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Multi-Classroom Leadership When Students & Teachers Are at Home

May 28, 2020 Version

This is a working draft. Feedback is welcome.

This deck is for Opportunity Culture districts and schools that have already implemented Multi-Classroom Leadership, in full or in part. Most districts will find the strategies described here helpful, though. Districts and states wanting to transition to teacher-led teams to provide teachers with more support remotely should contact Public Impact for assistance. Please see more resources here.

For more detail on Multi-classroom Leadership + Team Reach while all students and teachers are at home, see here; while some are at school and others are at home, see here.

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Contents

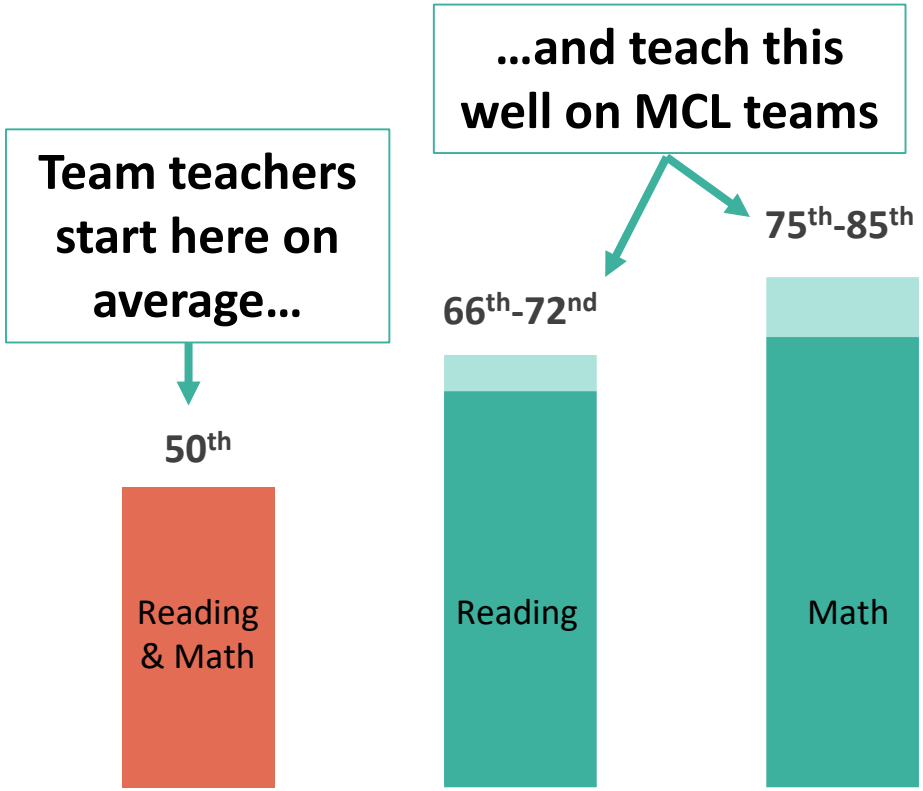
Multi-Classroom Leadership

Multi-Classroom Leaders (MCLs)

- Have a track record of high-growth student learning
- Lead a small grade or subject team
- Ensure strong lessons and teaching methods
- Continue to teach part of the time, in various ways
- Co-plan, co-teach, model, lead student data analysis, and collaborate with their teams
- Observe and coach teachers frequently
- Earn more—averaging 20% more—within school budgets

Strong Gains for MCL Teams

Teachers on MCL teams produced gains
equal to top-quartile teachers in math, nearly that in reading.



Percentiles of Learning Gains Produced by Teachers

Scope of the Study

- 15,000 students
- 300 teachers
- 3 districts, 2-3 years
- 74% of schools Title I

Backes, B., & Hansen, M. (2018). *Reaching Further and Learning More?* CALDER Center: Washington, DC. Reading range based on 6 of 7 models with statistically significant gains.

Multi-Classroom Leadership

- **What makes Multi-Classroom Leadership work well at your school?**
- **What do you want to keep, ideally, when shifting to at-home work?**

- MCL and Other Roles?
- Instructional Elements?
- Technology?
- Schedules?
- Other?
- Other?

