

# School A - Teacher-led Content Teams

## Strategies

Teacher-led Content  
Teams

Teacher Leader Roles

Growth-oriented  
Feedback

Rigorous Curricula

Social Emotional  
Support

Schedule

Staffing

Budget

Benefits/Tradeoffs

### Assess Needs & Resources

#### Strengths to Build On

- Most teachers consistently give precise directions and positive narration, and students are consistently on-task in those classrooms
- Principal and AP facilitate weekly data meetings to monitor student progress in math

#### Areas of Greatest Need

- Teachers need more support to effectively use CKLA curricula and build their pedagogical content knowledge

### Design the Strategy

*Based on these needs, School A has identified the following focus strategies for 18-19:*

1. Teacher-led Content Teams – 90-minute weekly content team meetings
2. Teacher Leader Roles – 3 teacher leaders facilitate content teams
3. Growth-oriented Feedback – Principal and AP provide bi-weekly feedback
4. Rigorous Curricula – Time for CKLA & Eureka
5. Social Emotional Support – Daily Morning Meeting

### Reorganize to Make it Work

*In order to implement these strategies, School A reorganizes resources in the following ways*

- Hire a multi-grade science teacher, enabling coverage for teachers to have 90-min ELA content team meetings 1x per week, 45-min math data meeting 1x per week, and 45 mins of individual planning 4 x per week (315 total planning mins, compared to 200 mins in 17-18)

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## 1. Teacher-led Content Teams

### *Why?*

- Collaboration specifically oriented around how to improve instruction in the context of a **specific content area** is directly associated with **more effective teaching and stronger student achievement**

### *What does it look like?*

- Each team has **90-mins per week** to analyze student work, adapt curricula for student and teacher needs, and build teacher content knowledge in ELA.
- The 1<sup>st</sup> grade, 2<sup>nd</sup> grade, and 4-6<sup>th</sup> grade teams are facilitated by teacher leaders with support from **Leading Educators** and focus on ELA. The Principal or AP facilitate other teams. Within the next few years, teacher leaders will eventually take on responsibility for facilitating all teams
- Teachers are organized into **collaborative teams by grade level or shared content area**. Pre-K and Kinder teachers collaborate as one group, and grade 4-6 teachers collaborate with their content team (math or ELA)
- One planning period per week is used for data meetings for teams working with LE, or shared student teams for departmentalized teachers in grades 4-6.

### *How is it implemented?*

- **A multi-grade science teacher** provides coverage to all grade levels to enable teachers to have 90 min of collaborative planning time each week. This strategy results in 315 total mins of planning over the course of the week.



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## 2. Teacher Leader Roles

### *Why?*

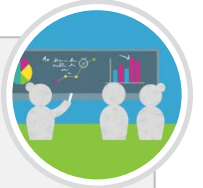
- Creating teacher leader roles **increases the support available to individual teachers** and creates opportunities for effective teachers to advance their careers without leaving the classroom

### *What does it look like?*

- During the 18-19 school year, 3 teacher leaders facilitate the **90-min content team meetings** for their grade level with support from Leading Educators
- Over the next 5 years, teacher leader roles will expand so that every team has content-specific support from a teacher leader. For an example of these more robust teacher leader roles in SY21-22, see [School D](#) or [School E](#)

### *How is it implemented?*

- The principal selected three teacher leaders who each exhibit a commitment to equity, growth mindset, and understanding of the College and Career Ready standards. These teachers will receive training and ongoing coaching from Leading Educators over the summer, and throughout the next school year. See the [Staffing](#) tab to learn how this principal chose Teacher Leaders and assigned teachers to grade teams.



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### 3. Growth-Oriented Feedback

#### *Why?*

- Research suggests that **frequent, content-specific feedback** is a key factor in improving teaching effectiveness

#### *What does it look like?*

- Each homeroom teacher receives **feedback every 2 weeks** from either the Principal or AP
- These informal observations last 15 mins, followed by a feedback conversation during the teacher's planning period
- By SY 21-22, teacher leaders will take on the role of providing cycles of observation and feedback, reducing the load on the principal or AP. See [School D](#) and [School E](#) for an example of that distributed leadership model.

