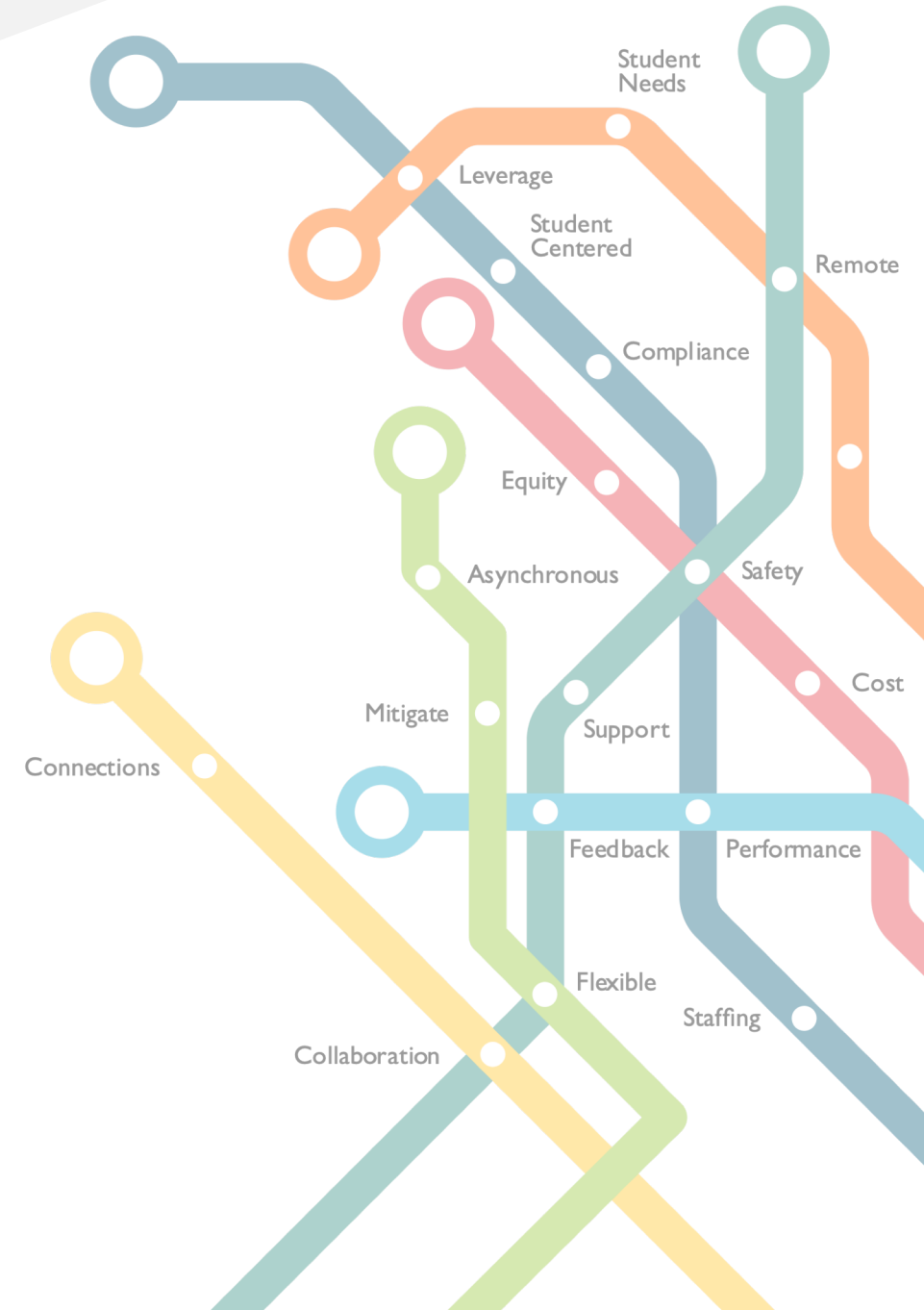
EXECUTIVE SUMMARY

As students return to classrooms, decisions regarding how to educate them while abiding by health and safety guidelines **must be student-based**. Our recommendations related to how to allocate staff acknowledge practical resource limitations and are expressed in a set of hypothetical **student personas** which drive **classroom configurations**.

Identifying strategies to allocate existing staff requires creative problem solving within the parameters of state regulations.

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Given the new world of **social distancing and limited in-person class time,** how might we ensure that **students with disabilities** are provided **with high-quality supports and services** in general education, integrated co-teaching, and separate classrooms?

We can put **students' needs at the forefront** to ensure we have the **right staff specializations, spaces, and modes of learning** available to educate our students with disabilities. Personas help us think through the details of how the planning and preparation **decisions we make will impact** our students' experiences.
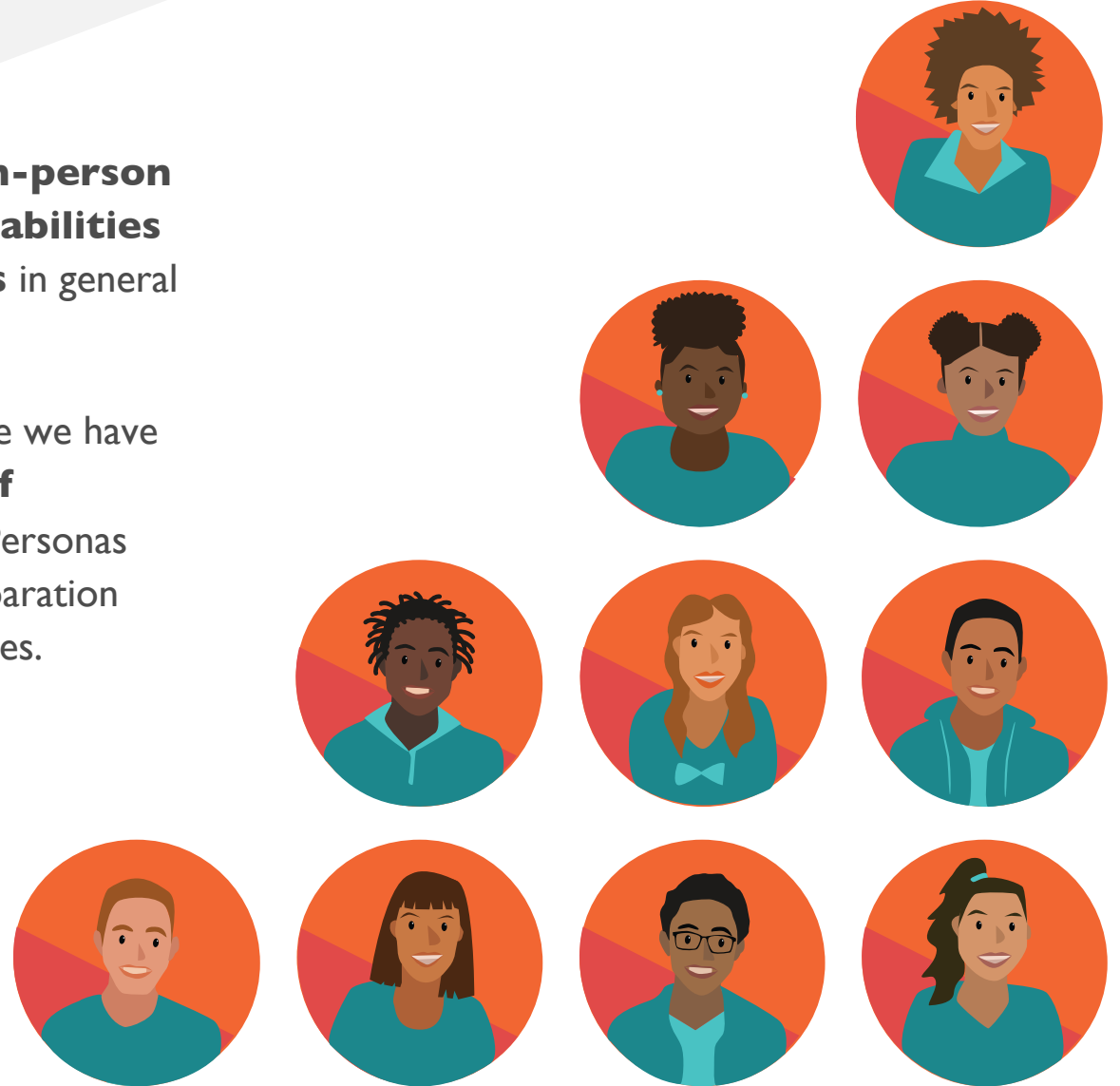
Context for Recommendations

Federal & New York State Regulations

↓

Students' IEPs

↓

Classroom Placements

↓

Staffing Recommendations
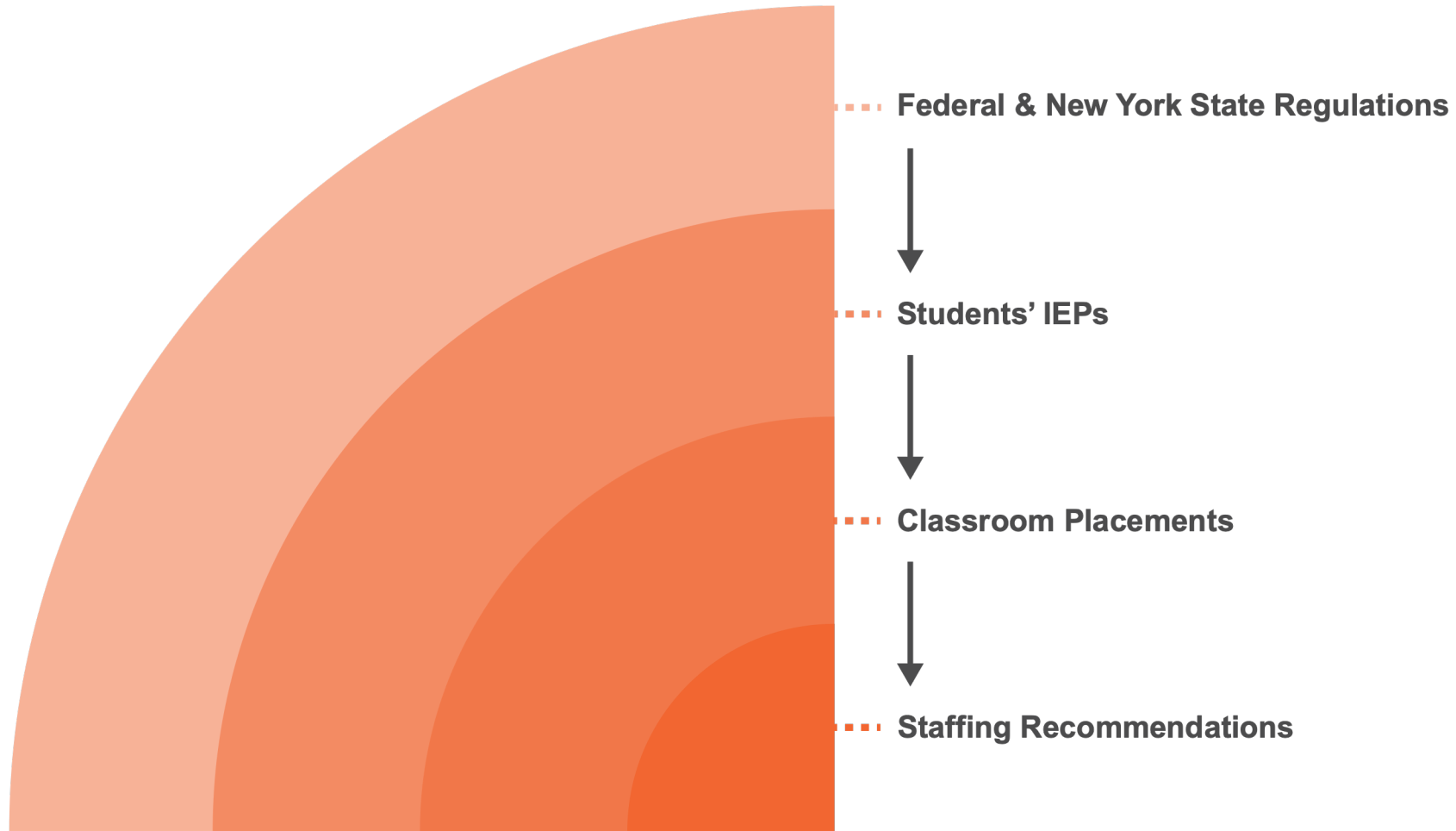
Key Assumptions

Safety

- Limit of 15 students in any classroom at any given time

- Students and staff will wear masks and maintain social distance

- School will use a combination of desk spacing and barriers in all classrooms to deliver large and small group and 1:1 services

Compliance

- Lead teachers working in classrooms with students with disabilities have dual certification

- Students with disabilities will be educated in classrooms with student:teacher ratios as outlined in IEPs

Content Delivery

- All core content delivered in-person and related and compensatory services provided in connected-spaces or remotely

- All students—including those with IEPs—will participate in virtual community meetings, town halls, shared communication channels, celebrations, feedback sessions, "House" activities, and other rituals and routines

Pre-Conditions and Guiding Priorities

Students

- Prioritize addressing learning gaps and social-emotional needs

- Anticipate that some students and teachers may not adapt well to social distancing or masks. Lack of compliance should not be subject to punishment

Staff

- Allocate special educators to deliver behavior intervention to students and provide training in restorative practices

- Assign staff to ensure that each student spends at least part of day with an adult they know

- Integrate intentional communication channels (electronic and in-person) between students' current and new teachers

Facilities & Equipment

- Provide personal noise-canceling headphones and voice amplification systems for small group work

- Build in space for small group instruction/interactions (i.e., "secondary space") with a teacher, paraprofessional, or other specialist in the room

Schedule

- Build in time for breaks during long instructional blocks (e.g., brain or movement breaks)

- Schedule adequate time for consultation between general and special education teachers and SETSS personnel

Possible Classroom Placements

The following slides contain more details about an ICT + SETSS classroom configuration, as well as four sample students who might benefit from ICT + SETSS placement. In addition to ICT + SETTS, the following classroom placements should be considered:

- General Education (GE)

- GE + Special Education Teacher Support Services (SETSS)

- Integrated Co-Teaching (ICT)

- ICT + SETSS

- Special Staffing Ratio - 12:1 (middle school) or 15:1 (high school)

- Special Staffing Ratio - 12:1:1 (middle school) or 15:1:1 (high school)

- Homebound

Example Classroom | ICT + SETSS

Location

In-person (main building)

Size

Pre-Covid
• No more than 26 students in
  ICT class, 10 students with
  disabilities (up to 40% of class)
• Small groups up to 3-6 for SETSS

New Recommendation
• Class grouping of 26-30 students,
  distributed between two physical
  spaces
• Up to 12 students with disabilities
  (up to 40% of class)
• Small groups up to 3-6 for SETSS
  mandates

Staffing Required

• General education teacher (ICT)
• Special education teacher (ICT)
• 1:1 paraprofessionals as
  outlined in individual IEPs
  (SETSS)

Typical Learner Profiles

• Autism spectrum disorder
• Hearing impairments
• Orthopedic impairments
• Other health impairments
• Specific learning disabilities
• Visual impairments

Modes of Teaching

In ICT classes, the general education and special education teacher meet to co-plan and prepare lessons, activities and projects that incorporate all learning modalities. Together, the general education and special education teacher carry out instruction employing a range of methodologies. ICT + SETSS combines the services of the special education teacher and a secondary space to provide specially designed and/or supplemental instruction supporting the participation of the student with a disability in the classroom, as well as consultation with the student's general education teacher.

Example Classroom | ICT + SETSS

Equipment Required

- Masks/face shields
- Hand sanitizer
- Surface sanitizer available as needed during class time
- Plexiglass dividers
- Flexible seating
- Assistive technology
- Manipulatives/artifacts by subject
- Personal or shared devices with headphones
- Tangibles as needed for behavior management

Learning Environment Specifications

- Open classroom
- Parallel teaching spaces
- Individual student work stations
- Space between work stations for teachers to circulate
- Small group pods or space for class to be separated into groups of up to 4 students and 1 adult
- "Flex" space (space for brain breaks, movement breaks, de-escalation, etc.)
- Co-planning workspace

Options for Physical Spaces

- Two physical spaces large enough to accommodate 15 students each with some desk configurations for small group work

Student Journeys | ICT + SETSS

Middle School

Darien

Darien is an 8th grade student who is president of the student council and plays basketball in a community league with some of his friends. Darien has dyslexia, which manifests itself with severely compromised word attack skills, word identification, and single-word spelling. He dislikes reading, but persists through reading activities with supports such as audiobooks. He also responds positively to individualized teacher attention.

Staff Specialization Requirements:
• Orton-Gillingham Specialization
• Assistive Technology Trainer

Humanities
106 Min
SETSS Direct (in-class) OR direct (pull-out) OR indirect SETSS

STEM
106 Min

Advisory
Daily

Success Coaching
Daily

Compensatory Services
Weekly

Middle School

Kiara

Kiara is a 9th grade student who has several favorite television shows for which she writes imaginary plotlines. Kiara has cerebral palsy and is able to walk but struggles with fine motor skills and speaking. She is educated in an inclusive classroom but receives occupational and physical therapy and is often pulled from the general classroom. Kiara is able to persist through the tasks presented to her, even when she perceives them to be difficult.

Staff Specialization Requirements:
• Assistive Technology Trainer

Humanities
106 Min
SETSS Indirect SETSS

STEM
106 Min
SETSS Indirect SETSS

Advisory
Daily

Success Coaching
Daily

Physical Therapy
3x weekly

Occupational Therapy
3x weekly

Speech-Language Therapy
3x weekly

Compensatory Services
Weekly

Student Journeys | ICT + SETSS

Main School Building | Annex / Community Building | Home | **ICT** Integrated Co-Teaching | **SETSS** Special Education Teacher Support Services | Core Academic Instruction | Related & Support Services | In-Person / Co-located | Remote / Online

High School

Suzanna

Suzanna is a 10th grade student and fashion enthusiast who especially enjoys wearing tactile prints and fabrics. Suzanna has a visual impairment. She can read large print and Braille but struggles with reading from a computer screen. Due to her visual impairment, she uses her hands to navigate and explore her environment. Suzanna is naturally curious and excels in her science classes, specifically life sciences.

Staff Specialization Requirements:
- Teacher of the Blind
- Transition Coordinator
- Assistive Technology Trainer

ICT

Humanities
85 Min
- **SETSS** Direct and indirect SETSS from a teacher of the blind

Math
45 Min
- **SETSS** Direct and indirect SETSS from a teacher of the blind

History
45 Min
- **SETSS** Direct and indirect SETSS from a teacher of the blind

Science
45 Min
- **SETSS** Direct and indirect SETSS from a teacher of the blind

Advisory
Daily

Success Coaching
Daily

Orientation and Mobility Training
2x weekly

Group Occupational Therapy
2x weekly

Compensatory Services
Weekly: time req'd

High School

Justin

Justin is a 10th grade student who enjoys math and has strong problem solving skills. Justin has ADHD and is currently functioning in the average range of intelligence. At times, Justin acts impulsively and experiences behavioral outbursts including yelling and cursing loudly in the classroom when he feels like things don't go his way. He has difficulty with self-regulation and receives group counseling to continue to develop executive functioning skills. Justin benefits from the breaking down of new content and use of computers during writing activities.

Staff Specialization Requirements:
- Assistive Technology Trainer

ICT

Humanities
85 Min
- **SETSS** Direct SETSS and indirect SETSS for behavioral management

Math
45 Min
- **SETSS** Indirect SETSS for behavioral management

History
45 Min
- **SETSS** Indirect SETSS for behavioral management

Science
45 Min
- **SETSS** Indirect SETSS for behavioral management

Advisory
Daily

Success Coaching
Daily

Group Counseling
2x weekly

Compensatory Services
Weekly

How many teachers are needed to support this model?

1 How many students are there at each grade level? How many students have IEPs?

2 What class placements and related services are recommended for each student?

3 Given these placements, along with distribution guidelines for IEPs, how many classrooms are needed at each grade level?

4 How many staff, and with what specializations, are needed to staff these classrooms?

Outstanding Questions

- What phase of public health reopening guidelines will guide decisions related to schools re-opening their physical plants (e.g., limiting gatherings to 10 or 50)?

- What additional scientific developments might inform decisions related to assessing risk (e.g., breakthroughs in treatment of COVID-19 or reliable information related to immunity and credible tests to assess)?

- How many teachers and students will be comfortable physically returning to school in person?

- What federal, state, and local resources will be available to assist schools in paying for modifications to school buildings and additional staff to support hybrid instruction?

- How can we actively engage parents regarding students' experiences last spring and over the summer to help inform critical and collaborative student-based decision making?

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Thank you.

The National Center for Special Education in Charter Schools' mission is to ensure that students with disabilities are able to fully access and thrive in charter schools.

Learn more about our work and continue the discussion by visiting us at https://www.ncsecs.org.

UP NEXT...

Where are instructional groupings of students scheduled to learn? (Part 1)
PBDW Architects

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SPECIAL EDUCATION
IN CHARTER SCHOOLS

Where are instructional groupings of students scheduled to learn?
Part 1

PBDW ARCHITECTS

EXECUTIVE SUMMARY

In order to create a set of universal templates for inclusive co-teaching classrooms that illustrate a variety of instructional groupings, we can:

- **explore different configurations** for a variety of learning scenarios, with additional service providers in the classroom.

- **determine the maximum capacity** of students that can be accommodated in each room

- **look at a variety of spatial options,** including ones where the instructional groupings are split into two rooms.