Multi-Classroom Leadership

How can Multi-Classroom Leadership work when both students and teachers are at home?

In response to the COVID-19 pandemic, this deck provides considerations and recommendations for Opportunity Culture schools to continue achieving high-growth student learning and developing students' critical social-emotional skills—and providing strong support to teaching teams.

Recognizing that each student and teacher has differing—and some very challenging—circumstances at home, and different access to resources, the recommendations here are intended to help the most students possible learn and thrive at this time.

Online Learning Research Summary

All-Online—No Face-to-Face Teaching—Doesn't Work Well for Most Students

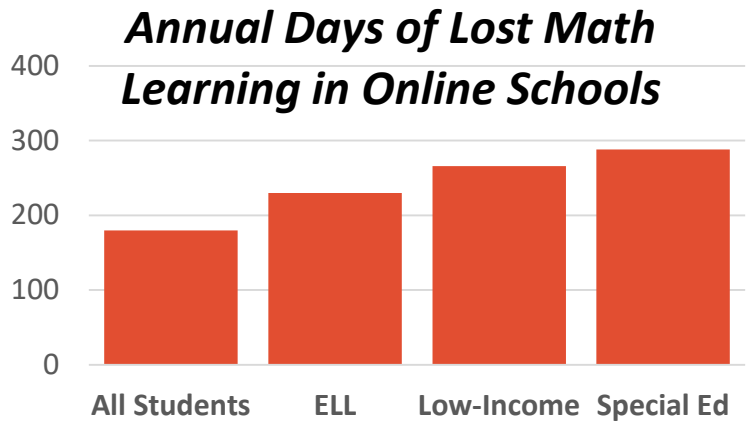
- Researchers from Columbia, MIT, Northwestern, and the University of Toronto synthesized findings from 22 rigorous studies: Overall, **students performed significantly worse in fully online classes**.[1]
- Stanford study of 158 online schools: **online students' math growth was 180 days lower** per year than in traditional schools; **reading growth was 72 days lower**.[2]
- **Excess screen time** may reduce learning outcomes and increase mental health problems.[4 & 5]

"All online"=no face-to-face, live teaching & learning, including on screen.

See last slide for citations to studies referenced here.

All-Online Especially Ineffective for Disadvantaged Students

- In Stanford online study, **growth was much lower for low-income students, English learners, and special ed** (see chart).[2]
- Other research: students **starting behind fare especially badly** online.[3]



High-Connection At-Home Learning

Multi-classroom leaders continue to fully lead teams and instruction, and use:

Optimal At-Home Design, Based on Available Research
Some face-to-face time for teachers and students to engage (on-screen)
Limit total screen time (e.g., some work on paper—photograph & upload)
And continue using elements of excellent instruction: • **Plan** ahead to ensure high-standards and student growth • **Connect** with students and families • **Lead** the (virtual) classroom to engage students • **Execute** rigorous, personalized lessons for mastery & growth • **Monitor** student learning data • **Adjust** instruction to meet each student's needs • **Share** data with students and families See https://www.opportunityculture.org/teach-and-learn-from-home/ for tips to shift each element of instructional excellence to at-home learning

Challenge: Uneven access to hardware, software, and broadband.

Lower-Connection At-Home Learning

Options	Some Challenges
Deliver/pick up traditional paper assignments on a schedule	Relies on parent/family to teach. No teacher connection, no teaching.
Teachers connect with students by phone	Relies on family cellphone or landline. Most, but not all, families have.
Smartphone videoconferences 1-on-1	Relies on family smartphone. Most, but not all, families have.
Asynchronous online learning–no face-to-face, live teaching and learning, including on screen	Significant, negative learning outcomes in research. Technical barriers same as high-connection virtual learning.
Combination of above	Inequities based on family resources.
Different solutions for different students: Give each student highest connection option possible, *while working to improve connections for all in need*.	**Inequities based on family resources unless all have high-connection option–*but likely overall best outcome.***

Recommended Shifts

School Design Shifts
Technology
Roles
Instructional Practice
Schedules

- The following slides show our recommended shifts in these areas to maximize the chances of high-growth learning and strong social-emotional connection for students and their teachers.
- We also cover how lower-connection options, even if temporary, might work.