#### *How is it implemented?*

- The principal has a background in early childhood education and supports grades PK – 2, a total of 7 teachers
- The AP has more experience in upper elementary, so she supports teachers in grades 3-6 and the science teacher, a total of 9 teachers
- Both the principal and AP have time blocked on their daily schedules for classroom observations



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### 4. Rigorous Curricula

#### *Why?*

- Providing highly detailed curricular resources (from assessment to lesson plans) allows teachers to spend **less time on what to teach and more on how to adapt the lesson** to their students' unique needs and interests

#### *What does it look like?*

- Grades K-3 use the **CKLA and Eureka Math** curricula. The master schedule aligns to the [recommended daily minutes](#) for each program. Teachers annotate lesson plans with anticipated student misconceptions and specific questions/supports to address those misconceptions

#### *How is it implemented?*

- To ensure that teachers have **sufficient time for core instruction**, the schedule prioritizes time for CKLA and Eureka math over other instructional time.
- **Upper grades receive a higher dosage of science classes.** Students in grades PK-4th have 2 science periods a week and 5 specials, while students in grades 5-6th have 4 Science and 3 Specials.



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## 5. Social Emotional Support

### *Why?*

- Students are more likely to thrive academically when they **feel safe, known, and personally connected** to school communities that value and promote diversity, equity, and inclusion, and set universally high standards for student learning

### *What does it look like?*

- **Daily morning meeting:** Each classroom starts the day with a 15-minute community circle, during which time teachers support strong student-to-student relationship building.

### *How is it implemented?*

- To free up time for morning meeting, the school reduces time for intervention



# School A - Teacher-led Content Teams

Strategies

Schedule

Master

Master – 4<sup>th</sup>-6<sup>th</sup>

Planning Time

Science Teacher

Teacher Leader

Professional Learning Time

Staffing

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Monday – Master Student Schedule

PK	K	1	2	3	4A	5A	6A
Community	Community	Community	Community	Math	Community	Math + Intervention	Math + Intervention
Specials	KA- Science KB- Specials	Math	Math	Math	Math + Intervention	Math + Intervention	Math + Intervention
Specials	KA- Specials KB- Science	Math Intervention	Math Intervention	Social Studies			
Core Instruction	Literacy Intervention	Social Studies	Literacy Intervention	CKLA	Specials	CKLA	ELA
	Math Intervention	1A- Interv. 1B- Specials	2A- Science 2B- Specials		CKLA		
	Math	1A- Specials 1B- Interv.	2A- Specials 2B- Science			Social Studies	Social Studies
Lunch	Lunch	Lunch	Recess	Recess	Intervention	Intervention	Intervention
Recess	Recess	Recess	Lunch	Lunch	Intervention	Intervention	Intervention
Core Instruction	CKLA	CKLA	CKLA	Specials	Lunch	Lunch	Lunch
				Community	Recess	Recess	Recess
				Intervention	Social Studies	Community	Community
						Specials	6A- Science 6B- Interv.

A

B

**Teacher-led Content Teams**  
*Sufficient Time*  
A. To create a weekly 90-min collaborative block for each grade team, this school hired a science teacher who can cover additional planning time without reducing core instruction for students. To achieve a 90-min content team block, a 45-min science period is scheduled next to a 45 min specials period.

**Technical Note – Length of periods**  
B. For grades PK-3, literacy intervention, social studies, science, and specials are all 45 minutes long. Each grade has three of these four periods per day. The 45 minute blocks make it easier to schedule science and specials across the week and across grades. See the [Appendix](#) for a summary of daily instructional minutes.

# School A - Teacher-led Content Teams

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Master – 4<sup>th</sup>-6<sup>th</sup>

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*Teacher Schedule*  
*Mr. Quinn – 5<sup>th</sup> Grade ELA*

Tuesday		Friday		
5 <sup>th</sup> ELA - Quinn	5 <sup>th</sup> Math - Tucker	5 <sup>th</sup> ELA - Quinn	4 <sup>th</sup> ELA - Perkins	6 <sup>th</sup> ELA - Ramsey
Community	Community	Community	Community	Community
CKLA	Math	PE	Science	Art
<b>B</b> Shared-Student Meeting Ind. Planning		<b>A</b> 90-min Content Team Science Art PE Art PE		
Community	Community	Community	Community	Community
Lunch	Duty	Duty	Duty	Duty
Duty	Lunch	Lunch	Lunch	Lunch
Lit intervention	Social studies	Lit intervention	Lit intervention	Lit intervention
CKLA	Math	CKLA	CKLA	ELA

## Teacher-led Content Teams

**A. Shared content teams** - Grades 4-6<sup>th</sup> are departmentalized by ELA and math/social studies. Each Friday, Mr. Quinn has a 90-min Content Team meeting with the other upper grade ELA teachers. The school is able to free all 3 of these teachers at the same time by using the Science teacher in addition to the PE and Art teacher to cover planning time.