- **provide a set of principles** for guiding classroom layout decisions.
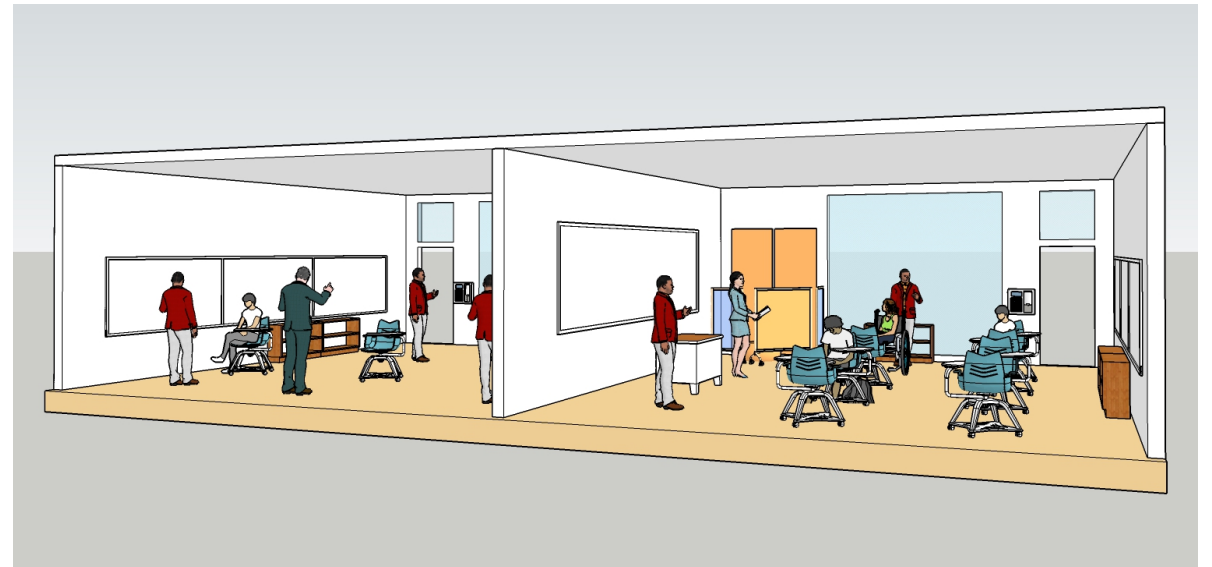
PBDW ARCHITECTS

BASIS OF DESIGN

How might we design inclusive co-teaching classrooms that:

- accommodate requirements for physical distancing **while facilitating communication and interaction?**

- **support students** academically and emotionally?

- **enable different modes of instruction** and a corresponding variety of student groupings?

- **enable push-in related services** and one-to-one, or one-to-small group support?

- **support push-out services** that require more privacy or space for physical activity?

- are **easy for everyone to adjust** into different configurations on the fly?

Guidelines
- Maintain 6' distance between occupants
- Minimize use of physical barriers
- Optimize number of students per classroom
- Facilitate communication
- Define clear path of circulation within classrooms
- Limit physical modifications to furniture
- Be easy to implement
- Minimize cost impact

Implementation

At Brooklyn Lab

- The following pages include proposed layouts in an idealized classroom, which will be adapted into an existing Lab classroom with the goal of using mock-ups of these layouts to gather feedback from teachers and students.

- We can explore configurations using the typical classroom sizes at Brooklyn Lab, including the possibility of splitting cohorts into multiple rooms in order to fit within the confines of existing classroom sizes.

- We can use color-coded diagrams which can guide teachers and students on how to reconfigure classroom layouts.

Potential challenges

- Miscellaneous furniture in classrooms will limit flexibility with desk layouts and the number of students that can safely be accommodated in the room.

- Optimal locations of cameras and screens for the simultaneous broadcasting for remote learning will vary with each layout.

- Flexibility of equipment is ideal, but limited to the technology available to the school.

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15:1
Single Classroom
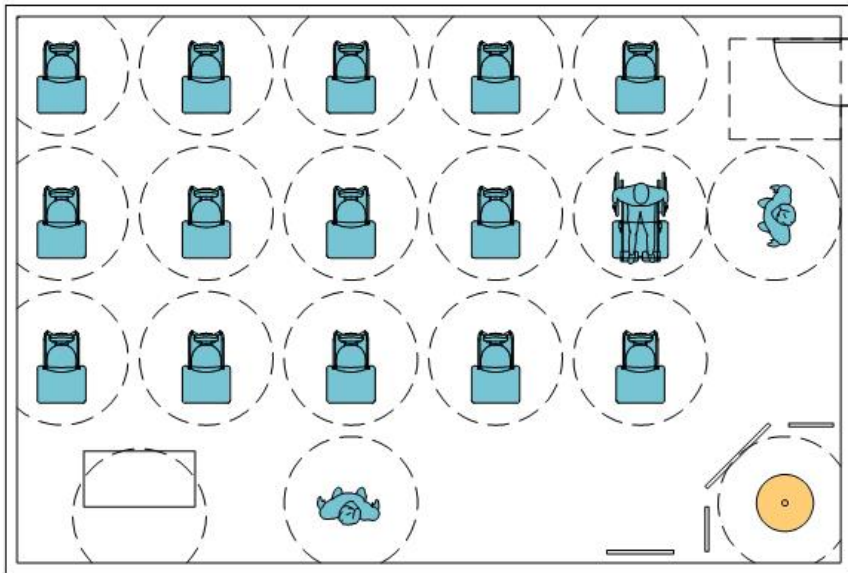
15 students & 1 teacher

- **Facing same direction**
- Defined cool down area in front of room with moveable dividers for privacy
- Clear paths for circulation
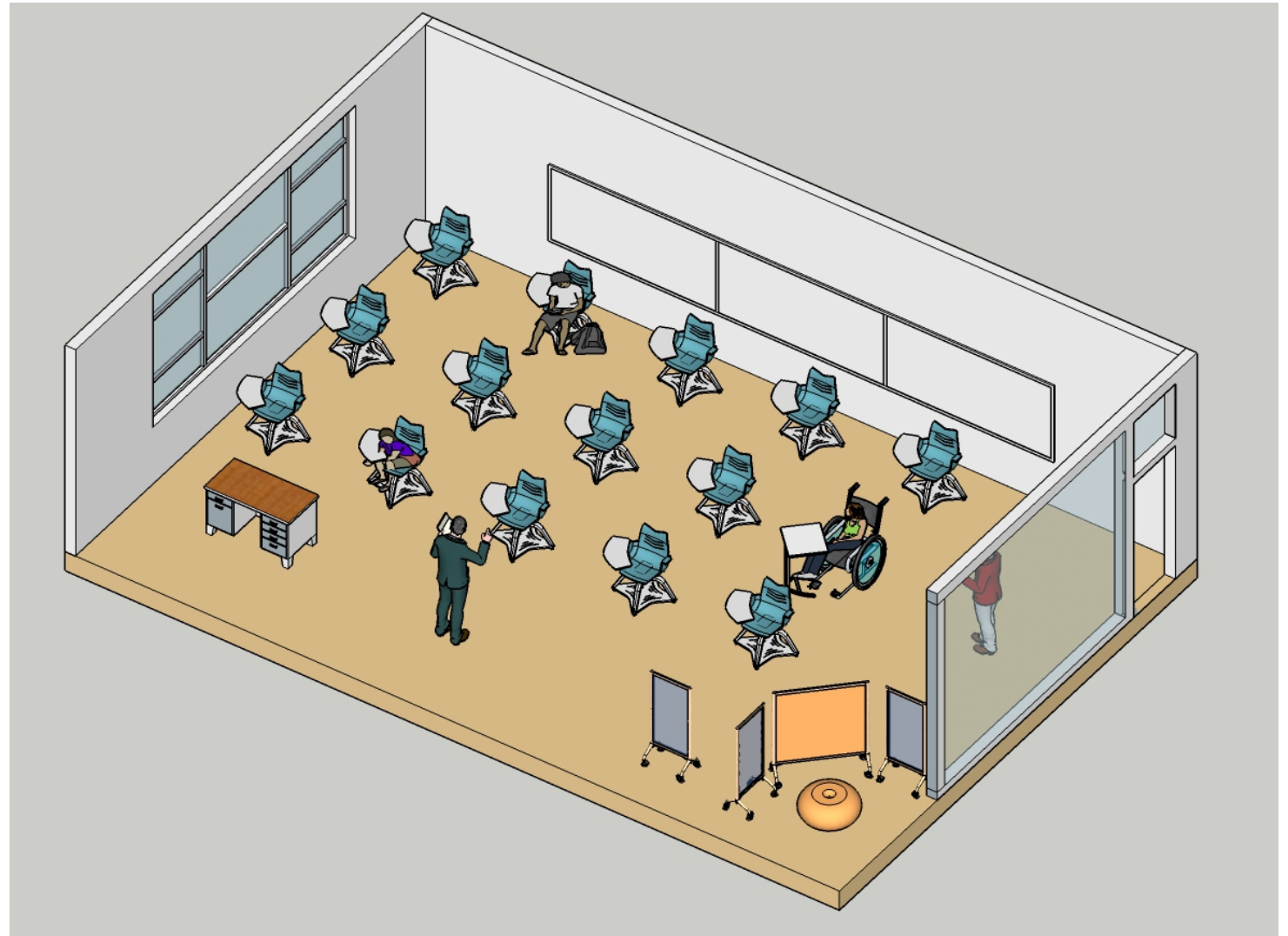
15:1
Single Classroom
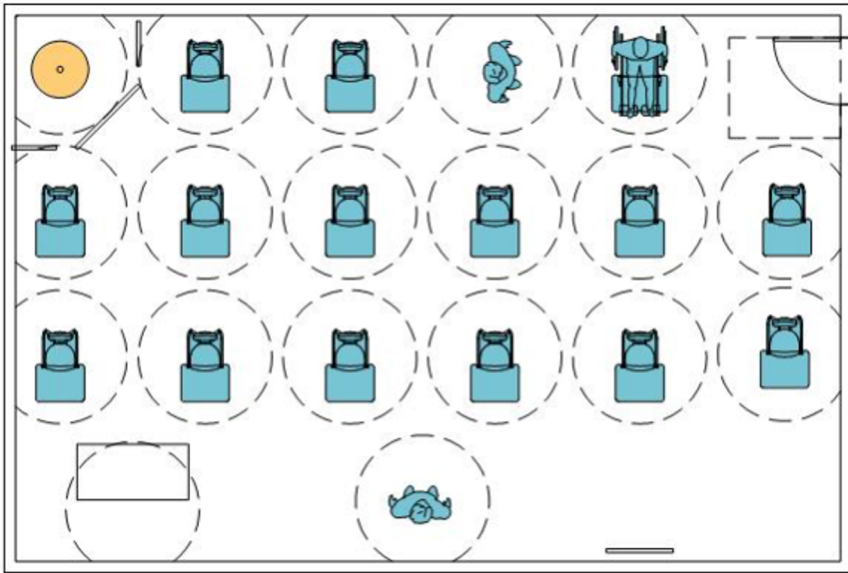
15 students & 1 teacher

- **Facing same direction**
- Defined cool down area provided at back of room for more privacy

15:1
Single Classroom
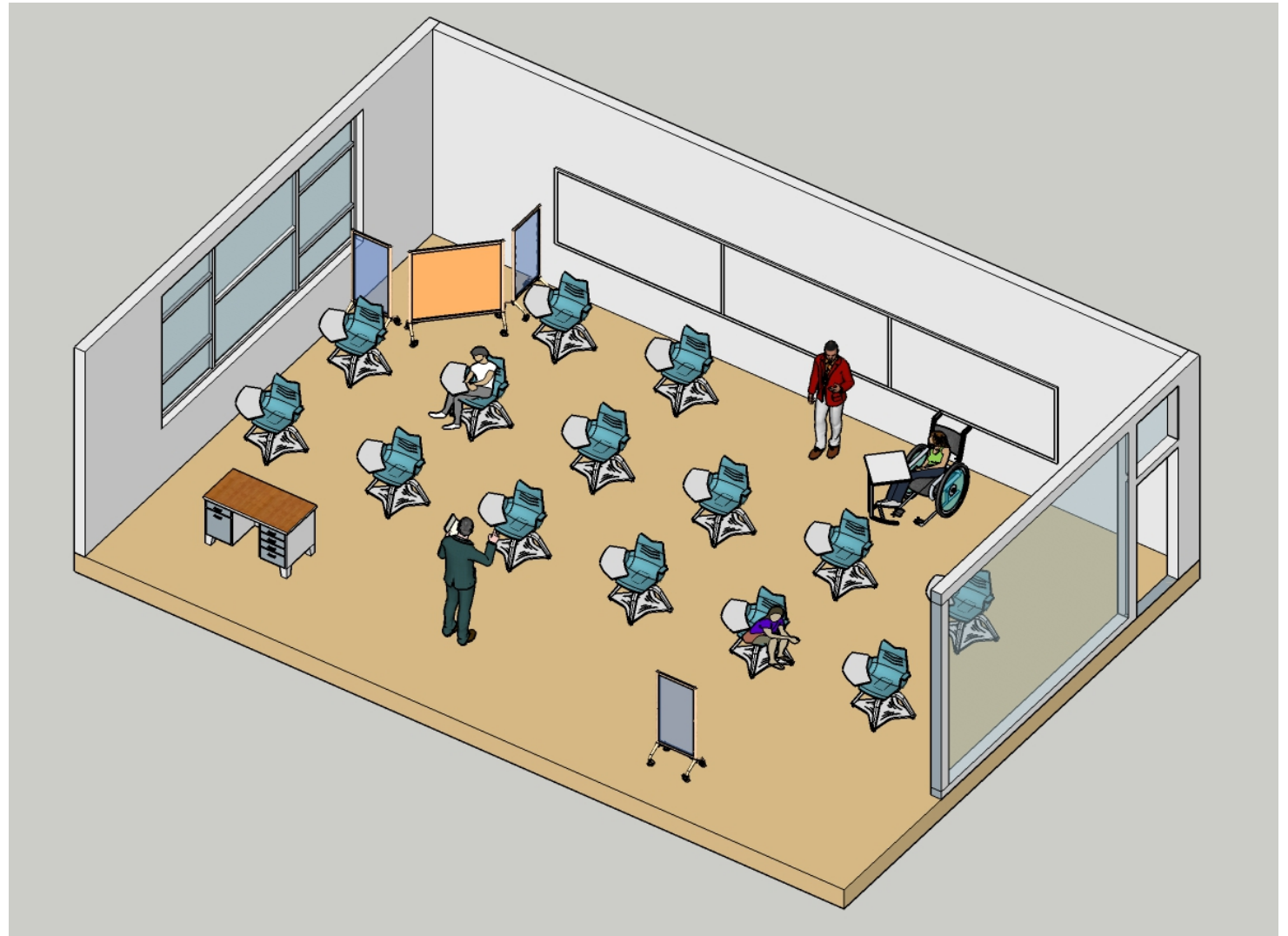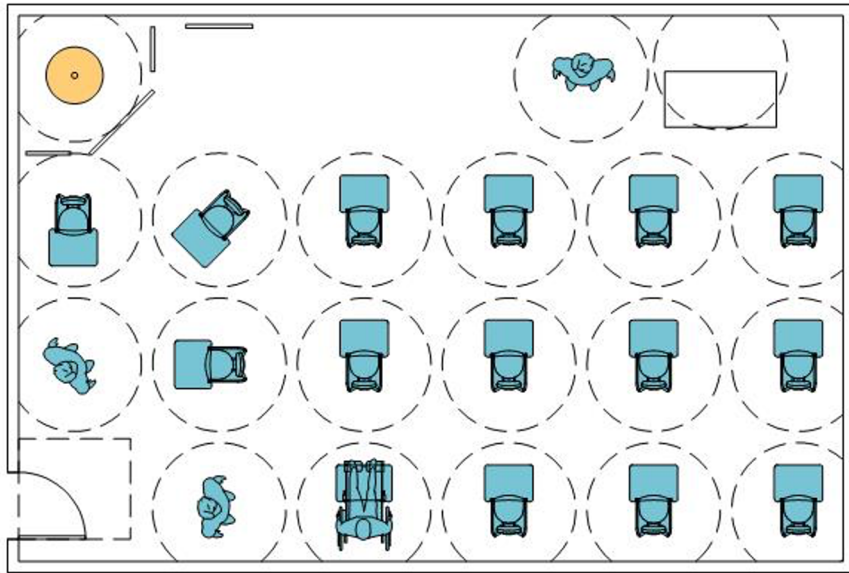
15 students & 1 teacher
- **Related services push in** with small breakout groups
- Facing same direction
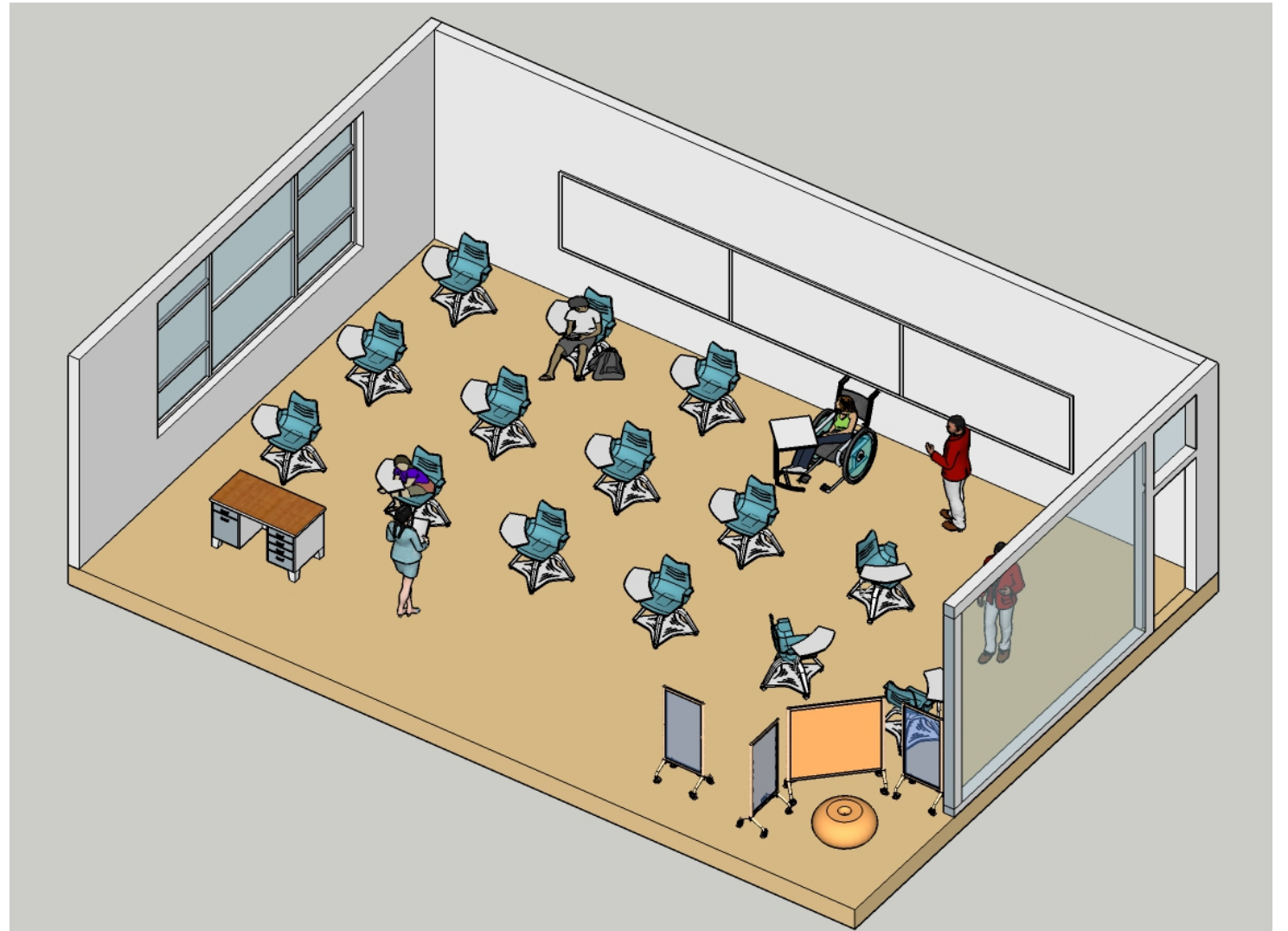
15:1
Single Classroom

15 students & 2 teachers

- **Parallel teaching**
- Cool down area is more of a focal point for one half of the classroom, but desks can be angled away and towards the center of the room
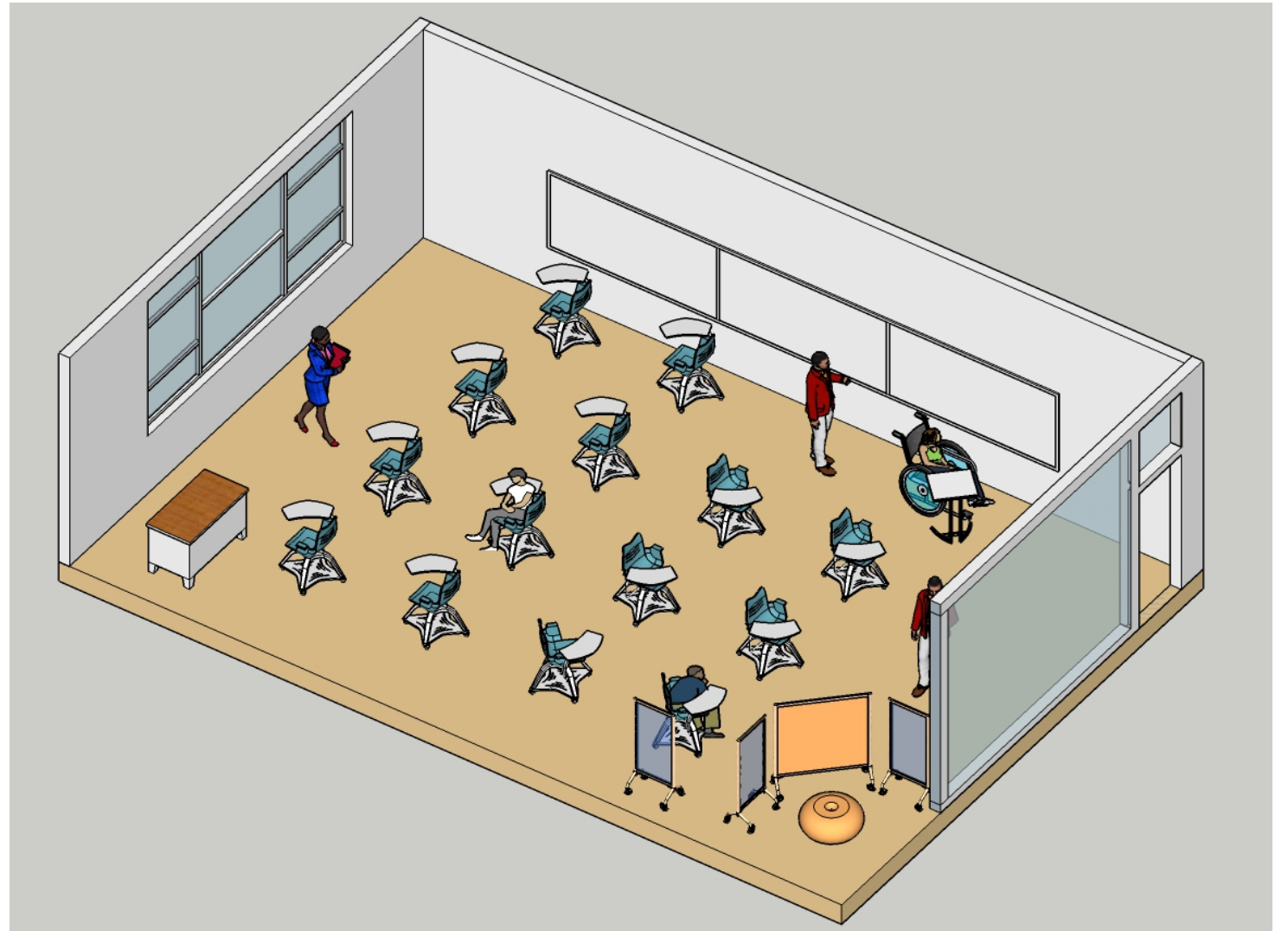
15:1
Single Classroom
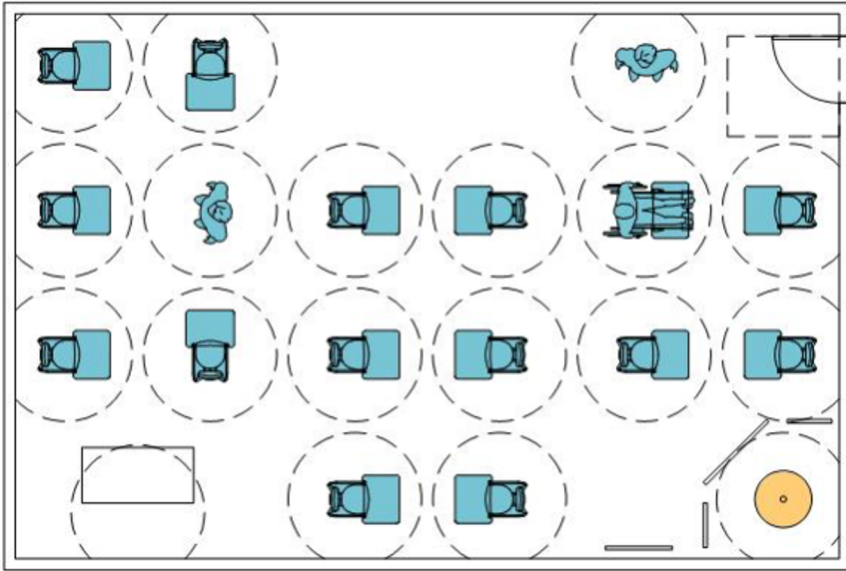
15 students & 1 teacher