Technology Shifts

These are some shifts. Consider other shifts your school may need, too.

For High-Connection Virtual Learning, When Possible

- Laptops with web cams for all students and teachers
- Software or platform for videoconferencing
- Software or platform for giving assignments and receiving student work
  - ✓ Including uploaded photos of work completed by hand
- Remote IT help-desk and hardware support
- To overcome challenges:
  - ✓ Focus new technology resources on students and families who do not already have technologies needed
  - ✓ Use all computers already in schools—deliver to homes
  - ✓ Seek community donations; use federal or state crisis funding, if any
  - ✓ Collaborate with government and business to provide broadband

For Lower-Connection Options

- Provide phone for those who do not have one
- Ensure phone lists are up to date
- Ensure home addresses are up to date (for paper packet delivery)
- For all-online learning (with no face-to-face live, on-screen teaching), see section above for technology considerations; this option should be a last resort for vulnerable students

Role Shifts: Higher Connection

These are some shifts. Consider other shifts your school may need, too.

Roles	Responsibilities
Multi-Classroom Leaders	Continue leading team and teaching using videoconferencing for regular face-to-face connection & learning platform. Includes: ✓ Lead instructional and lesson planning and lesson practice ✓ Monitor student data and adjust instruction ✓ Coach team based on observation of online classes
Teachers	Collaborate with MCL team to teach, with videoconferencing. Videoconference on schedule with each student 1:1; parents, too
Reach Associates	Continue to help small groups by videoconference, grade work using rubrics, and other tasks as assigned by MCLs
Principal/APs	Videoconference with MCLs to plan/improve schoolwide & coach Keep guiding and supporting MCLs and teachers without an MCL
Counselors	Check in with students on a schedule and as needed urgently
IT Support	Help staff & students remotely and ship parts as needed

Role Shifts: Lower Connection

Roles	Responsibilities
Multi-Classroom Leaders	Continue to lead team in a more limited range of activities ✓ Lead selection of paper assignments sent to each student ✓ Monitor student data and adjust materials sent home ✓ (Team has no lesson planning; only phone observation/coaching)
Teachers	Check in by phone with each student 1:1 on a schedule, to engage and provide mini-tutorials as needed; also with parents if possible
Reach Associates	Grade work using rubrics, and other tasks as assigned by MCLs Check in with students and parents by phone, as MCL assigns
Principal/APs	Video- (ideal) or phone-conference with MCLs to plan and improve Keep guiding and supporting MCLs and teachers without an MCL
APs or Other	Organize phone check-ins and assignment delivery schedules
Counselors	Check in with students by phone on a schedule and when urgent
IT Support	For online use, help staff & students remotely; ship parts needed
Bus drivers	Deliver/pick up paper assignments (possibly with food delivery)

Instructional Shifts: Background

High-connection at-home learning + Multi-Classroom Leadership teams support more elements of instructional excellence than lower-connection at-home learning.

Several elements (in red) are weakened with lower-connection options (paper assignments; online learning without face-to-face contact with students).

Instructional Excellence Elements
✓ **Planning ahead** to ensure high-standards and student growth
✓ **Connect** with students & families to cultivate a culture of learning
✓ **Lead** the classroom to engage students
✓ **Execute** rigorous, personalized lessons for mastery and growth
✓ **Monitor** student learning data during the year
✓ **Adjust** instruction to meet each student's needs
✓ **Share** data with students and families about growth compared to goals student help set

See https://www.opportunityculture.org/instructional-leadership-and-excellence/

Instructional Shifts: Higher Connection

These are some shifts. Consider other shifts your school may need, too.

For High-Connection At-Home Learning, When Possible

- **Teaching methods**:
  - Teachers spend part of each class teaching live via videoconference
  - Teaching is mostly with part of the class for short segments (e.g., 6–15 students)
  - Class time may begin in a larger group briefly
  - Small-group videoconferences allow eye contact (research says this boosts learning)
- **Small-group instruction**:
  - In small groups, teachers facilitate discussion and analysis and may lecture some
  - Examples: dissecting a poem, working a math proof, giving a phonics lesson
  - Students interact face to face with the teacher *and* one another.
- **When students are not with teachers**, they:
  - Complete assignments
  - Do skills practice
  - Work on individual and group projects
- **Assignments** are:
  - Communicated by teachers and turned in by students on a learning platform.
  - Due at the end of the period, end of the day, or a future date specified.