**B. Shared-Student Meeting** - Each grade level has an additional 45 min of collaboration time each week. Since grades 4-6 are departmentalized, they use this extra collaborative time to discuss student needs. Self-contained grades use the extra collaborative time for math data meetings, since content teams in those grades focus on ELA.

## Rigorous Curricula

**C.** Departmentalization shelters teachers from additional preps and enables them to focus on building expertise in one content area. Because CKLA instructional minutes are longer than math and because there are only two teachers per homeroom, the math teacher also teaches social studies. On days with 90 minutes of planning, 4-6<sup>th</sup> grades do not have math intervention.



# School A - Teacher-led Content Teams

*This view shows teacher planning/collaboration time, through the perspective of the specialists' schedule*

**Monday Specials Schedule  
(Planning Time)**

Science	PE	Art
Community	Community	Community
<b>A</b> KA	KB	PK
<b>90-min Content Team</b>		
KB	PK	KA
Science Prep	4A	4B
2A	2B	1B
<b>90-min Content Team</b>		
2B	2A	1A
6B	Lunch	Lunch
	PE Prep	Art Prep <b>B</b>
Lunch	3A	3B
Science Prep	PE Prep	Art Prep
6A	5A <b>C</b>	5B

**Teacher-led Content Teams Staffing Benefits** +

**A.** Each team has one 90 min content team meeting per week, which is accomplished by using the science, PE, and art teachers to cover up to three teachers at a time. On a single day, up to 2 teams can be scheduled for a 90-min content team meeting, while still having enough enrichment teacher coverage to ensure other teachers can have individual planning time.

**B.** The science, PE, and Art teachers have 315 mins of planning time during the week, the same total time as homeroom teachers. However, their time is evenly distributed across the week, since they do not participate in content teams or data meetings.

**C.** Each homeroom teacher has 180 minutes of individual planning time per week, compared to 160 minutes previously.

- Strategies
- Schedule
- Master
- Master – 4<sup>th</sup>-6<sup>th</sup>
- Planning Time
- Science Teacher
- Teacher Leader
- Professional Learning Time
- Staffing
- Budget
- Benefits/Tradeoffs

# School A - Teacher-led Content Teams

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Schedule

Master

Master – 4<sup>th</sup>-6<sup>th</sup>

Planning Time

Science Teacher

Teacher Leader

Professional Learning Time

Staffing

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## Science Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Community	Community	Community	Community	Community
KA Content Team KB	KA	Science Prep	5B	4A Content Team 5A
	KB	5A	4B	
Science Prep	5A	1A Content Team 1B	4A	4B Content Team 5B
2A Content Team 2B	5B		6B	
	PK	6A	6A	1B
6B	6B	2A	Science Prep	Science Prep
Lunch	Lunch	Lunch	Lunch	Lunch
Science Prep	Science Prep	Science Prep	3A Content Team 3B	3A B 3B
6A	6A	2B		

### Teacher-led Content Teams Staffing Tradeoff

A. Like homeroom teachers, the science teacher has 315 minutes of planning each week. However, since this teacher is responsible for teaching science content across all grades, the content demand on this individual is high, and they don't have the opportunity to collaborate with a shared-content team.

### Rigorous Curricula

B. Students in the upper grades receive a higher dosage of science courses to prepare them for the transition to middle school. Students in grades PK-4<sup>th</sup> have 2 science periods a week, students in 5<sup>th</sup> have 3 science periods, and students in 6<sup>th</sup> have 4 science periods.

#### Periods per week by grade

Grade	Science	PE / Art
PK – 4 <sup>th</sup>	2	5
5	3	4
6	4	3

# School A - Teacher-led Content Teams

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Master – 4<sup>th</sup>-6<sup>th</sup>

Planning Time

Science Teacher

Teacher Leader

Professional Learning Time

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2<sup>nd</sup> grade Teacher Leader Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Community Time	Community Time	Community Time	Community Time	Community Time
Math	Math	CKLA	CKLA	CKLA
Math Intervention	Math Intervention			
Literacy Intervention	Literacy Intervention			
Facilitate 2 <sup>nd</sup> Grade Content Team	Social Studies	Literacy Intervention	Literacy Intervention	Literacy Intervention
	Individual Planning	Math Intervention	Math Intervention	Math Intervention
Lunch	Lunch	Math	Math	Math
Recess	Recess	Lunch	Lunch	Lunch
CKLA	CKLA	Recess	Recess	Recess
		Math Data Meeting	Social Studies	Social Studies
		Individual Planning	Individual Planning	Individual Planning
Monday Faculty Meeting			Prep for Content Team Facilitation	

A

B

**Technical Note – Rotating Daily Schedules**

Students experience multiple schedules through the week because instructional minutes vary on the days that teachers have a 90-mins of planning. As much as possible, the schedule is designed to maximize consistency for students.