- **Station teaching**
- Small group work with and without support
- Group sizes can vary
- Extra rolling divider when physical distances cannot be maintained

15:1
Single Classroom

15 students & 1 teacher

- **One-on-one push in** with physically distant related service provider
- Facing same direction

15:1
Single Classroom

15 students & 1 teacher
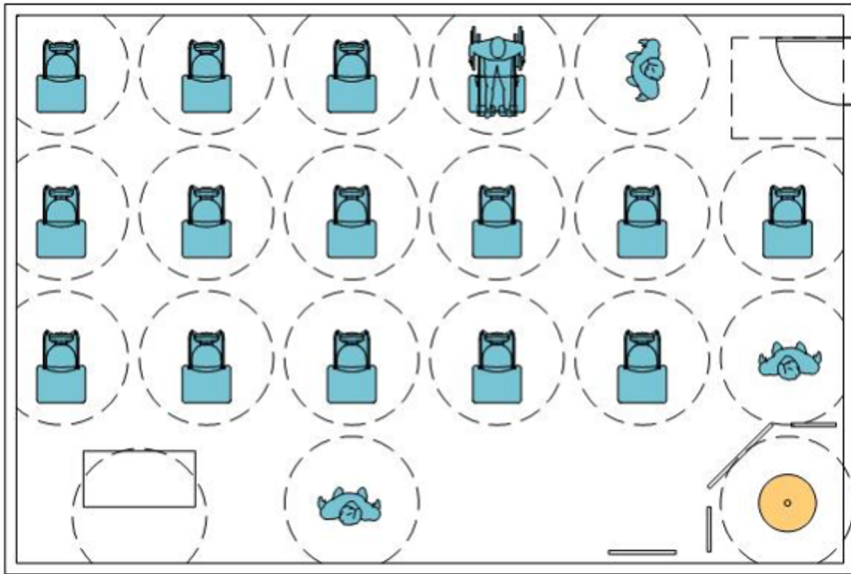
- **One-on-one push in** with related service provider physical barrier used to enable closer collaboration
- Facing same direction

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15:1
Single Classroom
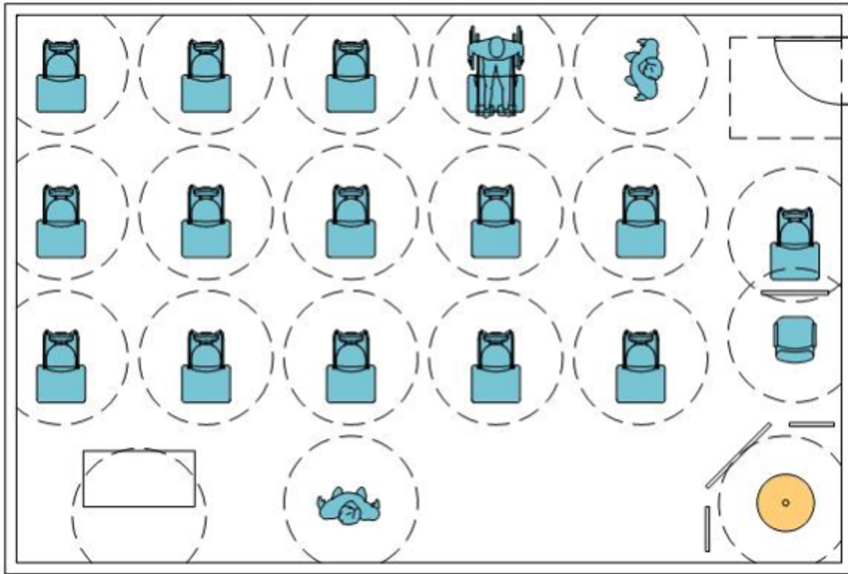
15 students & 1 teacher

- **One-on-one push in** with related service provider; physical barrier used to enable closer collaboration
- **Defined cool down area** provided at back of room for more privacy
- Facing same direction
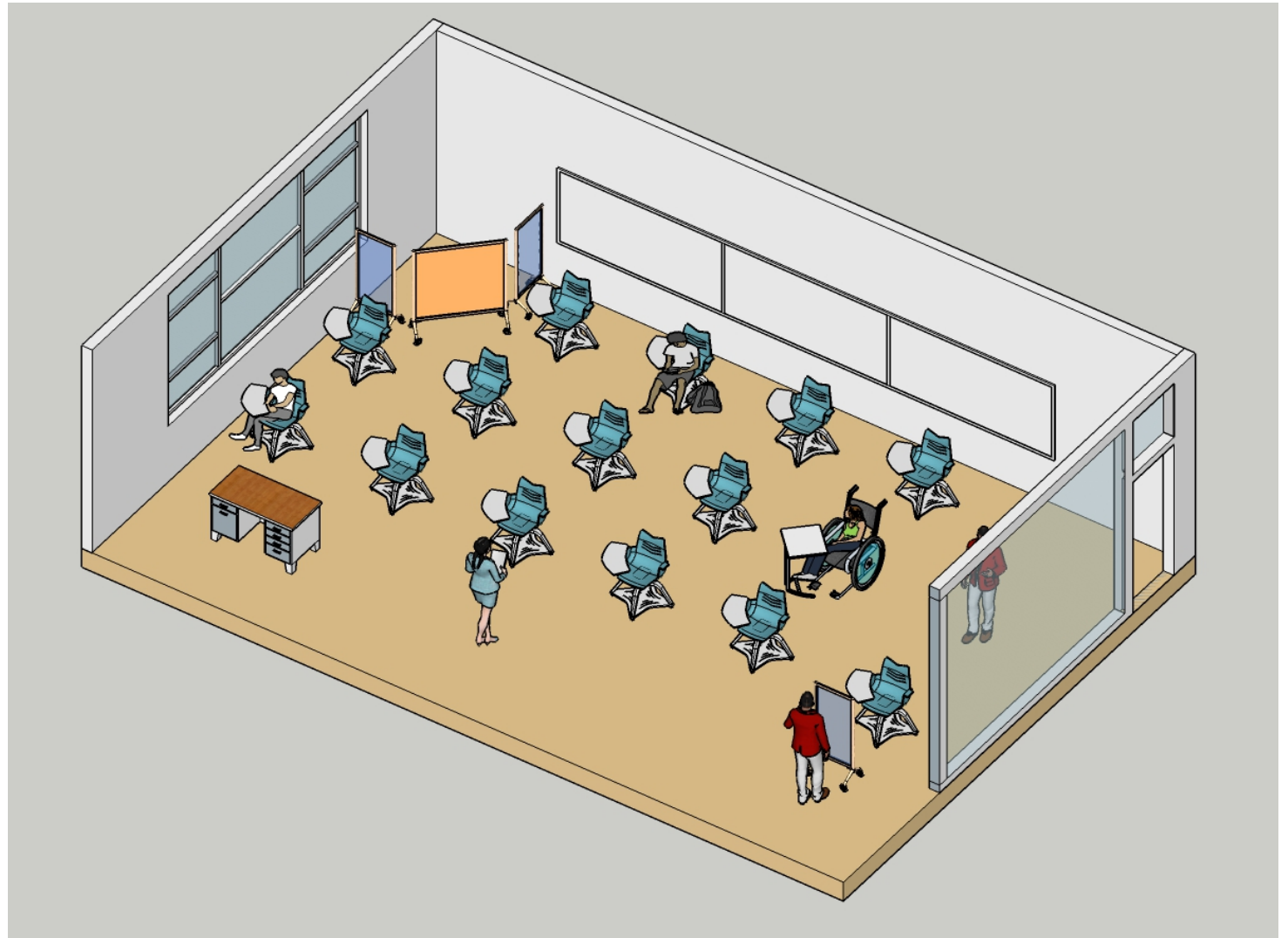
12:1:1
Two Classrooms
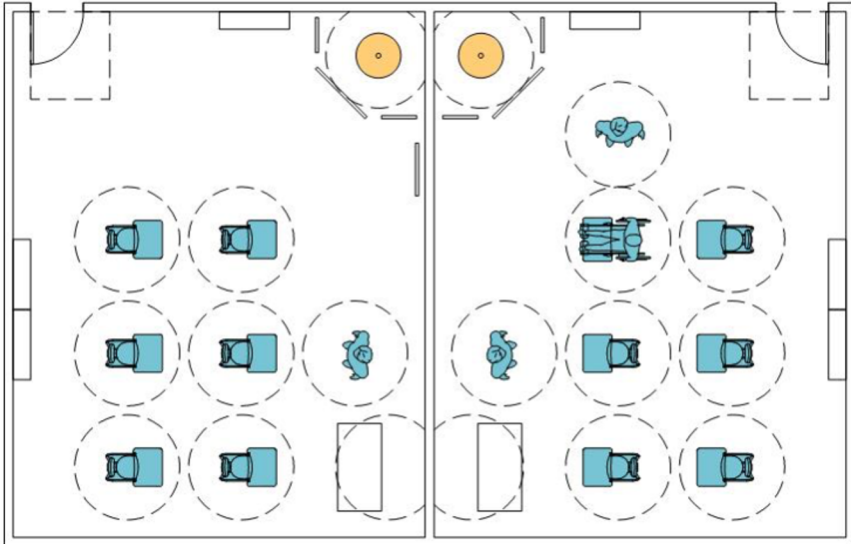
6 students & 1 teacher
- **Facing same direction**
- Defined cool down area with moveable dividers for privacy
- Clear paths for circulation

6 students & 1 teacher
- **Facing same direction**
- Defined cool down area with moveable dividers for privacy
- Clear paths for circulation
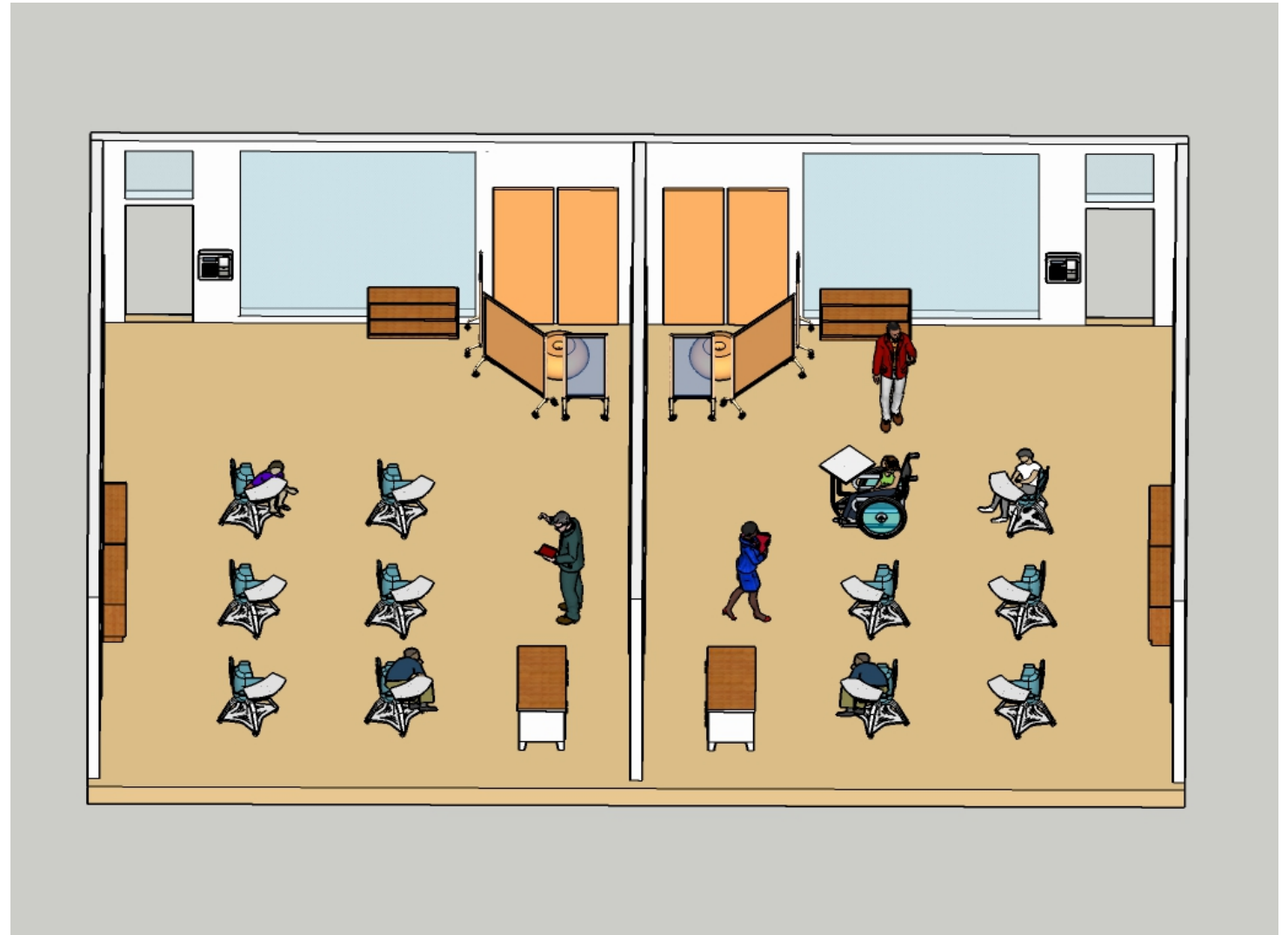
12:1:1
Two Classrooms
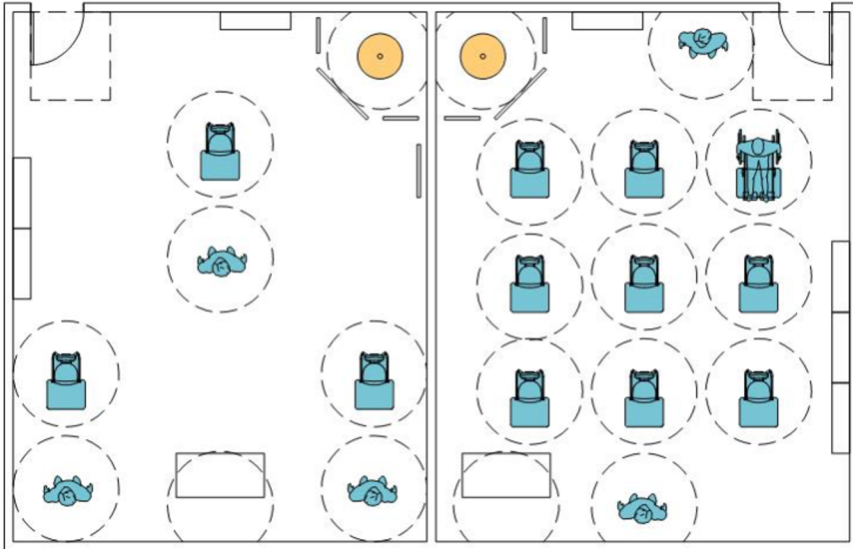
3 students & 1 teacher

- **One-on-one push in** with physically distant related service provider
- **Open area available for OT sessions** which require physical activity

9 students & 1 teacher

- **Defined cool down area** provided at back of room for more privacy
- Facing same direction
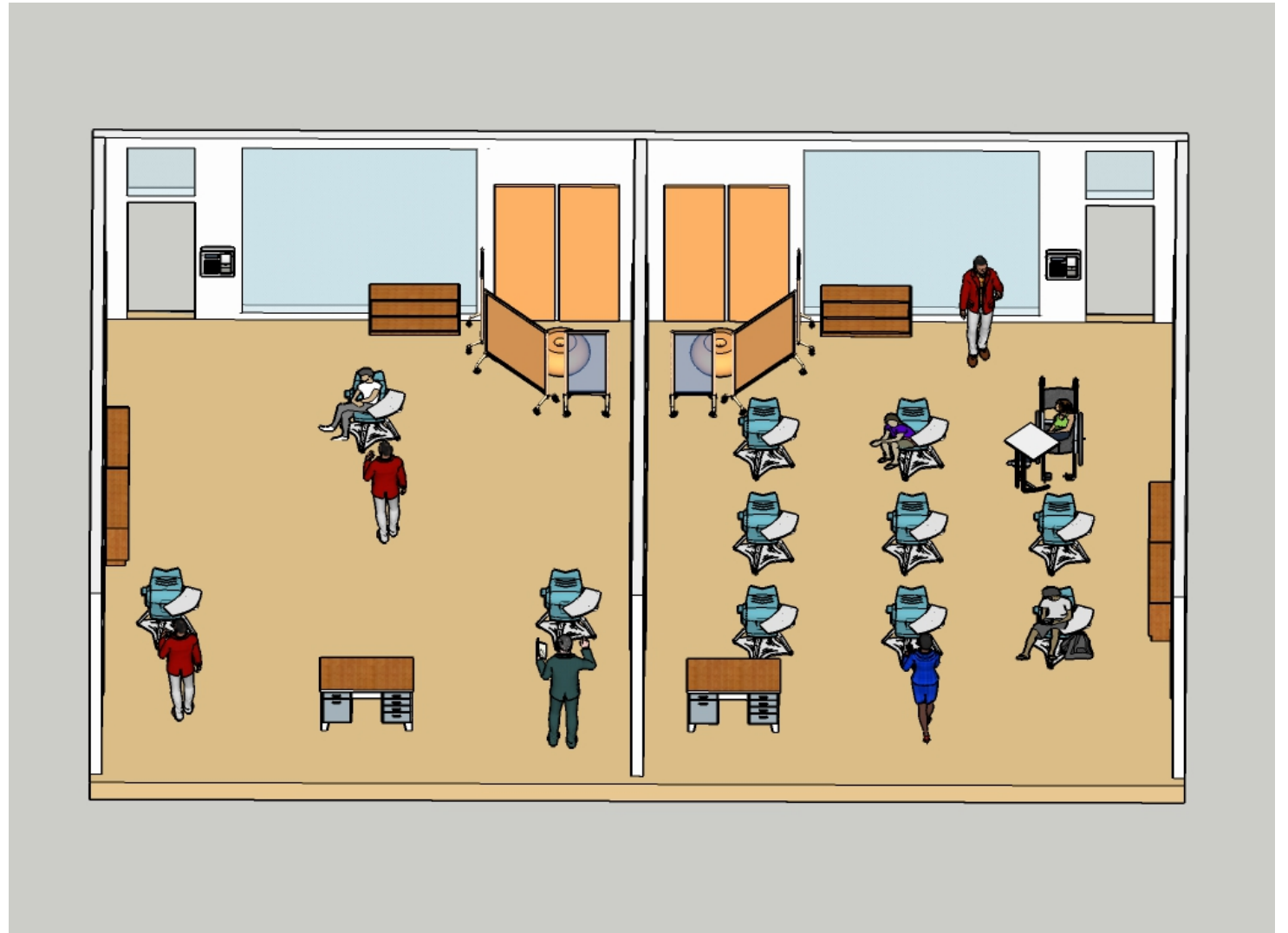
12:1:1
Two Classrooms
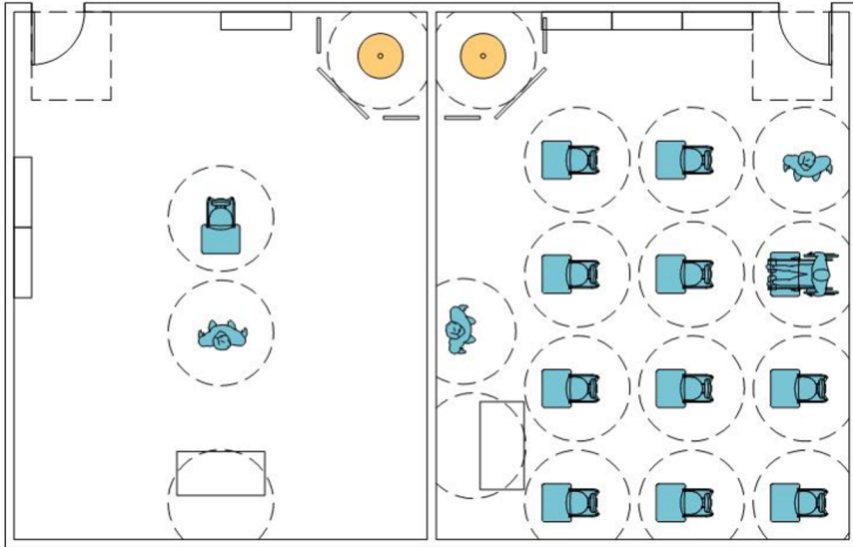
1 student & 1 teacher