Make needed arrangements for students with IEPs and English language learners

Instructional Shifts: Lower Connection

These are some shifts. Consider other shifts your school may need, too.

For Lower-Connection Options

- **Teaching methods**:
  - Teachers select right-fit paper materials for each student (paper packet delivery)
  - Or teachers assign online student work
  - Teachers conduct student phone check-ins for connection and mini-tutorials
- **Students complete all work alone** (or with parent/family support, if available):
  - Study lessons on paper or online
  - Complete assignments on paper or online
  - Do skills practice on paper or online
  - Work on individual and group projects
- **Assignments** are:
  - Communicated by teachers and turned in by students on a learning platform, or communicated through paper packets delivered and picked up on a schedule
  - Due on a specified date for packet pick-up (paper) or online, such as weekly

Make needed arrangements for students with IEPs and English language learners

Schedule Shifts: Higher Connection

These are some shifts. Consider other shifts your school may need, too.

For High-Connection At-Home Learning, When Possible

- **Establish a schedule**, so students have structure and certainty
- **Establish virtual "office hours"** for quick teacher-student check-ins
- **Use same schedule as in-school learning, for continuity**:
  - ✓ Daily "class" schedule stays the same
  - ✓ After videoconferencing, students complete assigned work during the rest of the "period" or by end of day/week.
  - ✓ Maintain usual times for meetings of MCL teams, MCL and teachers' one-on-ones, and principal and each MCL, by videoconference
- **Or use condensed schedule, for continuity and flexibility**:
  - ✓ Keep daily "class" schedules in the same order, but condensed in shorter periods; students complete work by end of day/week
  - ✓ Use other half of the day for planning and the usual meetings of MCL teams, MCL and teachers' one-on-ones, and principal and each MCL, by phone or videoconference. Schedule to promote team effectiveness.

Instructional Shifts: Lower Connection

These are some shifts. Consider other shifts your school may need, too.

For Lower-Connection Options

- Schedule teacher-student phone checks-ins at a set time
- Establish phone "office hours" for urgent student needs
- Make paper assignments due at end of week for home pickup
- Establish a new schedule for the usual meetings of MCL teams, MCL and teachers' one-on-ones, and principal and each MCL, by phone or videoconference

Action Planner

Identify shifts you need to make, responsibility for implementing, and timelines.

Steps	Purpose/Goal	By Whom/With Whose Help?	By When
Technology Shifts:			
Role Shifts:			
Instructional Shifts:			
Schedule Shifts:			
Other Shifts:			

Citations on Online Learning

1. Escueta, M., Quan, V., Nickow, A. J., & Oreopoulos, P. (2017, August). *Education technology: An evidence-based review.* NBER Working Paper 23744. Retrieved from https://www.nber.org/papers/w23744.pdf

2. Center for Research on Education Outcomes. (2015). *Online charter school study.* Stanford University. Retrieved from https://credo.stanford.edu/sites/g/files/sbiybj6481/f/online_charter_study_final.pdf

3. Heppen, J. B. et. al. (2017). The struggle to pass algebra: Online vs. face-to-face credit recovery for at-risk urban students. *Journal of Research on Educational Effectiveness. 10*(2), 272–296. Retrieved from https://www.tandfonline.com/doi/abs/10.1080/19345747.2016.1168500?journalCode=uree20

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4. OECD. (2015). *Students, computers and learning: Making the connection.* Retrieved from https://read.oecd-ilibrary.org/education/students-computers-and-learning_9789264239555-en#page3

5. Twengea, J. M., & Campbell, W. K. (2018, December). Associations between screen time and lower psychological well-being among children and adolescents: Evidence from a population-based study. *Preventive Medicine Reports. 12,* 271–283. Retrieved from https://www.sciencedirect.com/science/article/pii/S2211335518301827#!