- **More focused support** for a single student with opportunity to use entire classroom
- Open area available for OT sessions which require physical activity

11 students & 1 teacher

- **Facing same direction**
- Defined cool down area with moveable dividers for privacy

12:1:1
Two Classrooms
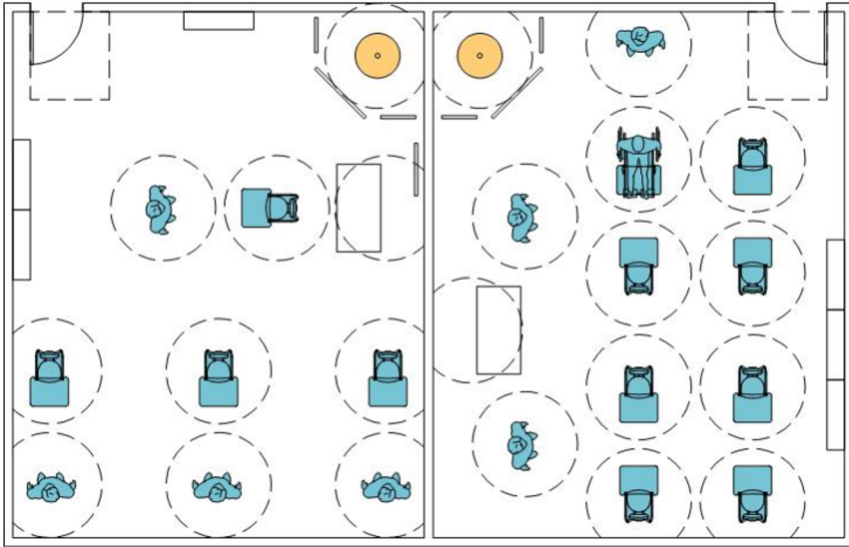
4 student & 4 providers
- **One-on-one pull out** with physically distant related service provider
- Open area available for OT sessions which require physical activity

8 students & 2 teachers
- **Station teaching**
- Small group work with support
- Group sizes can vary
- Extra rolling dividers when physical distances cannot be maintained

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ICT
Pre-COVID Ratios

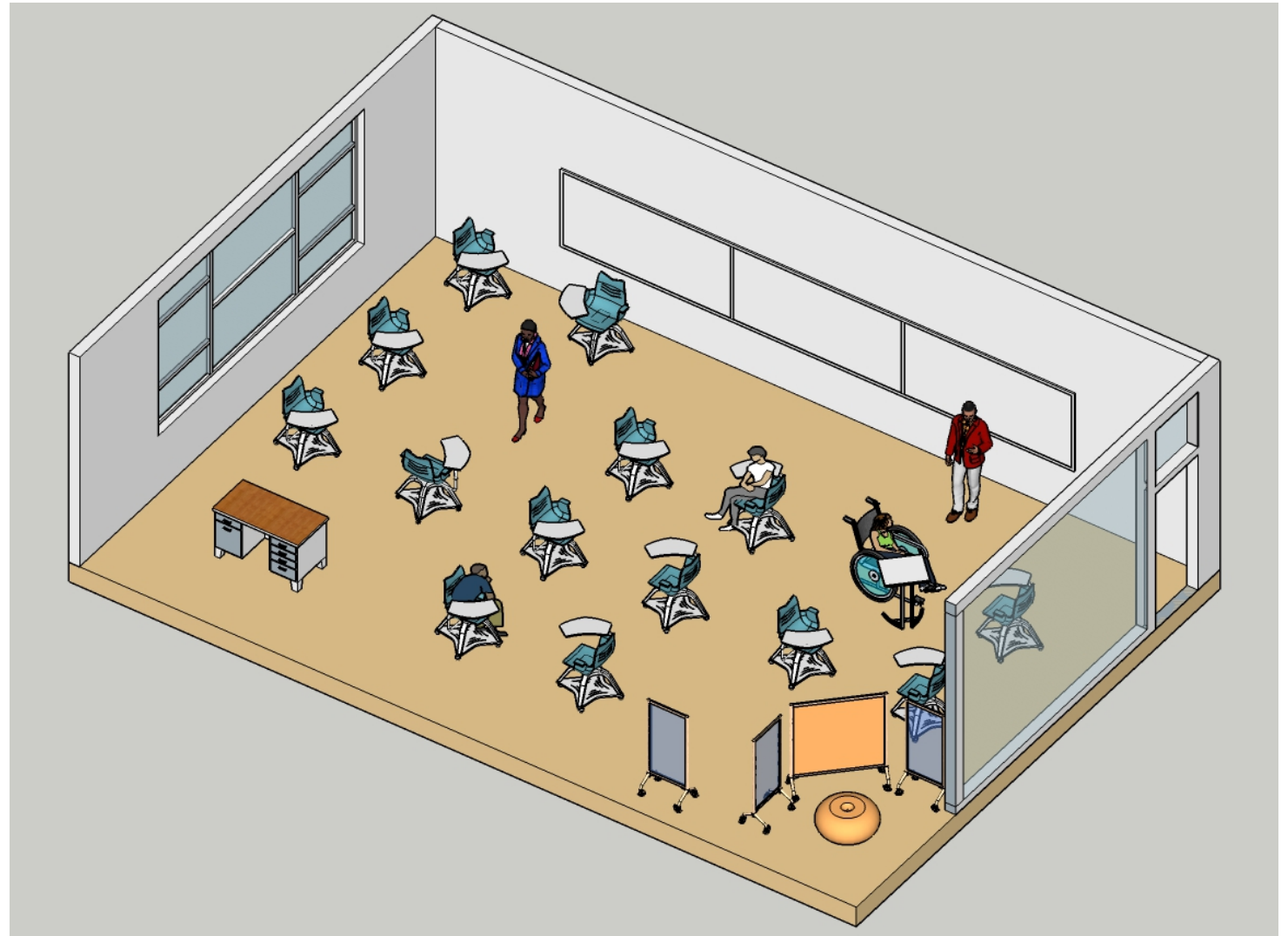**28 students & 2 teachers**

- **Station teaching**
- Small group work with and without support
- Group sizes can vary
- Extra rolling dividers when physical distances cannot be maintained
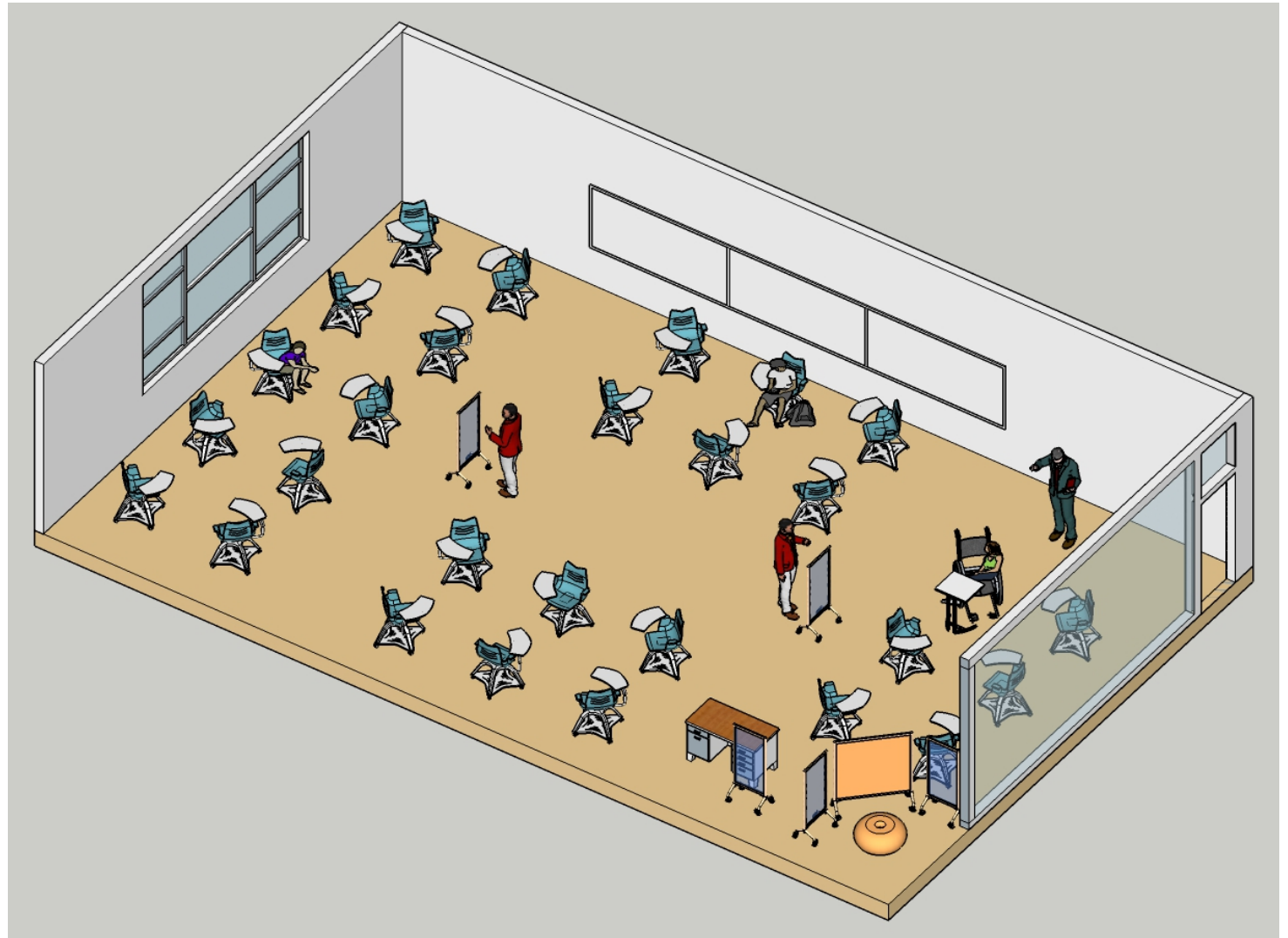
ICT Split
Two Classrooms
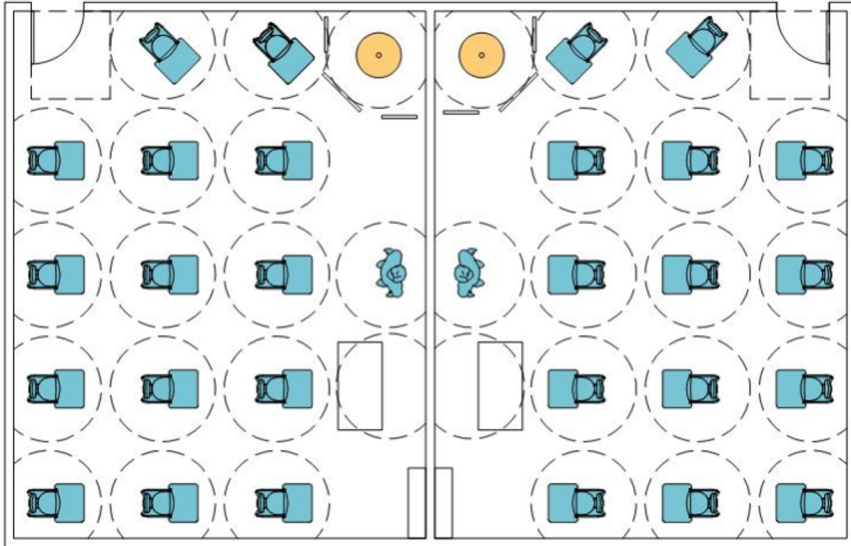
14 students & 1 teacher
- *Facing same direction*
- Defined cool down area with moveable dividers for privacy
- Clear paths for circulation

14 students & 1 teacher
- *Facing same direction*
- Defined cool down area with moveable dividers for privacy
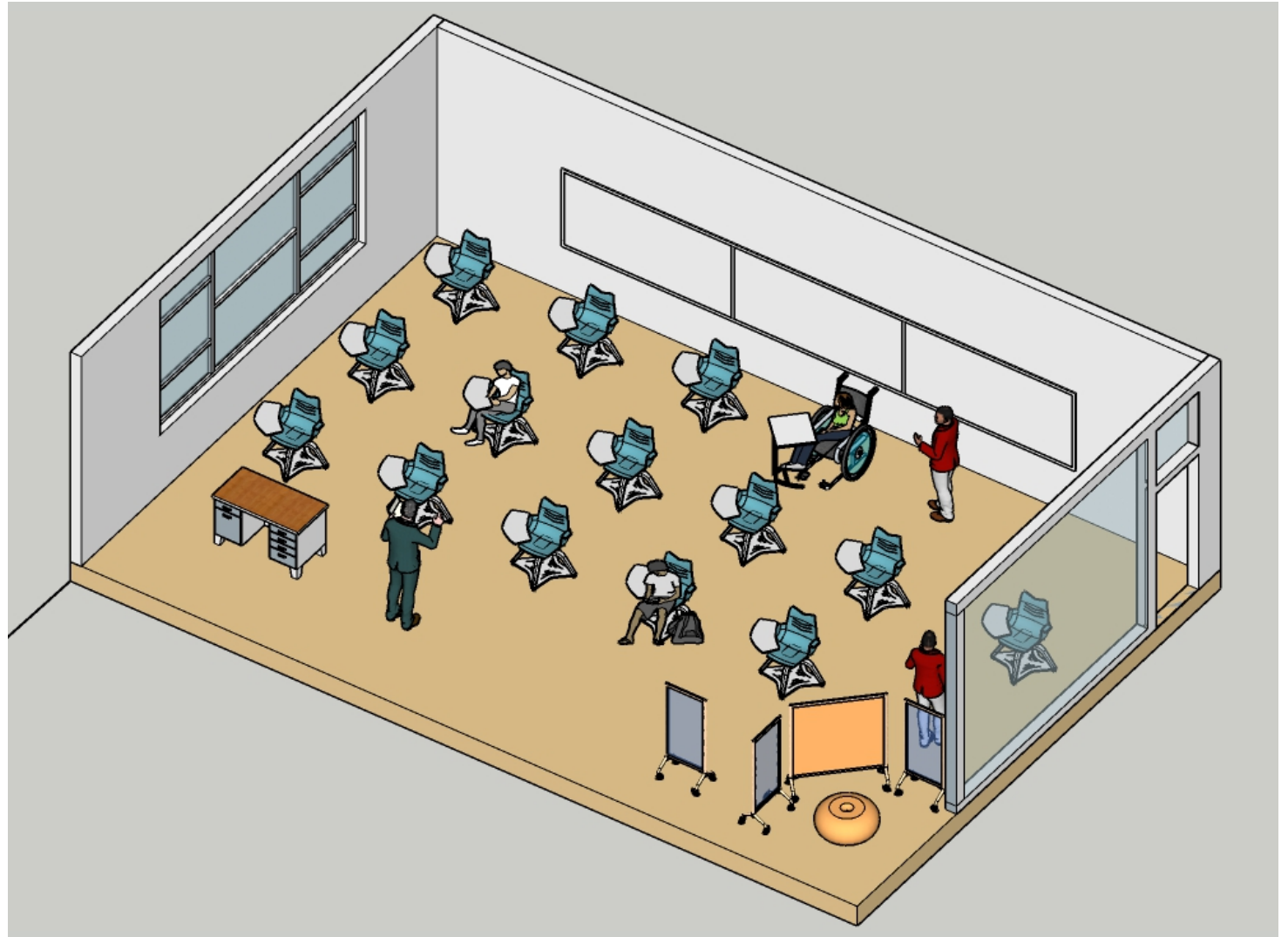- Clear paths for circulation
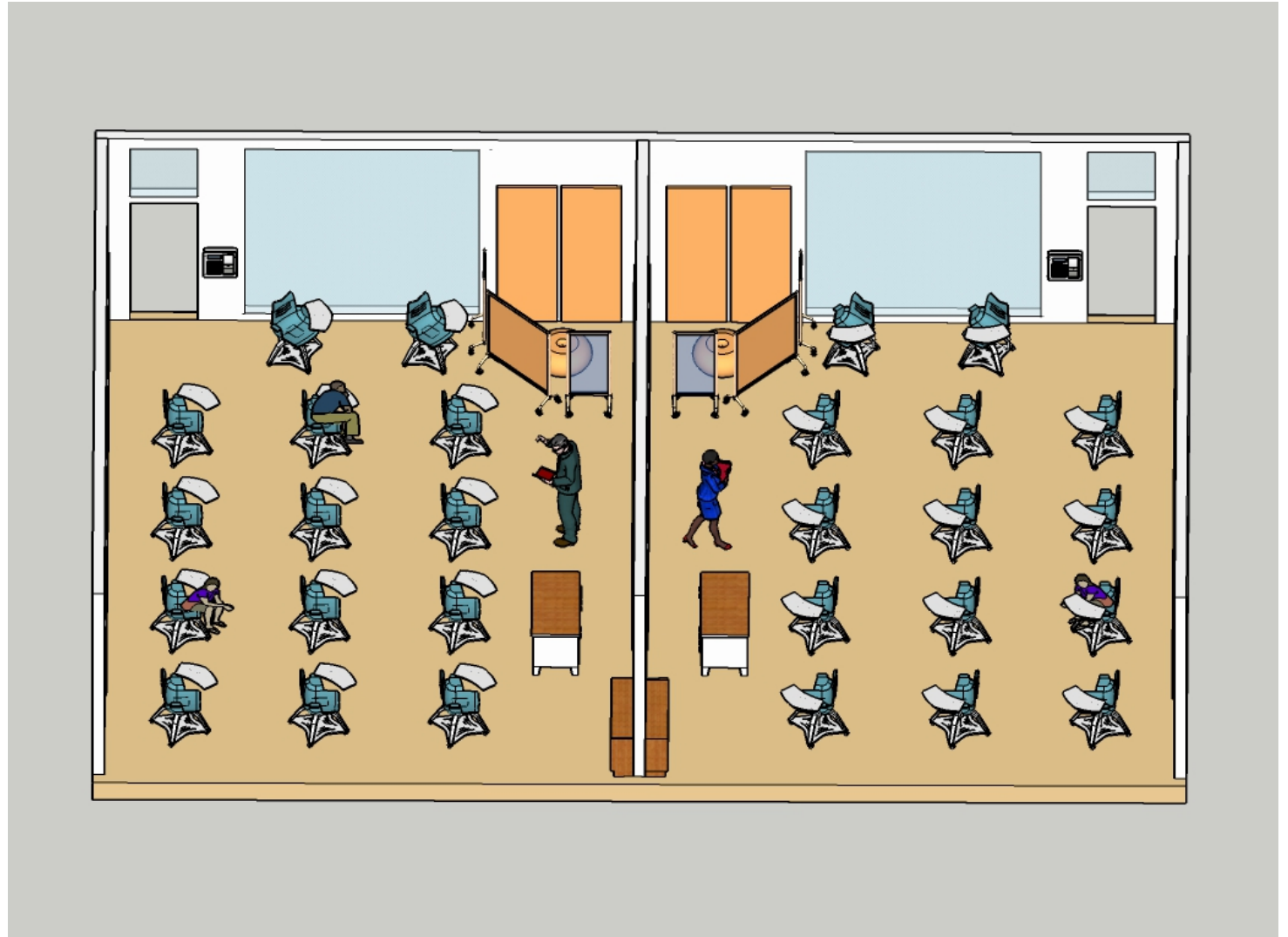
ICT Split
Two Classrooms
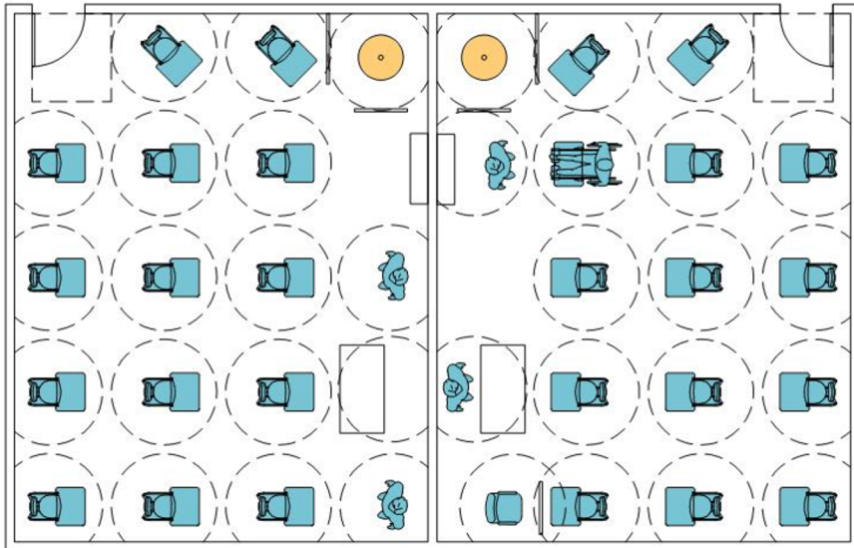
14 students & 1 teacher

- **One-on-one push in** with physically distant related service provider
- Facing same direction
- Defined cool down area with moveable dividers for privacy

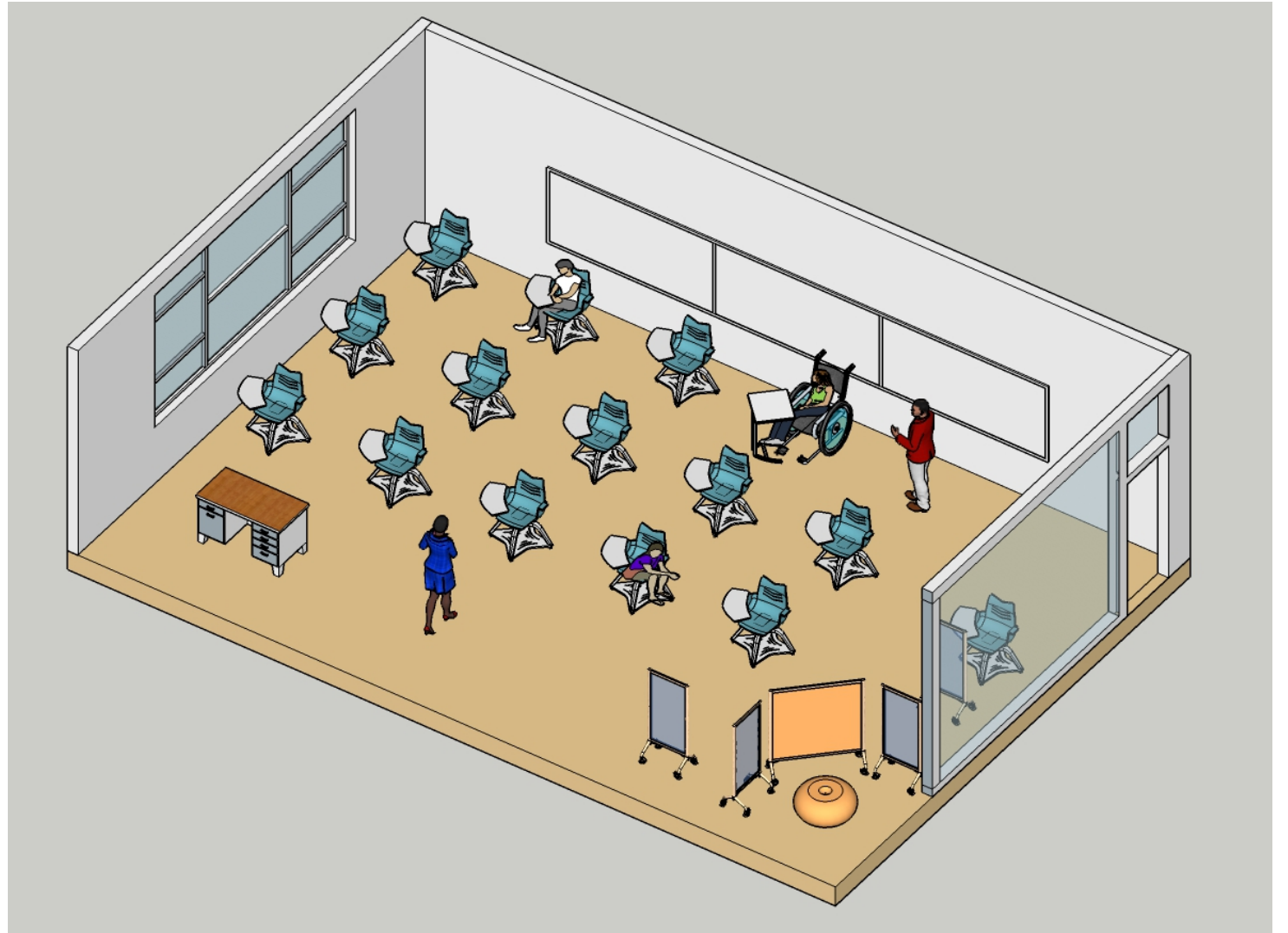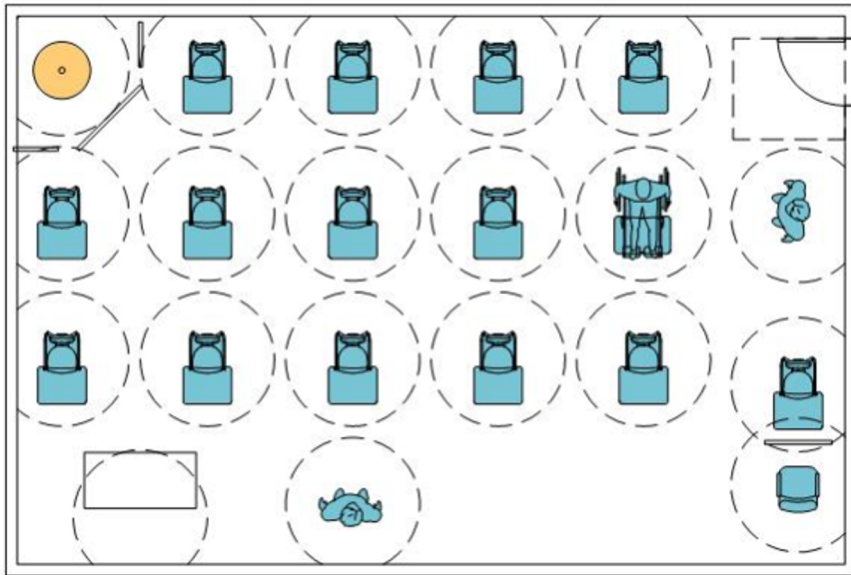**14 students & 1 teacher**

- **One-on-one push in** with related service provider; **physical barrier** used to enable closer collaboration
- Facing same direction
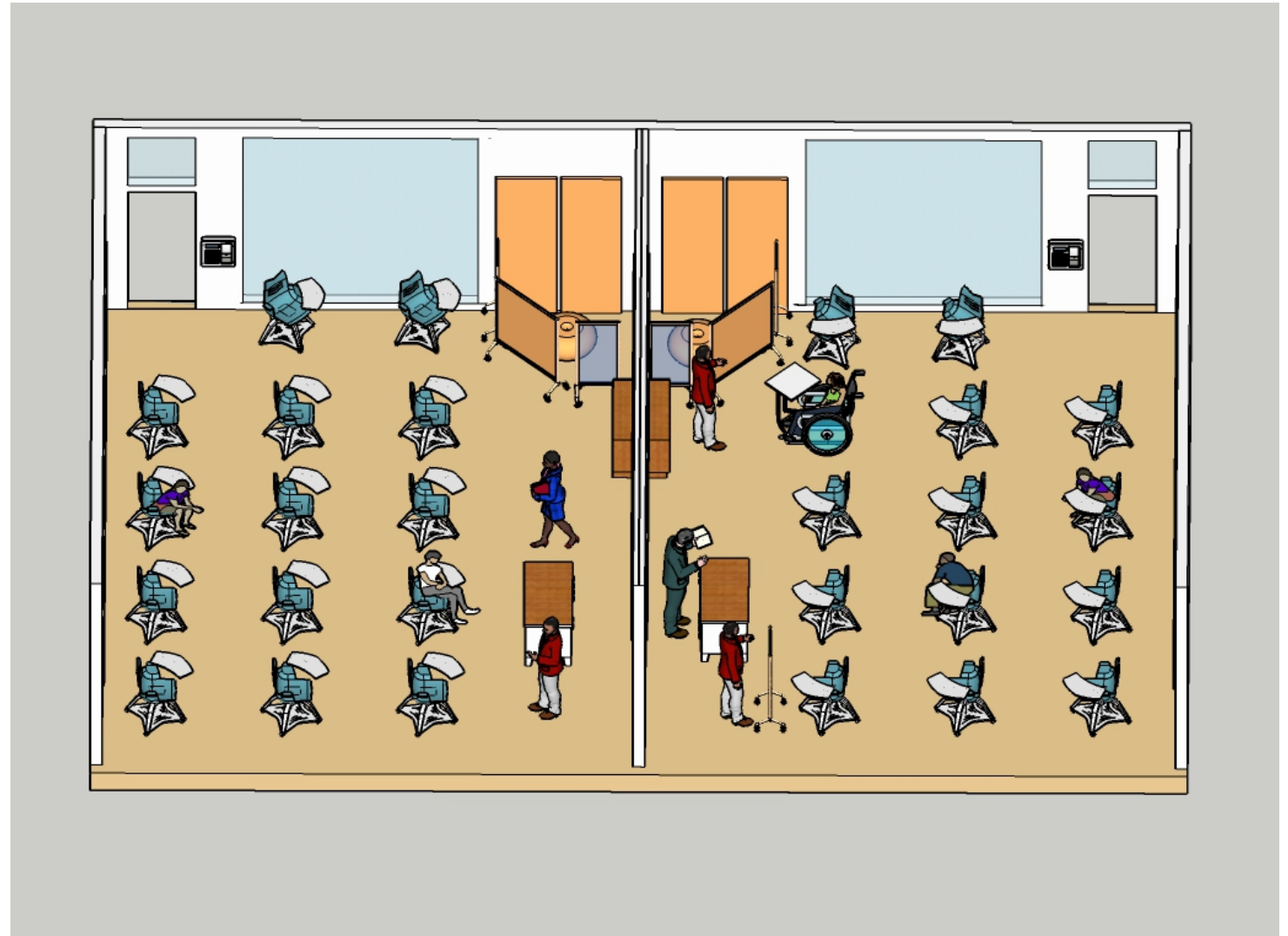
ICT Split
Two Classrooms
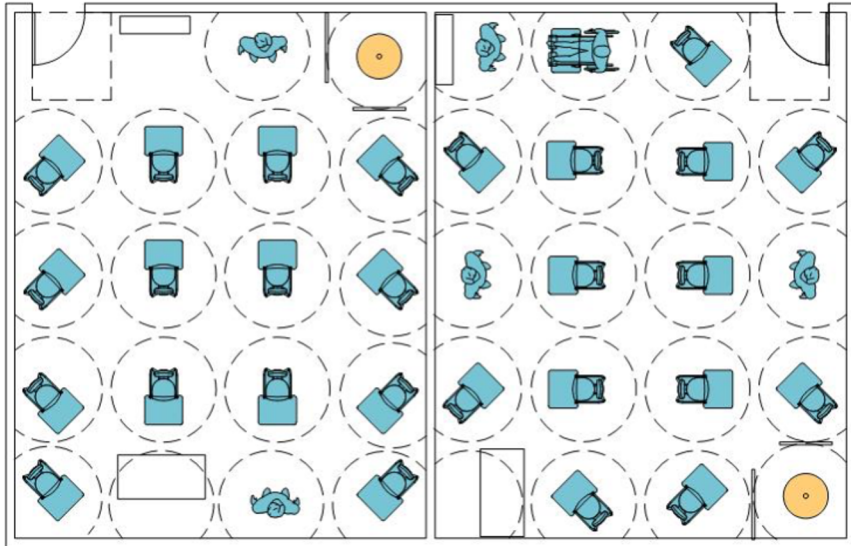
14 students & 1 teacher
- **Small group work** with support
- **Small group push in** with physically distant related service provider

14 students & 1 teacher
- **Small group work** with support
- **Small group push in** with physically distant related service provider
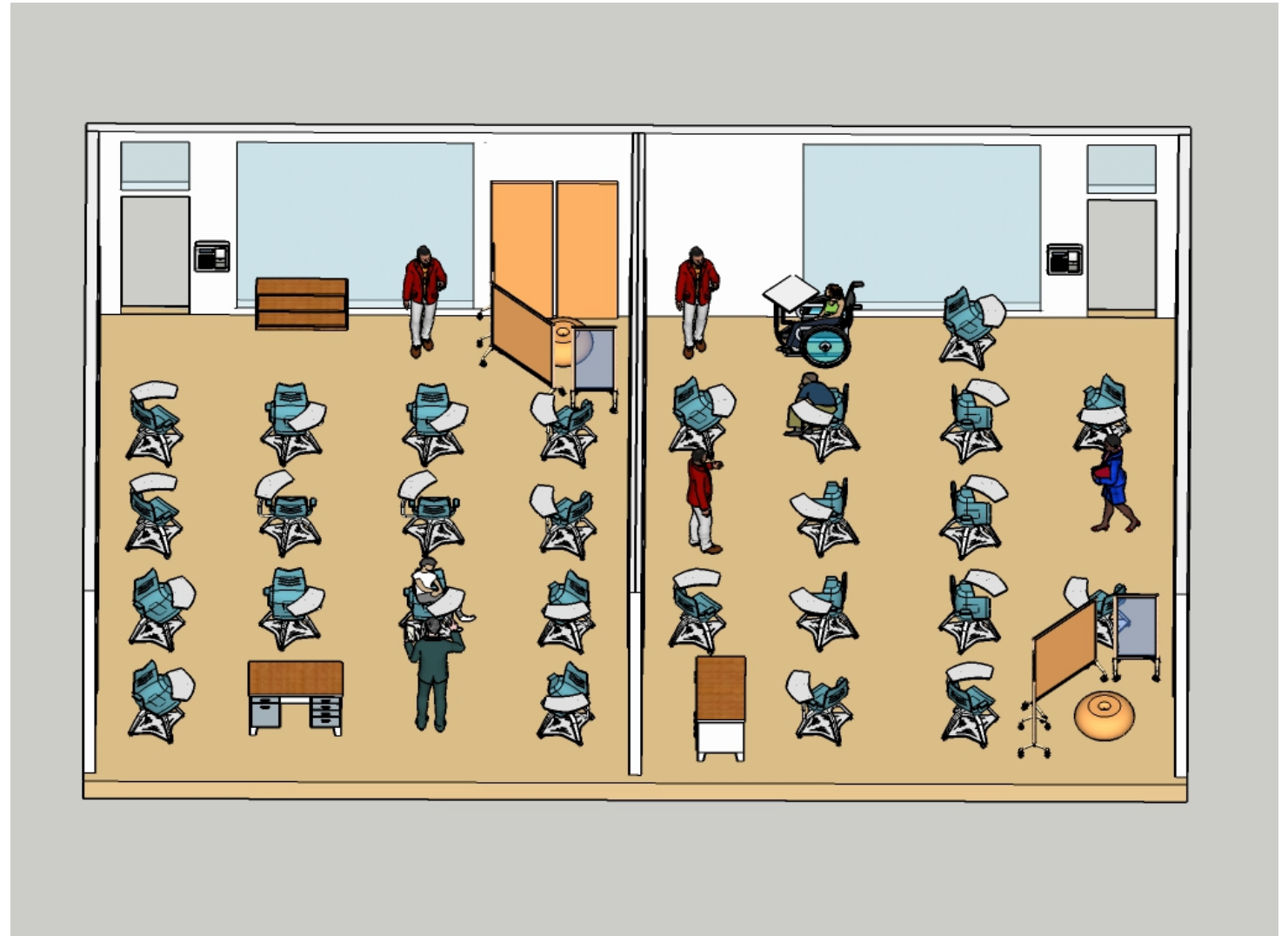
ICT Split
Two Classrooms
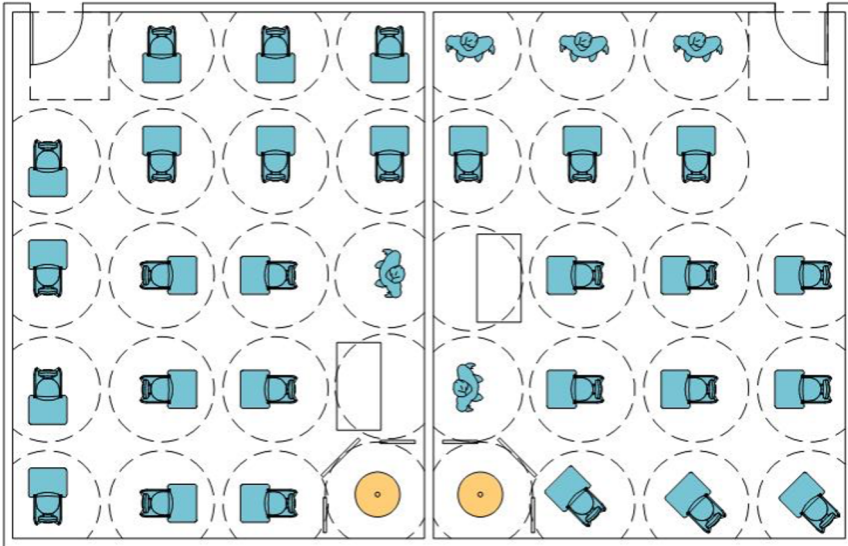
16 students & 1 teacher
- **Station teaching**
- Small group work with and without support
- Group sizes can vary
- Extra rolling dividers when physical distances cannot be maintained

12 students & 1 teacher
- **One-on-one push in for 3** with physically distant related service providers
- Cool down area is more of a focal point, but desks can be angled away and towards the center of the room
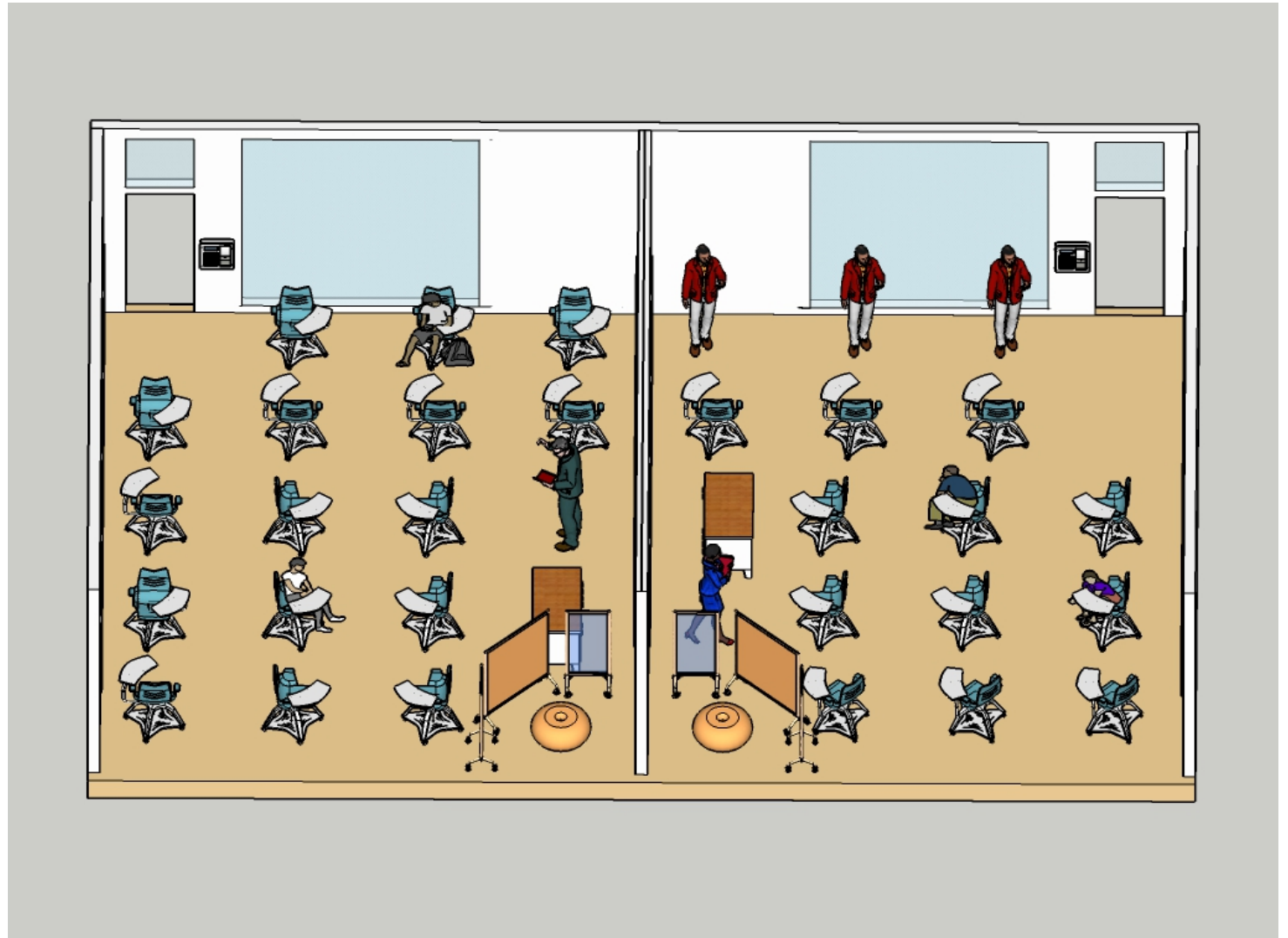
Floor Graphics | Sample Layout Diagrams
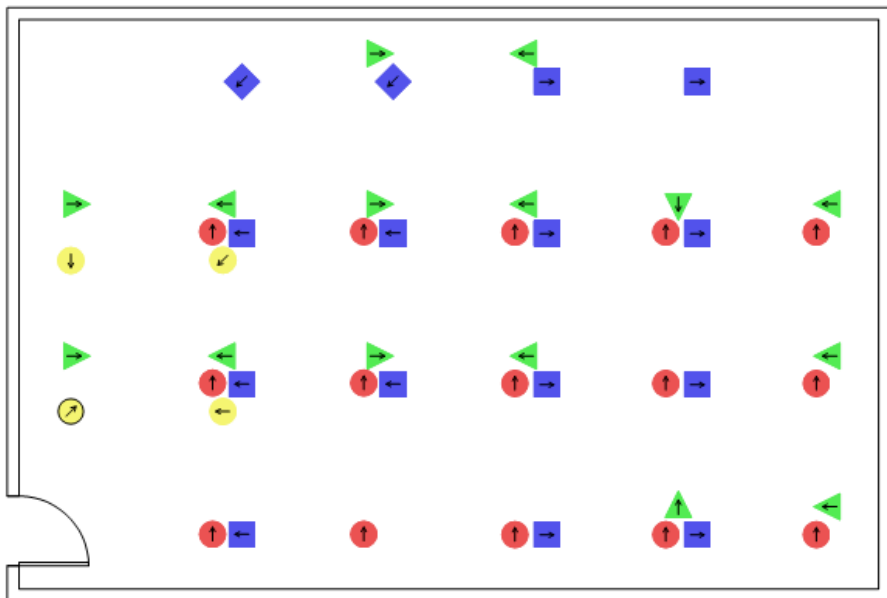
Promoting Classroom Flexibility

- **Floor graphics with colored tape** to enable quick and easy reconfiguration of classroom setups and ensure physical distances are maintained
- **Furniture maps** can be displayed on the wall to encourage student participation
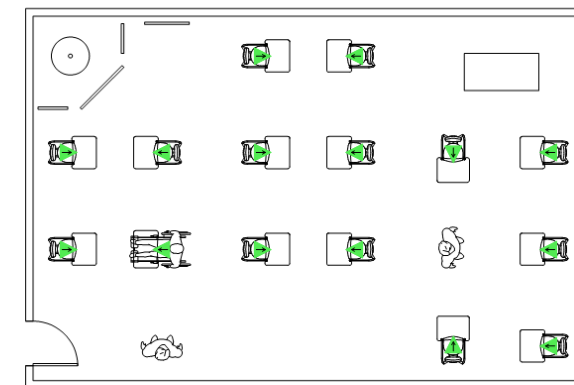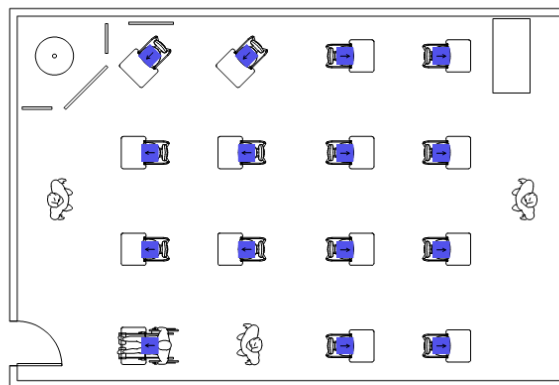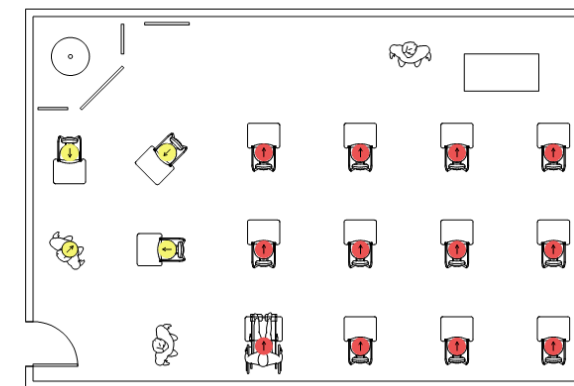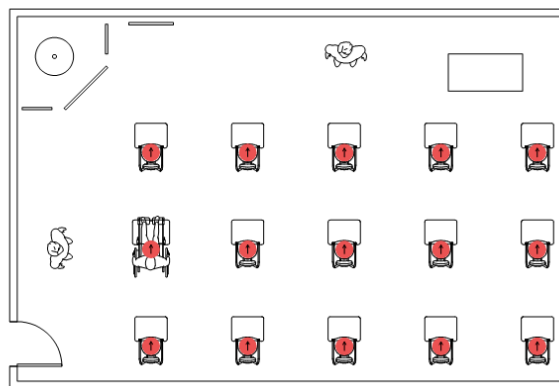
Furniture Examples | Paragon Furniture

Classroom with physical barriers

Clamp-on physical barrier

Clear acrylic mobile partition

Portable physical barrier

Physical barrier between desks

Alternative Face Shields | Facilitate Communication

Image credit: usnews.com

Image credit: accessiblemask.com

Image credit: clearmaks.com

Thank you.

PBDW Architects provides creative responses to educational, cultural, commercial, and residential design challenges. Our integrated design approach consistently produces evocative and sustainable work that grows organically out of its context.

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UP NEXT...

Where are instructional groupings of students scheduled to learn? (Part 2)
EdTogether

PBDW ARCHITECTS

Where are instructional groupings of students scheduled to learn?

Part 2

EdTogether

Schools are preparing to reopen in the fall with **flexible plans** that accommodate **face-to-face instruction, virtual learning and hybrid scenarios.** Within this context teachers and students have individual needs that must be met, while **health and safety** are at the forefront of everyone's mind.

How might we apply what we have learned from **virtual learning this spring** to help us prepare? How can our school spaces support all teachers and students to **thrive in learning now**?

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Commit to Pushing-In

To mitigate risk of infection schools need to adopt protocols for physical distancing, which will often means limiting class size due to square footage constraints and may mean creating pods of students that work and learn together throughout the day so that contact tracing is supported should someone get sick.

In creating pods or mini ecologies of students and teachers it may seem logical and efficient to group students by competency level or special education needs. But, this would be detrimental to our students and teachers. As Carl A. Cohn, EdD, executive director of the California Collaborative for Educational Excellence has pointed out "It's important…to realize that special education students are first and foremost general education students." And, inclusive education is beneficial for all students. Students with special education needs who are in inclusive classes are absent less often, develop stronger skills in reading and math, and are more likely to have jobs and pursue education after high school, while their peers without special education needs are more comfortable with and more tolerant of differences, demonstrate increased self-esteem and diverse, caring friendships.

In planning for the fall to support **inclusion**, we need to:

- create mini-ecologies of teachers and students that reflect the diversity of your school

- create collaborative teaching teams that reflect special and general education experience and expertise

- account for push-in related services in your classroom physical distancing plans

- account for push-out related services when necessary

Support the Dynamics of Inclusive Classrooms

The most consistent finding to emerge from the science of learning over the last few decades is that variability in learning is the rule, not the exception. Regardless of what aspect of learning is studied or the precision of instruments or analysis, the reality is that variability permeates throughout.

To be effective, teachers need to dynamically and intentionally address and respond to learner variability. This requires dynamic and flexible classrooms that support multiple options and approaches to learning and teaching. In creating plans for physical distancing we need to make sure that we don't unintentionally equate safety with locking kids and teachers into one inflexible approach to learning.

In planning for the fall to support **flexible teaching and learning**, we need to:

- allow for flexible configurations to support whole group and small group instruction, discussion groups, one-to-one or support, push-in related services

- allow for open, no furniture configurations that support physical distancing but allow for instructional strategies that include movement and physical/multi-sensory instruction

- provide multiple options for infection risk mitigation that support the need for mask-less and closer physical interaction during service delivery like speech and occupational therapy

- provide space for mindfulness and self-regulation where students can disconnect, cool-down and re-center

- provide concrete support and scaffolding for teachers and students to successfully move between configurations

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Bridge to Home Learning

While it seems likely that in-home and in-school learning will both happen in the coming year, it is unclear when each will happen and in what ratios. This uncertainty can be difficult for students and teachers, but for students who struggle with transitions and self-regulation shifting routines can substantially derail learning. Making the transition between home and school learning as seamless as possible will be critical to supporting all students to thrive in learning during the pandemic.

In planning for the fall to **bridge in-home and in-school learning**, we need to:

- consider what work can be done at home and what needs to be done at school

- allow for synchronous participation and engagement between home and classrooms

- use technology to capture instruction and classroom activities to allow for accessible asynchronous participation

- collaborate with parents to support home learning, create a space for home learning, and develop consistent routines

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Thank you.
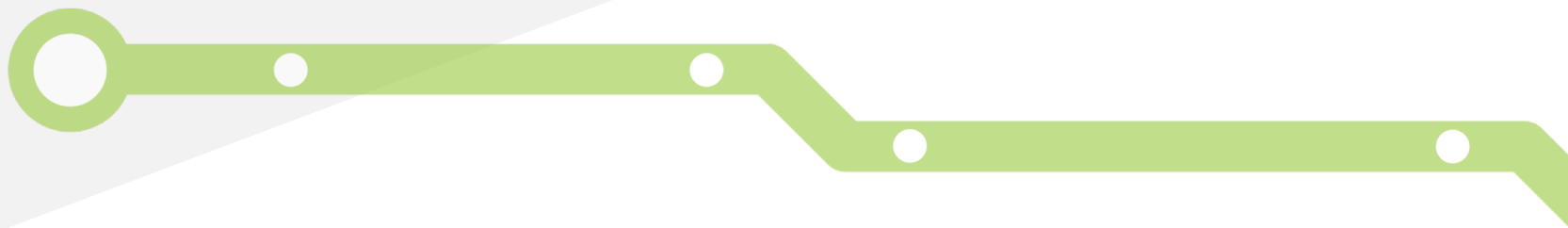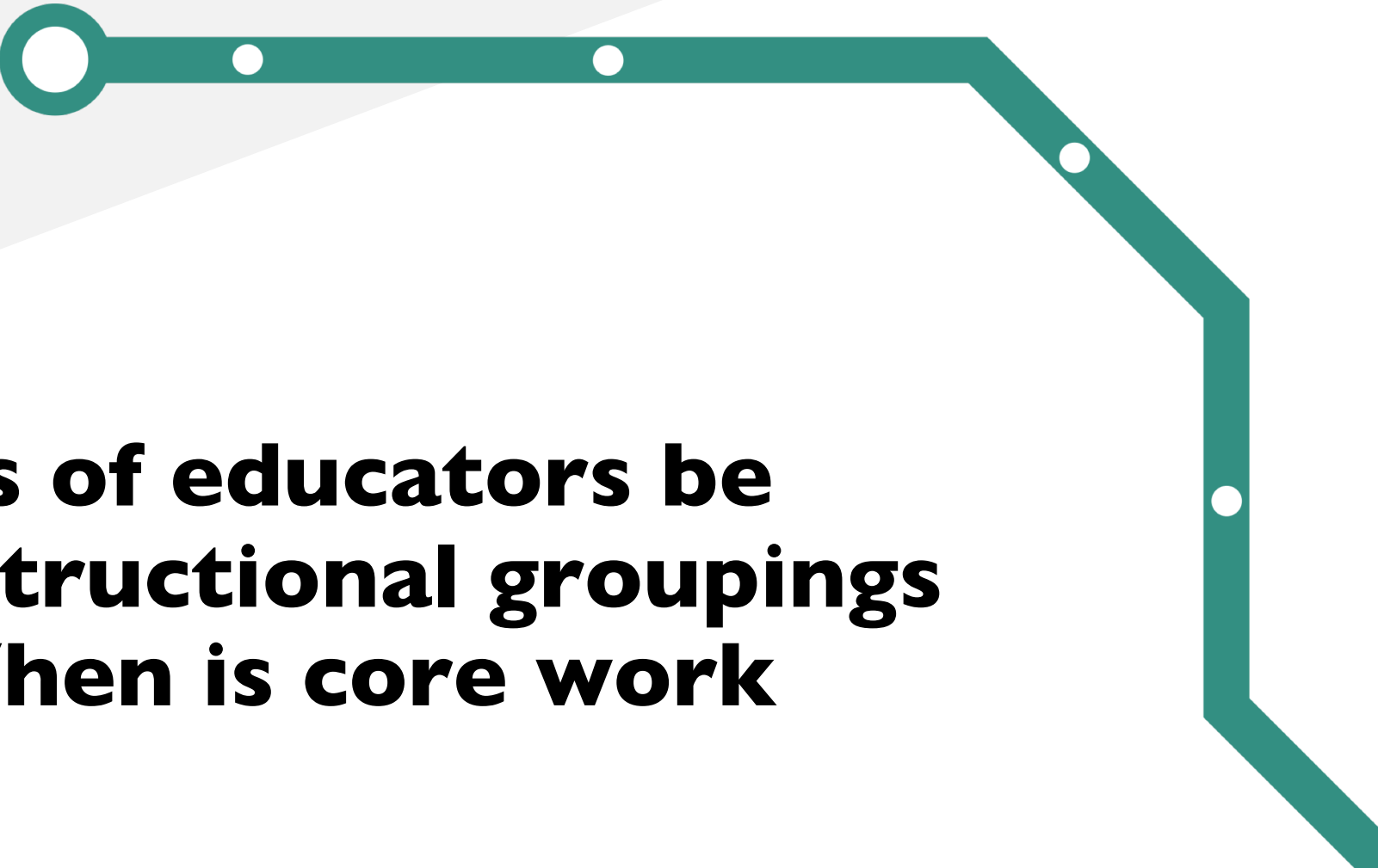
EdTogether's mission is empowering youth with disabilities to thrive in learning and in life. Learn more about our work and continue the discussion by visiting us at http://edtogether.org.

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How can teams of educators be paired with instructional groupings of students? When is core work completed?

When schools reopen, how might we **staff classrooms and organize schedules** to provide excellent teaching for all students, and great support for teachers?
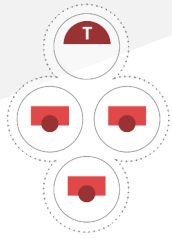
What are the **optimal staffing levels** given a school's student population?

How can schools make time for **collaboration, planning, and leadership?**

We can ensure that schools have adequate staffing for each new configuration by building strong teaching teams that follow the principles of an Opportunity Culture—reaching more students with excellent teaching and providing teachers with deep on-the-job support and collaborative planning and data analysis time.

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Opportunity Culture Principles

Teams of teachers and school leaders adopt roles to:

1. **Reach more students** with excellent teachers and their teams.
2. **Pay teachers more** for extending their reach.
3. Fund pay within **regular budgets**.
4. Provide protected in-school time and clarity about how to use it for **planning, collaboration, and development**.
5. Match **authority and accountability** to each person's responsibilities.

Our analysis grows out of our work in the Opportunity Culture initiative, in which Public Impact is helping more than 400 schools nationally "extend the reach of excellent teachers" by adopting school models that meet the five Opportunity Culture Principles.

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The Cornerstone | Multi-Classroom Leadership

Teachers with high-growth student learning and leadership competencies, known as multi-classroom leaders or MCLs, both teach part of the time and lead small, collaborative teams of teachers, paraprofessionals, and teacher residents in the same grade or subject.

MCLs establish each team member's roles and goals at least annually, determine how students spend time, and organize teaching roles to fit each teacher's strengths, content knowledge, and professional development goals.
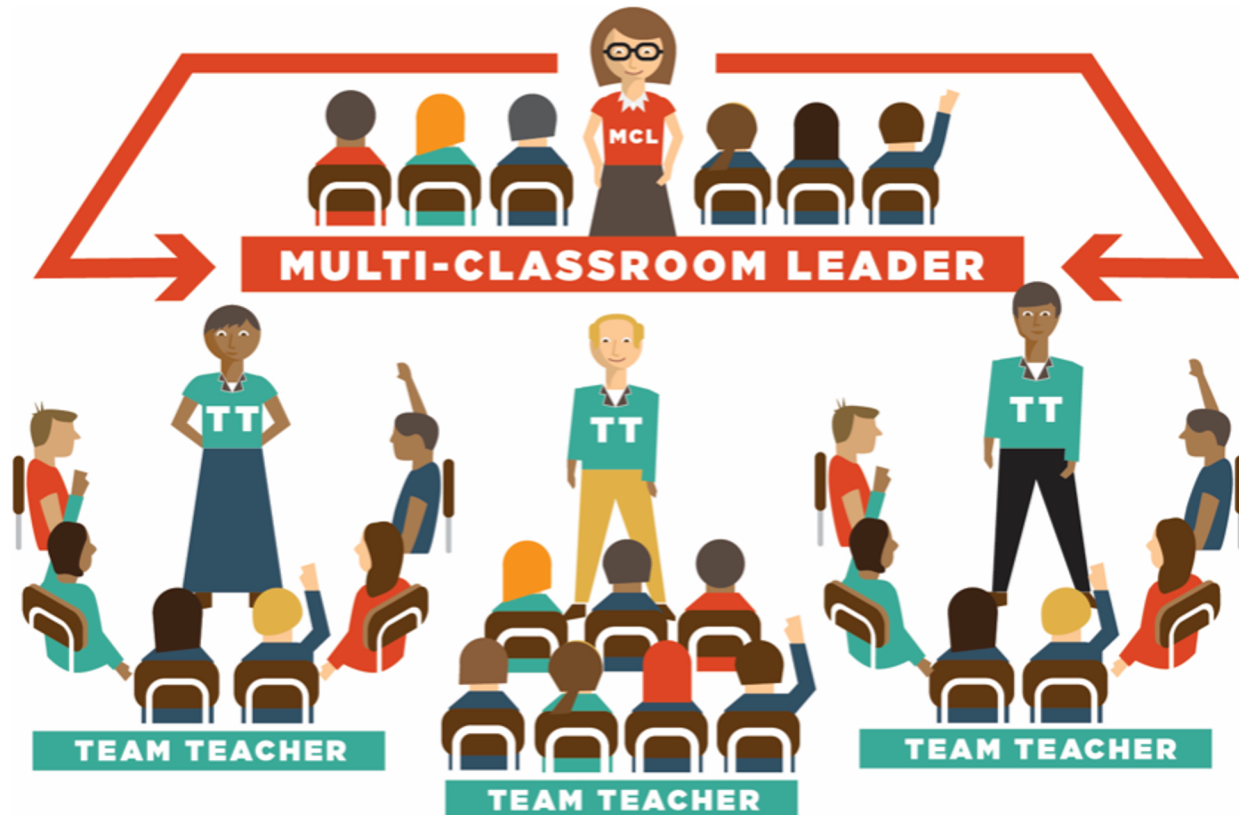
Optimal Staffing Levels | Overview

Social Distancing Requirements

- Classrooms can hold fewer students

- Students may attend schools in shifts

- Small, consistent groups of teachers and students to limit spread if an outbreak occurs

OPTIMAL STAFFING

Outages due to illness / quarantine

- Some % of staff may be out due to illness

- Some % of staff may be out due to quarantine

- Outages could be at the individual level, or a whole group of staff could be out due to an outbreak

Legal Parameters for Classes

- Class size requirements - in general and/or as determined by student IEPs

- Line-of-sight requirements - what staff must be present in the room for each class

- Staffing requirements - certifications required to play different roles

- Flexibility on any of the above granted by state / district in light of COVID?

Optimal Staffing Levels | Formula

Step 1

Determine # of classes needed

How many students at each grade level?

How many students in classrooms with special staffing or class size requirements (e.g., special education)

What proportion of students will be in school at a time due to social distancing?

Step 2

Determine # and type of staff needed

What types of teachers are needed to staff each category of class identified in step 1 (general ed, special ed, special certifications)?

Step 3

Quantify over/under staffing capacity

What is the school's current staffing level by type and grade level?

What % of staff do you project will be out of school due to illness or quarantine?

Step 4

Determine staffing shifts needed

If understaffed: What is the school's tolerance for shifting roles (legal requirements, school comfort level with shifts)?

If overstaffed: What roles can the additional teachers play (e.g., supporting remote learning at home; serving as swing staff in the event of illness/quarantine)?

Collaboration, Planning, & Leadership Time

Professional Learning Communities

- Lesson planning / practice
- Unpacking curriculum
- PD on key instructional elements

Core Activities

Observation & Feedback

- Co-teaching / modeling
- Feedback cycles: action steps, observation, debrief

Scholar Study & Team Check-In

- Discuss individual scholars
- Support one another

Data Analysis

- Review formative assessment data
- Adjust instructional plans

Staffing Exploration | Brick & Mortar Enrollment Mock-Up

view staffing tool

Social Distancing Requirements

Outages due to illness / quarantine

OPTIMAL STAFFING

Legal Parameters for Classes

- About one-third of students will be "homebound"—learning virtually every day. Students in 12:1:1 classes attend school all day at Chapel Street

- Of the remaining students, 50% attend brick & mortar school in the morning, 50% afternoon—all at Sands Street

- No more than 15 students can attend class together due to social distancing

- 10% of staff will be out at any given time due to illness or quarantine

- Gen Ed: ≤15 students, 1 Gen Ed teacher, 1room

- Integrated Co-Teaching (ICT): ≤ 28 students, 1 Gen Ed + 1 SPED teacher, 2 rooms

- 15:1: ≤15 students, 1 SPED teacher, 1 room

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Staffing Exploration | Brick & Mortar Enrollment Mock-Up

Step 1

Determine # of classes needed

- Divide ICT students evenly across shifts; create minimum number of ICT classrooms

- Fill in ICT classes up to capacity with students in Gen Ed

- Allocate other students in Gen Ed to Gen Ed classes

- Allocate 15:1 students to 15:1 classes

Displayed values are for demonstration purposes only

STUDENTS PER SHIFT at Sands Street	Middle School			High School			Location	Shifts
Categories of Students	6th	7th	8th	HS	TOTAL		Location	Shifts
Gen Ed	27	51	54	112	244		Sands	2
ICT	5	13	17	48	82		Sands	2
12:1:1	6	6	12	0	24		Chapel St	All day
15:1	0	0	0	15	15		Sands	2
TOTAL	38	70	83	175	365			

Categories of Classes	# of Classes in Sands (may be across 2 spaces)				Total MS	Total HS
	6th	7th	8th	HS	Total MS	Total HS
Gen Ed	1	1	1	4	3	4
ICT	1	2	2	4	5	4
12:1:1	0	0	0	0	0	0
15:1	0	0	0	1	0	1

Total # or Middle School classes needed: 8

Total # of High School classes needed: 9

Staffing Exploration | Brick & Mortar Enrollment Mock-Up

Step 2

Determine # and type of staff needed

• Take # of classes needed from previous step

• Determine number of teachers needed per class (Gen Ed and SPED)

Categories of Classes	Per Class	
	Gen Ed Teachers Needed	Special Ed Teachers Needed
Gen Ed	1	0
ICT	1	1
12:1:1	0	1
15:1	0	1

Categories of Classes	TOTAL - MS		TOTAL - HS	
	Gen Ed Teachers Needed	Special Ed Teachers Needed	Gen Ed Teachers Needed	Special Ed Teachers Needed
Gen Ed	3	0	4	0
ICT	10	10	8	8
12:1:1	0	0	0	0
15:1	0	0	0	1

Total # of Middle School teachers needed: 13 Gen Ed, 10 SPED

Total # of High School teachers needed: 12 Gen Ed, 9 SPED

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Staffing Exploration | Brick & Mortar Enrollment Mock-Up

Step 3

Quantify over/under staffing capacity

- Look at LAB's current staffing levels, by type

- Discount by 10% out for illness, quarantine

- Compare to need from previous step

Displayed values are for demonstration purposes only

Current Staffing - Discounted 10% for Outages	MS		HS	
	Gen Ed Teachers	Special Ed Teachers	Gen Ed Teachers	Special Ed Teachers
Current faculty numbers	15	12	16	15
Needed for 12:1:1 All day classes	0	4	0	0
Remainder available for Sands	15	8	16	15
Staff available (given outages)	14	7	14	14

Staff needed	13	10	12	9
Difference	*1*	*-3*	*2*	*5*
Positive = teachers left over, eg to support remote				
Negative = gap needing to be filled with Residents, etc				

Middle School teachers: Over 1 Gen Ed, Under 3 SPED
High School teachers: Over 2 Gen Ed and 5 SPED

Optimal Staffing Levels | Brick & Mortar Enrollment

Step 4

Determine staffing shifts needed

If understaffed: What is the school's tolerance for shifting roles?

If overstaffed: what roles can the additional teachers play?

Understaffing remediation options to consider:

- Identify ways non-certified staff (including community educators) can address the gap, within legal constraints. Can they play roles that enable the not-quite-large enough teaching staff to cover all students?

Overstaffing remediation options to consider:

- Shift High School to Middle School or vice versa

- Additional staff serve as "swing staff" able to fill in when other staff are out

- Additional staff develop and support remote learning resources

Collaboration, Planning, & Leadership Time | Teams

To give each teacher excellent support, LAB can organize teachers, residents, and fellows into teams led by a Teacher Leader.
Each team would support either (a) a group of students (e.g., segment of 6th grade) or (b) a content area across grades (e.g., HS math).

Teacher Teams might include:

A proven excellent teacher leads the team *while continuing to teach* part of the time. The Teacher Leader supports the team via lesson planning, PD, team meetings, observation and feedback cycles with team members, and co-teaching.

Other Teachers on the team receive support from the Teacher Leader and other team members. Some will go on to become Teacher Leaders as they gain experience and produce high growth.

In addition to learning by observing other teachers in action and receiving guidance and feedback from the Teacher Leader, Teacher Residents also provide release time for the Teacher Leader to carry out their duties and for Teachers to have planning and collaboration time.

LAB Corps Fellows are new educators who work with students in small groups or 1:1 tutorials to provide personalized academic instruction in math & literacy and support habits that foster academic success.

TL — Teacher Leader
T — Teacher
TR — Teacher Resident
F — Fellow

Teacher Teams Examples

Three 9th–10th-grade HS math Teachers, two Residents and one Fellow support.
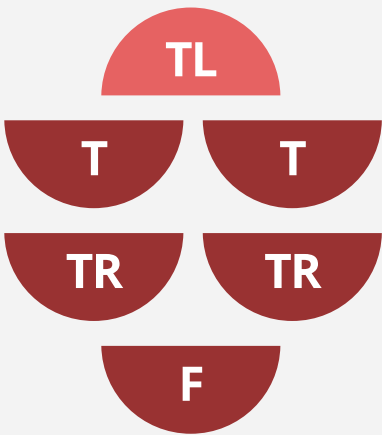
Two 7th-grade Teachers (one STEM, one humanities), two Residents and one Fellow support.
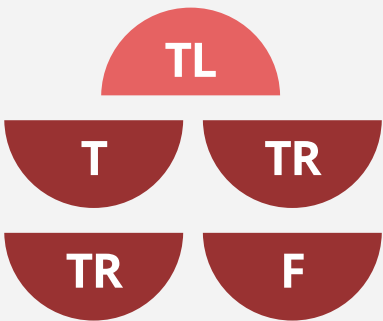
Collaboration, Planning, & Leadership Time | Phases

	Phase 1: Maximum Social Distancing Remote & Asynchronous	Phase 2: Moderate Social Distancing In-Person & Synchronous
Professional Learning Communities	• Teacher Leaders create video messages / PD • Teachers & Residents submit weekly reflections / plans • Team meetings by videoconference while students work	• Teams meet 2-3 times / week in person with Residents & Fellows providing release time, overseeing students while teams meet
Scholar Study & Team Check-In	• Teams hold video meetings to discuss individual students and their own well-being, while Residents and Fellows cover classes • Deans can participate virtually to check in with team	• Scholar Study and Team Check-In meetings happen in person, with Residents and Fellows providing release time. • Dean may still join by video to limit exposure
Data Analysis	• Students take assessments online, team sees data • Teachers review data asynchronously, submit plans for follow-up in instruction next week • Teacher Leaders provide feedback, lead video meetings	• Students still take assessments online to enable data flow • Data analysis meetings happen in person, with Residents and Fellows providing release time
Observation & Feedback	• Deans & Teacher Leaders observe by joining lessons on video and reviewing teacher / student artifacts • Residents provide release time for Teachers and Teacher Leaders to participate in videoconference feedback	• Teacher Leader observations and debrief meetings can happen in person, with Residents and Fellows providing release time • Deans may still do observations remotely to limit exposure

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Phase I Schedule | 9th Grade AM Teacher Team

The illustration below depicts the AM schedule for a cross-content 9th-grade teaching team in Phase 1. Both the Teacher Resident and Fellow lead a small portion of instruction throughout the day to allow the Teacher Leader and Teacher to engage in their asynchronous collaboration activities. Teachers and Teacher Leaders remain in the classroom during release time but have the autonomy to schedule their release time independent of the rest of the teaching team.

Legend:
- performing regular duties / providing release time
- release time for Phase I activities

Schedule is for demonstration purposes only

TL — Teacher Leader

Teach: Math Interactive Lecture
Release Time: PLC
Lead: Biology Lab
Launch: STEM Project Based Learning
Release Time: Obs + Feedback

TR — Teacher Resident

Support: Math Interactive Lecture
Facilitate: Math Lab
Support: Biology Lab
Support: STEM Project Based Learning
Monitor: STEM Project Based Learning

T — Teacher

Lead: ELA Collaborative Project
Lead: Small-Group Writing Center
Release Time: Data Analysis
Teach: Current Events Interactive Lecture
Release Time: Scholar Study

F — Fellow

Support: ELA Collaborative Project
Support: Small-Group Writing Center
Supervise: ELA Independent Practice
Support: Current Events Interactive Lecture
Facilitate: Argumentative Essay Workshop

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Phase 2 Schedule | 9th Grade AM Teacher Team

performing regular duties / providing release time

release time for Phase 2 activities

The illustration below depicts the AM schedule for a cross-content 9th-grade teaching team in Phase 2. Both the Teacher Resident and Fellow lead a small portion of instruction throughout the day to allow the Teacher Leader and Teacher to engage in their synchronous collaboration activities. Teachers and Teacher Leaders remain in the classroom and align their lessons to allow for the same release-time blocks.

Schedule is for demonstration purposes only

TL — Teacher Leader | TR — Teacher Resident | T — Teacher | F — Fellow

Teacher Leader	Teacher Resident	Teacher	Fellow
Release Time: Scholar Study/ Team Check-In	Lead: Daily Warm-up & Homework Review	Release Time: Scholar Study/ Team Check-In	Proctor: Weekly Formative Assessment
Teach: Pre-AP Algebra Interactive Lesson	Support: Pre-AP Algebra Interactive Lesson	Lead: Writer's Workshop	Support: Writer's Workshop
	Lead: 1:1 Remediation		
Release Time: 9th-Grade PLC	Facilitate: Pre-AP Algebra Peer Tutoring	Release Time: 9th-Grade PLC	Support: Independent Writing Project
Release Time: Obs + Feedback	Lead: Pre-AP Algebra Mini Lesson	Release Time: Obs + Feedback	Facilitate: Peer Review Small Groups
Facilitate: Pre-AP Algebra Small-Group Rotations	Support: Pre-AP Algebra Small Group Rotations	Teach: ELA Interactive Lesson	Support: ELA Interactive Lesson

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Key Challenge | Building Resilience in Changing Circumstances

What might change?	Strategies for resilience

What might change?

- Individual staff may be in and out due to illness or quarantine

- Entire teams may be out due to contact tracing

- Whole school could have to close due to an outbreak or overall public health mandates

Strategies for resilience

- Set staffing levels assuming outages (see tool above)

- Make detailed "if-then" contingency plans at the team level to ensure brick-and-mortar coverage. What will happen if one team member is out? Two? At what point will another team need to cover?

- Use technology to enable roles and schedules to continue intact even when some or all individuals are out.

Thank you.

Public Impact's mission is to improve education dramatically for all students, especially low-income students, students of color, and other students whose needs historically have not been well met.

See all of our COVID-related resources and more at www.opportunityculture.org.

UP NEXT...

How can educators use approaches that are best suited to meet the needs of all learners?
TNTP

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How can educators use approaches that are best suited to meet the needs of all learners?

TNTP

Due to COVID-19, the **2020–2021 school year** will differ from any other school year we've experienced. While guidance for school opening is still being determined, and may vary by region, these recommendations are designed with the following assumptions in mind:

- Schools need to be ready on the first day back with a fundamentally **different strategy** for diagnosing student performance and take advantage of this chance to put every student on a **fast track to grade level**—recognizing that due to the **opportunity gap**, students may have been underprepared even before learning was lost during school closures.

- While core teacher development practices are still relevant, teachers will need access to **new learning opportunities** so that they continue to grow in their practice, even with changing role expectations and a hybrid approach to instruction.

- Faculty and students will require some level of **social-emotional** support that is beyond what would be needed in a typical school year.

TNTP

HOW MIGHT WE?

How might we **intentionally disrupt** practices that have led to **opportunity gaps** for students? We can leverage a **hybrid instructional model** to effectively serve all students, through:

- **Student Experience.** We can create a more personalized student experience that provides all students with access to strong instruction by taking advantage of multiple delivery formats.

- **Performance Management.** We can provide teachers with professional development that will empower them to make improvements to their students' outcomes in a hybrid instructional model.

- **Teacher Development.** We can ensure that educators understand their role expectations and know how to successfully meet those expectations.
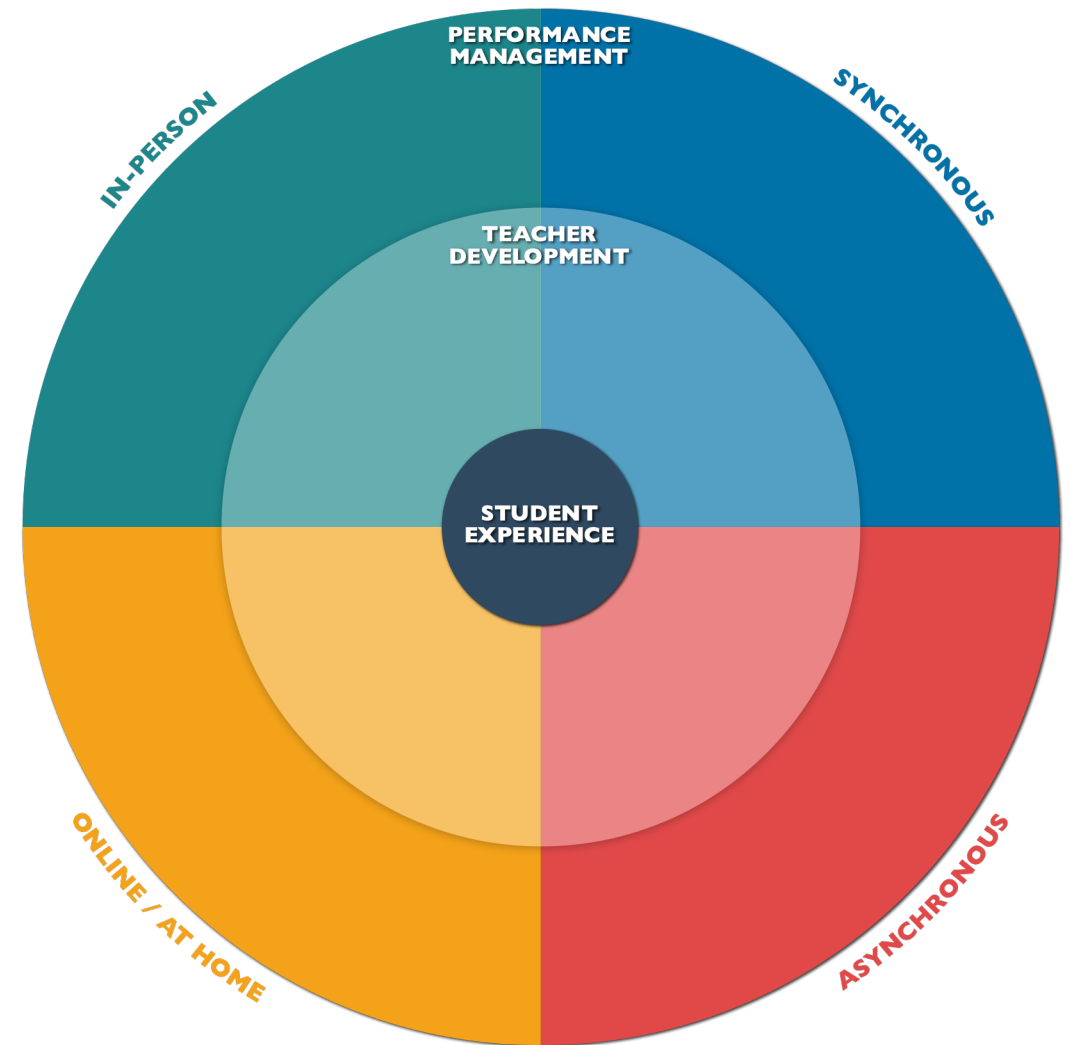
Student Experience

Principle Question:

Which types of learning are best suited for which delivery format?

While all school-based activities *could* be moved online (as they were in Spring 2020), a hybrid instructional model would allow schools to **intentionally prioritize the highest-leverage activities** for each delivery format (at-school, synchronous, asynchronous) to provide targeted support to students.
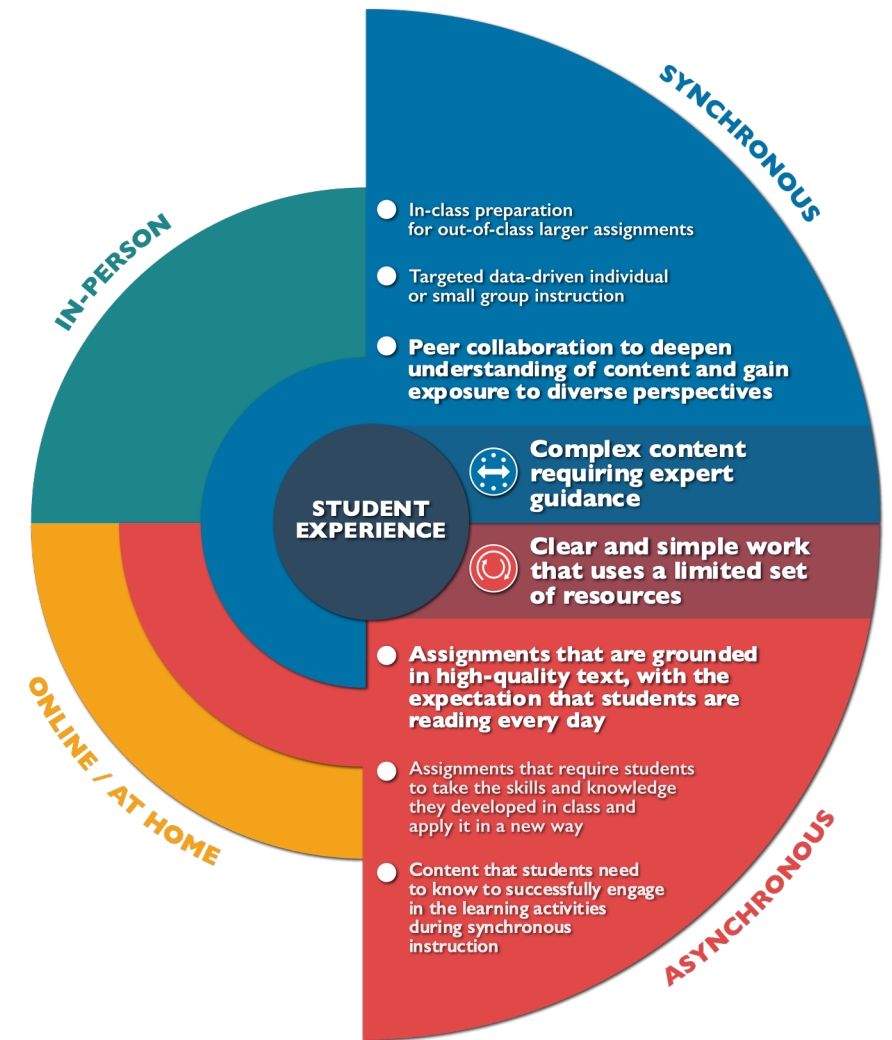
Student Experience
Sample Types of Learning

SYNCHRONOUS

IN-PERSON

- Small Group Instruction
- Feedback on student work
- IEP mandates (class setting)
- Summative Assessment (tests)
- Collaborative work
- Formative Assessment

STUDENT EXPERIENCE

Interactive Lecture

Independent Playlist

ONLINE / AT HOME

- Formative Assessment
- Collaborative work
- Independent reading/writing
- Revisions to work, based on feedback
- IEP mandates (related services)
- Summative Assessment (culminating projects)

ASYNCHRONOUS

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Performance Management

TNTP **Blended Core** prompts observers to focus on **five basic questions** about what is happening in a classroom, and can be used as a foundation for **teacher professional development** in a **hybrid instructional model**.

Blended Core is an adaptation of TNTP Core Rubric, has not been officially validated in the same way as the Core Rubric.

SYNCHRONOUS

BLENDED CORE

ASYNCHRONOUS

Performance Management | The Five Questions

These questions are always relevant to describing and assessing teacher performance. We can use them to sharpen our focus in the 2020–2021 academic year, and to establish clear success criteria for how instruction takes place across multiple learning channels.

Blended Core focuses on five basic questions:

Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

Essential Content: Are all students working with essential content for their subject and grade?

Academic Ownership: Are all students responsible for doing the thinking in this classroom?

Demonstration of Learning: Do all students demonstrate that they are learning?

Student Agency: Do all students demonstrate ownership over the process of their learning and the progress of their learning?

Recommended Approach

WHAT CURRENT RUBRICS ASSESS

HOW IS IT BEING TAUGHT?

Is the teacher presenting or facilitating that content well?

WHAT IS BEING TAUGHT?

Do students have access to challenging content?

ARE STUDENTS LEARNING?

Information for more accurate feedback.

THE FOCUS OF BLENDED CORE

RIGOROUS STANDARDS

Provide much-needed clarity for academic standards. Define rigor and content. kids should be working to master.

SHARED GOAL

Better instruction for students.

TEACHER FEEDBACK

Our best lever to change teacher practice at scale. Gives teachers clear expectations, feedback, and support.

Example TNTP Blended Core Rubric
Performance Area: Academic Ownership

A hybrid instructional model will require school leaders to define how expectations for *teacher performance* differ, depending on the **instructional delivery format.**

In-person or online, students respond to and build on their peers' thinking, ideas or answers.

Teachers probe to determine whether virtual time reinforces small-group and large-group learning time and vice versa to help clarify whether students own the content.

SYNCHRONOUS

Students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.

BLENDED CORE

Students actively work to find solutions to problems before asking the teacher(s) or their peers. They can explain how they worked to solve problems and at what point, if necessary, they asked their teacher for help.

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Success Coaching Supports

To ensure that all students receive **individualized success coaching supports** within a hybrid instructional model, school leaders will need to to set expectations for teacher *performance* aligned with lesson delivery format.

Example Teacher Role Expectations for 1:1 success coaching student supports:

Setting goals. Teachers collaboratively write student goals that are aligned to students' post-secondary goals.

Positive behavior supports. Teachers use individualized and class-wide behavior plans to proactively prevent misbehavior.

SYNCHRONOUS

IN-PERSON

Teachers provide students with regular opportunities to discuss their strengths, areas of growth, needs, and progress toward short and long-term goals

SUCCESS COACHING

With Students (in-person or online)

Planning and Preparation

ONLINE / AT HOME

Teachers breaks down standards/IEP goal(s) into standards-aligned objectives. Teacher has a sequenced plan for teaching and assessing each objective

ASYNCHRONOUS

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Success Coaching Supports

Example Teacher Role Expectations for 1:1 success coaching student supports:

Gather data. Teachers collaborate to effectively gather data on students' demonstration of mastery of lesson content and/or progress towards IEP goals.

Promote independence. Teachers promote student independence by gradually releasing the supports that are provided to students.

SYNCHRONOUS

IN-PERSON

ONLINE / AT HOME

ASYNCHRONOUS

- choice making
- decision making
- problem solving
- goal setting and monitoring
- self-management
- self-advocacy
- self-awareness

SUCCESS COACHING

Components to build self-determination skills

Monitor students' progress toward goals

Teachers monitor students' progress toward goals and objectives through the use of assessment data, IEP goal checklists, behavior charts, etc.

Performance Management in Special Education

School leaders will need additional guidance for setting *teacher performance* expectations within **special education settings.** These expectations for special education teachers should be supported with aligned professional learning.

Core Rubric Performance Areas

- Culture of Learning
- Essential Content
- Academic Ownership
- Demonstration of Learning
- Student Agency

Sample Priorities for Special Education Teachers

- Positive behavior supports
- Individualized or small-group instruction aligned with IEPs
- Practice communication and peer group discussions

Aligned Professional Learning for Special Education Teachers

- Design interventions
- Collaborate with co-teachers
- Provide scaffolds and prompts to promote participation

Performance Management in Special Education

School leaders will need additional guidance for setting *teacher performance* expectations within **special education settings.** These expectations for special education teachers should be supported with aligned professional learning.

Core Rubric Performance Areas

- Culture of Learning
- Essential Content
- Academic Ownership
- Demonstration of Learning
- Student Agency

Sample Priorities for Special Education Teachers

Students demonstrate how well they know lesson content and how they are progressing towards IEP goals, which may include demonstration of how they are progressing towards social/emotional and functional goals.

Aligned Professional Learning for Special Education Teachers

Anticipating how students' disabilities manifest within the class setting and providing the supports students need to allow them to demonstrate their thinking and understanding of the content.

Anticipated Challenges for Educators

Academics

- Revised curriculum, that was originally designed for in-person instruction

- Adapt to using online platforms for teaching and tracking student performance

- Finding time and space to effectively collaborate with other professionals, given social distancing and lack of specials classes that usually provide teacher coverage

Social-Emotional Supports

- Address the myriad of social-emotional needs that students will have due to unfinished learning, personal loss, and trauma

- Create a collaborative and trusting school community, while not physically together

- Supporting staff who may have dealt with trauma and loss due to COVID-19

- Supporting students when and if their at-home learning environment is not conducive to online learning

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Teacher Supports

What unique supports do teachers need to implement this **hybrid academic model** effectively?

Priorities for Schools

- Teachers collaborating with colleagues

- Provide personalized support to students

- Set students up for successful at-home learning

Development and Support

- Blended Core Rubric orientation

- Developing hybrid courses

- Effective flipped learning practices

- Training in technology platforms and curricular online tools

- Strategies for co-teaching/collaborating in a hybrid model

Structures for Success

- School leaders providing observation feedback

- Summer planning time to create hybrid courses

- Structured work blocks with time for collaborative planning

- Check-ins with students and families

- Ongoing, flexible professional development times

Thank you.

TNTP's mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.

Learn more about our work and continue the discussion by visiting us at https://tntp.org/.

UP NEXT…

How can Community Educators best meet the needs of schools during social distancing?
InnovateEDU

TNTP

How can Community Educators best meet the needs of schools during social distancing?

InnovateEDU

HOW MIGHT WE?

In a world in which students will be physically in school for far fewer hours, how might we leverage **existing staffing resources** to provide students with more robust **academic remediation and social-emotional support** than we have in the past, and redefine tutoring and small group instruction so that it can be flexible and **accomplished in-person and/or remotely**? How might these insights shape how we **train new educators**?

We can leverage the support of **community educators** and programs during **out-of-school time** to provide **academic remediation and social-emotional support** to students.

Community educators are defined for the purpose of these recommendations as non-teacher educators who spend between 5 and 40 hours per week in schools. Examples of community educators include tutors, afterschool educators, and others.

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Recommended Approach

These are broad strategies that might be used in any school or district.

We can expand capacity to meet increased academic, social, and emotional support needs of our students if we:

Leverage **community educators** to provide additional remediation and social-emotional supports

Leverage **spaces outside of the main school building** (including virtual) to provide these supports and plan for these to be flexible

Invest in the **professional development** of community educators to support the changing needs of students and build a diverse pipeline of educator talent

Recommended Approach | Brooklyn Lab

This specific strategy makes sense for Brooklyn Lab, given their existing programs and resources within reach.

Brooklyn Lab can expand capacity to meet the increased academic, social, and emotional support needs through the LAB Corps Fellowship:

Community educators in the LAB Corps Fellowship have provided small-group academic support to scholars since 2014.

LAB Corps Fellows have always provided informal mentorship and social-emotional support to scholars.

Formalizing the social-emotional support function of LAB Corps Fellows and building this into the small group instruction they provide has the potential to improve student outcomes. It also has the potential to better prepare LAB Corps Fellows for careers serving high need student populations.

About the LAB Corps Fellowship | Overview

Fellows must have

- Bachelor's degree
- Tutoring or teaching experience
- Experience with low income children
- Growth mindset
- Commitment to closing the education gap

Fellows commit to

- Approx. 36 hours/week for 11 months
- Small group literacy and math instruction
- Student mentorship + support
- Professional development and training

Fellow
Year 1
Fellows are new educators who complete a year of service through InnovateEDU. Fellows provide small group instruction to students in literacy or math and receive training and coaching from experienced educators.

Teacher Resident
Years 2–3
Teacher Residents teach in collaborative co-teaching environments with more experienced Brooklyn Lab educators while completing their master's degree in education and certification in special education and a subject area.

Teacher
Years 4 and Beyond
After completing the Teacher Residency, including graduate school and teacher certification, educators are promoted to lead teacher roles at Brooklyn Lab in a variety of grades and disciplines.

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About the LAB Corps Fellowship | Design Constraints

- Program supports **40** Fellows

  - 20 math-focused

  - 20 literacy-focused

- Fellows work from **July 31, 2020 – June 29, 2021**

- Fellows work approximately **1,575 hours** to complete the program

- Fellows **must be supervised** by a qualified instructional leader/dean/lead teacher on-site

- Fellows **cannot provide special education services**

About the LAB Corps Fellowship | Theory of Action

If

Fellows

- Commit to 11 months and ~1600 hours of service

- Provide 2 periods of small group instruction per participating scholar

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- Recruits, trains, onboards, and supports Fellows

LAB

- Invests in Fellow professional growth

- Selects lead teachers to guide Fellows

Then

Fellows

- Will have rich induction opportunities including core teaching work

- Will be well-positioned to pursue entry-level licensure

LAB

- Will have diverse cadre of well-prepared educators

- Grades 6–8 will have access to additional academic and enrichment activities

As a Result

Fellows

- Will be well-prepared to be successful as Teacher Residents and as lead classroom teachers

- Who become teachers will be aligned with the school's mission, vision, and culture

LAB

- Scholars will demonstrate exceptional academic growth

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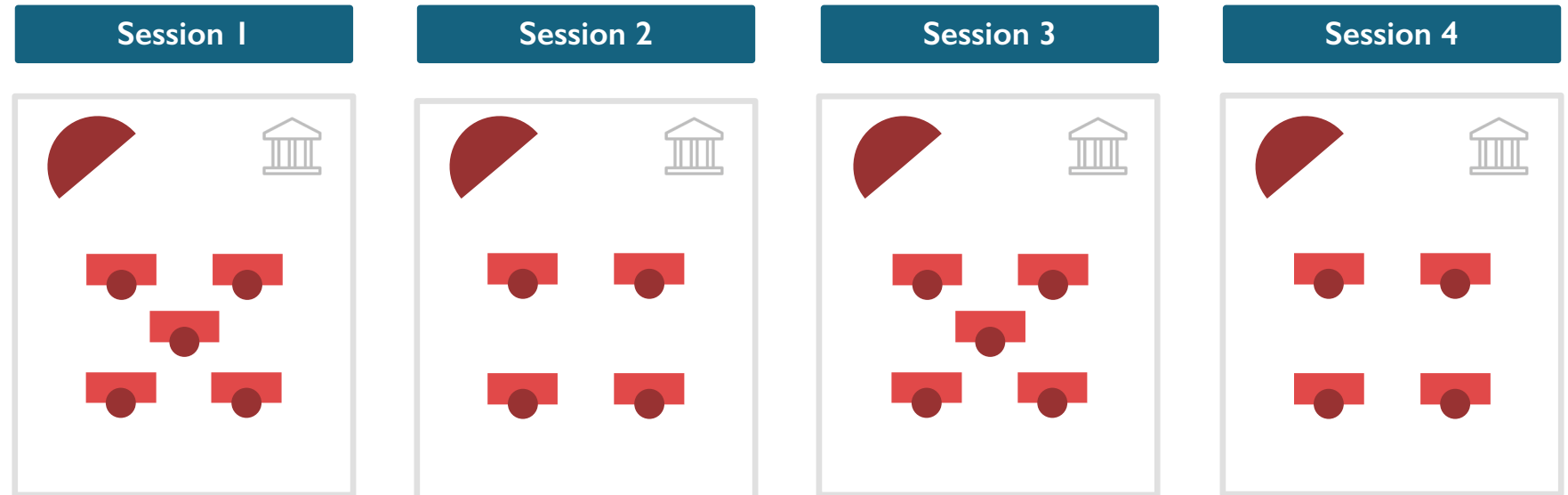# Recommended Fellow Staffing Options
In-Person Schedule

Each Fellow conducts four small group instruction sessions throughout the day at **Jay**, interacting with **18** students total.

Jay refers to a Brooklyn Lab facility that is two blocks away from the main school campus. It generally houses community/special events, enrichment activities, and select instructional activities.

Session 1	Session 2	Session 3	Session 4

This scenario assumes **~400 6ᵗʰ – 8ᵗʰ grade Scholars.** (There are 570 in total, but 30% are expected to be completely remote). We also assume there are **40 Fellows.** Instructional groups should consist of between three and six scholars per Fellow.

Recommended Fellow Staffing Options
Remote Schedule

Each Fellow conducts four sessions remotely, interacting with 18 students total.
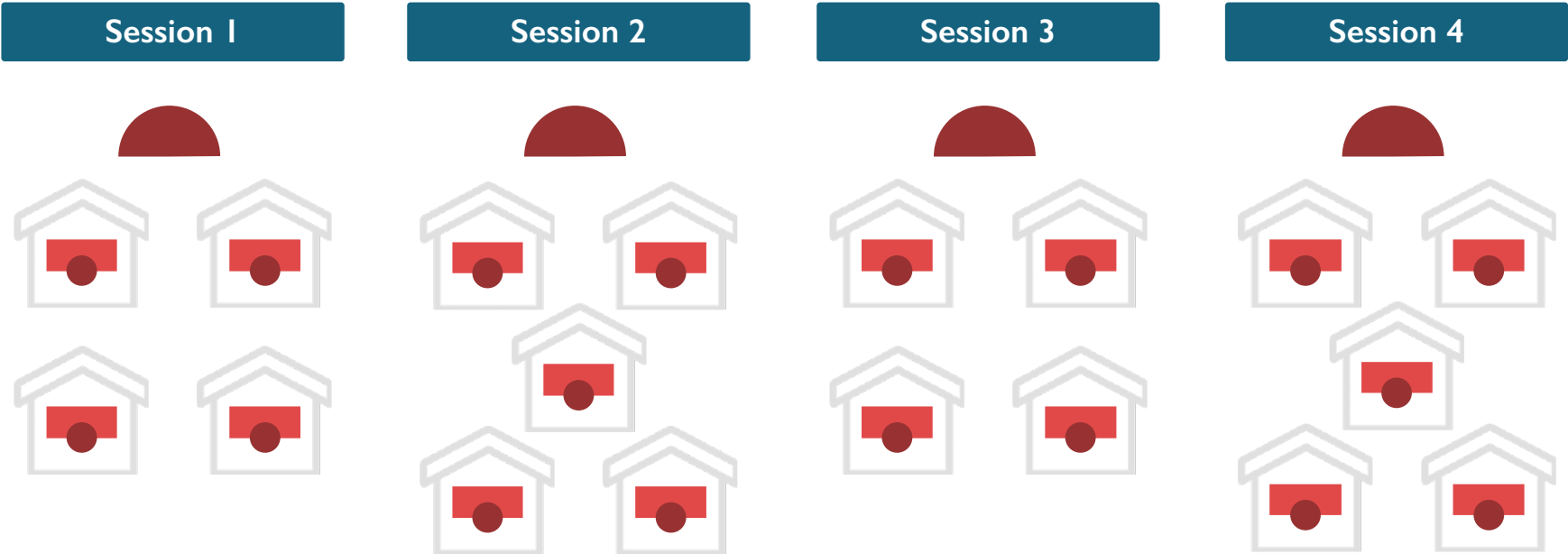
Session 1	Session 2	Session 3	Session 4

This scenario assumes **~400 6th – 8th grade Scholars.** (There are 570 in total, but 30% are expected to be completely remote). We also assume there are **40 Fellows.** Instructional groups should consist of between three and six scholars per Fellow.

Recommended Fellow Staffing Options
Blended Schedule

Each Fellow conducts two sessions in person and two sessions remotely, interacting with 18 students total.

Session 1	Session 2	Session 3	Session 4

This scenario assumes **~400 6th – 8th grade Scholars.** (There are 570 in total, but 30% are expected to be completely remote). We also assume there are **40 Fellows.** Instructional groups should consist of between three and six scholars per Fellow.

Sample Student & Fellow Schedules

Mr. Jones — Fellow
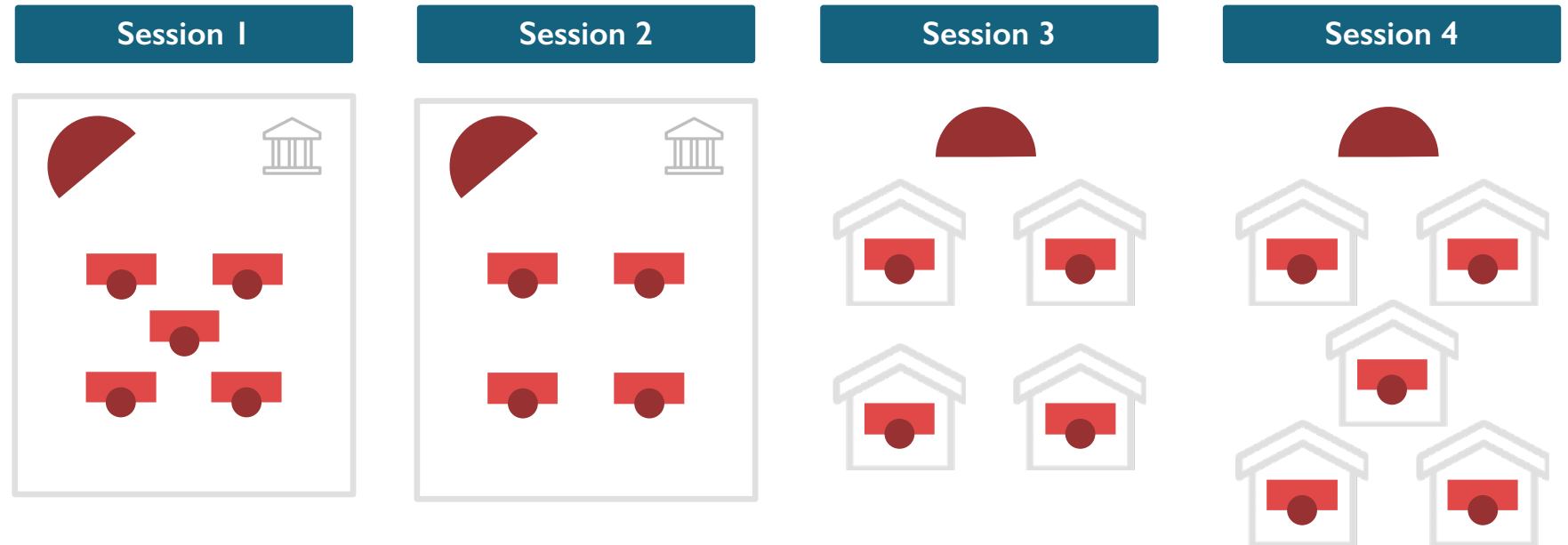
Justin — PM Student

Maria — AM Student

This scenario assumes **~400 6th – 8th grade Scholars.** (There are 570 in total, but 30% are expected to be completely remote). We also assume there are **40 Fellows.** Instructional groups should consist of between three and six scholars per Fellow.

| Time	Mr. Jones (Fellow)	Justin (PM Student)	Maria (AM Student)
8 am	Arrival/ Morning Check-In		
9 am	Social Emotional Learning Supports and check-ins to students in PM shift	Social Emotional Learning Support + Success Coaching	Humanities ELA + Writing
10 am	Tutoring period 1 for PM shift students	Math Tutoring (SGI)	
11 am	Tutoring period 2 for PM shift students	Literacy Tutoring (SGI)	STEM
12 pm	Prep & Coaching Period / Lunch	Lunch; Transition to Main School Building	
1 pm	Tutoring period 1 for AM shift students	Humanities ELA + Writing	Math Tutoring (SGI)
2 pm	Tutoring period 2 for AM shift students		Literacy Tutoring (SGI)
3 pm	Social Emotional Learning Supports and check-ins to students in PM shift	STEM	Social Emotional Learning Support + Success Coaching
4 pm	[Staffed by part time afterschool staff]		Afterschool
5 pm			

Next Steps | Revise Fellow Training

Maintain Current Training:

- Instructional content
- Planning for small group instruction
- Student engagement
- Classroom management
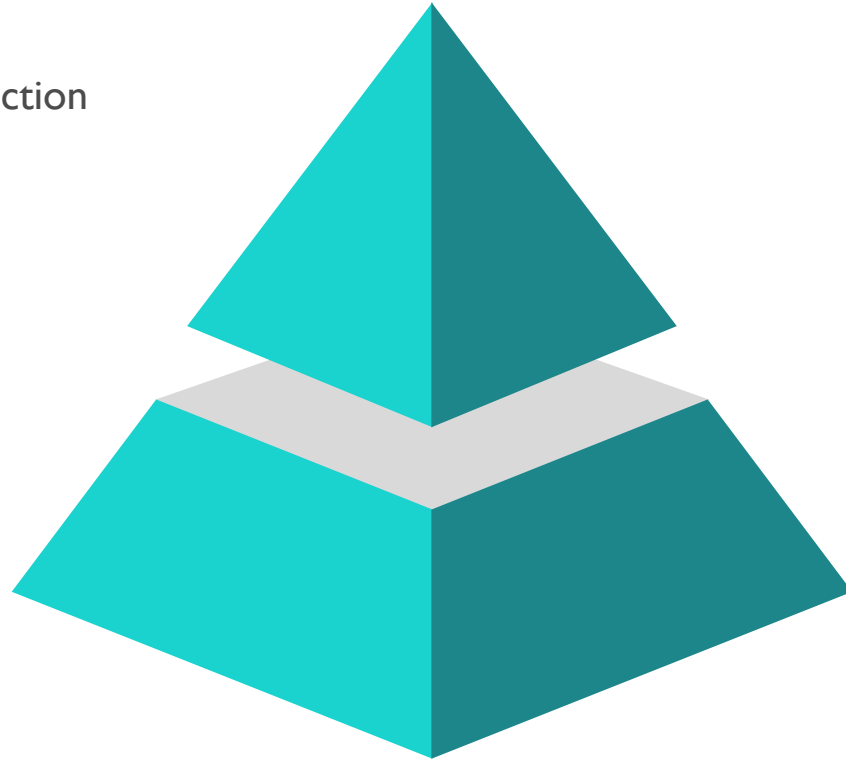
Add Relevant Training:

- Providing social-emotional supports to students
- Trauma-informed instruction
- Engaging students remotely

Thank you.

The mission of InnovateEDU is to eliminate the achievement gap by accelerating innovation in standards aligned, next generation learning models and tools that serve, inform, and enhance teaching and learning.

Learn more about our work and continue the discussion by visiting us at https://www.innovateedunyc.org.

UP NEXT...

How can professional learning opportunities accelerate the development and contributions of Community Educators?
ASU Educator Workforce

InnovateEDU

How can professional learning opportunities accelerate the development and contributions of Community Educators?

Mary Lou Fulton
Teachers College
Arizona State University

EXECUTIVE SUMMARY

As we consider the future of the education workforce and the current staffing pressures on schools due to COVID-19, ASU's Mary Lou Fulton Teachers College considers community engagement as a critical component of the Next Education Workforce. Community educators provide differentiated and specialized resources to teachers and schools. These individuals commit to completing a series of learning experiences (approximately 30 minutes apiece) that prepare them to offer support to teachers in the classroom and in other contexts. Training focuses on both the skills (e.g. helping children with word solving, guiding inquiry, etc.) and the dispositions needed to enhance children's learning (e.g. belief that all students can learn, etc.). These trainings allow individuals to signal to schools their competence, and assist schools in identifying those community educators ready to contribute meaningfully to the physical or digital classroom.

Mary Lou Fulton
Teachers College
Arizona State University

How might we create new roles for educators that will improve outcomes for children?
We can move from the outdated one-teacher-one-classroom model of education to one with teams of adults with distributed expertise working to deepen and personalize learning for all students. In addition to professional teachers and specialized paraprofessional roles, community educators—talented adults from the broader community who bring additional capacity, insight and expertise to classrooms—can play an important role in meeting the needs of all learners.

How might we create ways to connect interested community members to opportunities in classrooms?
We can partner with schools, districts, and CMOs to identify models for recruiting community members into newly designed roles. By engaging and evolving existing human resource models, schools can develop profiles of community educators and work with their own human resources, municipal volunteer pipelines, and non-profit organizations to identify and place community educators.

How might we ensure that community members can immediately support teachers and learners?
Like all parts of the educator workforce, community educators must be prepared for their roles. Through an online platform, community members can complete experiences designed to prepare them to work with students in a variety of ways and academic settings. These experiences include opportunities for reflection and engagement with the material, as well as the opportunity to receive expert feedback on performance. Following the completion of a group of modules, community educators are prepared to be part of a team of educators providing support to children. The amount of training would be consistent with the complexity of their role.

Community Educator Curriculum | Shared Core
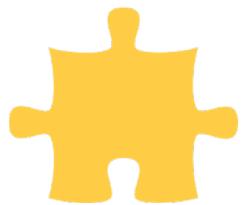
Critical Dispositions

Digital Pedagogy

Literacy

Mentorship
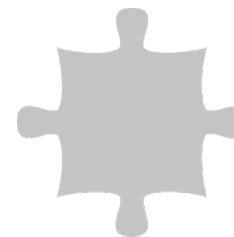
Math

Inquiry

Catalog | Micro-Learning Courses

Critical Dispositions

- School 101
- Professionalism for Community Educators
- Modeling & Redirecting

Digital Pedagogy

- Forming Supportive Communities
- Providing Helpful Feedback
- Providing Clear Direction
- Enlisting the Support of Families
- Engaging Students in Online Discussion & Collaboration
- Creating Educational Videos
- Supporting Students Synchronously

Literacy

- Reading Aloud Strategies
- Questioning for Reading Comprehension
- Word-Level Solving Skills

Mentorship

- Understanding Mentorship
- Avoiding Bias
- Building a Relationship of Trust
- Coaching Students' Thinking
- Small Group Management

TBD: Math and Inquiry

Possible Patterns | Micro-Learning Courses

Online Course Assistant
- Providing Helpful Feedback
- Professionalism for Community Educators
- School 101
- Creating Educational Videos
- Engaging Students in Online Discussion and Collaboration

Literacy Accelerator
- Building a Relationship of Trust
- Reading Aloud Strategies
- Word-Level Solving Skills
- Professionalism for Community Educators
- School 101
- Questioning for Reading Comprehension
- Small Group Management

Mentor
- Building a Relationship of Trust
- Understanding Mentorship
- School 101
- Avoiding Bias
- Professionalism for Community Educators
- Coaching Students' Thinking
- Small Group Management

Digital Advocate for Families
- Forming Supportive Communities
- Professionalism for Community Educators
- School 101
- Enlisting the Support from Families

Legend:
- Critical Dispositions
- Digital Pedagogy
- Literacy
- Mentorship

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Thank you.

The mission of ASU's Mary Lou Fulton Teachers College is to create knowledge, mobilize people and take action to improve education. Learn more about our work and continue the discussion by visiting us at https://education.asu.edu.

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Teachers College
Arizona State University

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Katie O'Neill, Intern/Writer
Paul O'Neill, Senior Fellow and Co-Founder
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PBDW Architects
James Seger, Partner
Serena Losonczy, Associate Partner
Erica Gaswirth, Senior Associate
Kylee Pierce
Daniel Schumacher

EdTogether
Gabrielle Rappolt-Schlichtmann EdD, Executive Director & Chief Scientist
Amanda Cook, Research Associate

Public Impact
Chandler Rowland, Consultant
Ashley Williams, Consultant
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TNTP
Versha Munshi-South, Leadership Coach
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InnovateEDU
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Kate Cochran, Chief of Staff

Mary Lou Fulton Teachers College, Arizona State University
Brent Maddin, Executive Director, Next Education Workforce Initiative
Stuart Rice, Director, Digital Initiatives

Dezudio
Ashley Deal, Partner
Raelynn O'Leary, Partner
Klaus Bellon, Designer
Catherine Yochum, Intern
Christi Danner, Intern
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Friends of Brooklyn Lab Charter Schools
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Tiffany Kimmel Carlin, Architect in Residence
Sarah Pactor, Project Associate

Brooklyn Laboratory Charter Schools
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Bb Ntsakey, Director, Academics
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Anisa Phillip, Special Education Coordinator
Tyler Telford, Director of the Teacher Residency
Harcourt Lucius, Director of College Success
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