**Teacher-led Content Teams**

A. In 18-19 the teacher leader role will be to facilitate their grade level content team meeting. Teacher leaders will receive support from LE on how to make effective use of that time.

**Teacher Leader Roles**

**Preparation Time**

B. To facilitate a 90-min collaborative meeting, it is estimated that teacher leaders will need to spend 90-mins each week preparing, which is accounted for in the \$3,600 annual stipend they will receive. In future years, teacher leaders will have release time for this prep but will also have a higher support load.

# School A - Teacher-led Content Teams

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Master – 4<sup>th</sup>-6<sup>th</sup>

Planning Time

Science Teacher

Teacher Leader

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Staffing

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Benefits/Tradeoffs

*This is a view of all the professional learning time available to teachers, through perspective of school leaders schedule*

Principal Schedule – Week A

AP Schedule – Week A

Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Facilitate PK-K Content Team	K math data Observe 2A							Observe 6A 4 <sup>th</sup> shared-student	Facilitate 4 <sup>th</sup> -6 <sup>th</sup> Math Content Team
		Observe 1 <sup>st</sup> Grade Content Team	Observe 1A 1 <sup>st</sup> math data	Observe KA Observe PK	Observe 4A Debrief 4A		Observe 3A Observe 5A	Debrief 6A	Observe 4 <sup>th</sup> -6 <sup>th</sup> ELA Content Team
Observe 2 <sup>nd</sup> Grade Content Team	Debrief 2A	PK math data 2 <sup>nd</sup> math data	Debrief 1A	Debrief PK	Observe Science Debrief Science				
						3 <sup>rd</sup> math data			
				Debrief KA			Debrief 3A Debrief 5A		
					5 <sup>th</sup> shared-student	6 <sup>th</sup> shared-student		Facilitate 3 <sup>rd</sup> Grade Content Team	
Monday Faculty Meeting					Monday Faculty				

A

**Content Teams- 90-min meetings**  
A. The principal and AP facilitate the 90-min content team meetings for grade levels not working with LE. Since the 1<sup>st</sup>, 2<sup>nd</sup>, and 4-6<sup>th</sup> ELA teams are facilitated by a teacher leader, the principal/AP role is to observe during this time.

B

**Data Meetings**  
B. Since the 90-min Content Teams focus ELA for self-contained grades, principal and AP each facilitate the weekly math data meetings – or shared student meetings in the case of grades 4-6, which are departmentalized.

C

**Growth-Oriented Feedback**  
C. Each teacher receives a 15 min observation every other week. The principals and AP observe half of their assigned teachers during their Week A schedule and the other half during their Week B schedule.

# School A - Teacher-led Content Teams

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## Teacher-led Content Teams – Sufficient Coverage

Because this school has 15 homeroom teachers, the district allocates 2 enrichment teachers. By hiring a multi-grade science teacher, the principal can ensure coverage for up to 3 teachers at a time, enabling the PK teacher to collaborate with the Kinder team. Having 3 enrichment teachers for 15 homerooms increases the total amount of planning time teachers receive from 200 mins to 315 mins.



## Teacher-led Content Teams Staffing Tradeoff

School A plans to hire a science teacher that can cover additional planning time. One of the resource tradeoffs the principal chose to make to be able to fund that additional position was to cut the Parent Facilitator role. This swap was preferable to reducing any TA positions, because TAs support smaller group sizes in early elementary grades. Refer to the [budget](#) tab to see other tradeoffs that make the science position possible.



Initial Instructional Allocation for 18-19

Grade	Total Students	Homerooms	Avg. Class Size
PK	20	1	20
K	48	2	24
1	52	2	26
2	47	2	24
3	50	2	25
4	40	2	20
5	48	2	24
6	40	2	20
<b>Total</b>	<b>345</b>	<b>15</b>	
1 AP		2 Enrichment Teachers	
1 Counselor		1 Librarian	
<b>A Add 1 FTE for multi-grade science teacher</b>			

A

Support Staff

Role	17-18	18-19
Parent Facilitator	1.0 – Title Funded	<b>Cut position</b>
TA – Pre-K	1.0 – district allocated	1.0
TA – Kinder	1.0 – Title Funded	1.0
TA – 1 <sup>st</sup>	1.0 – Title Funded	1.0
TA – 2 <sup>nd</sup>	1.0 – Title Funded	1.0

B

# School A - Teacher-led Content Teams

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## Teacher Leader Roles

### Selecting Teacher Leaders

When thinking about teacher assignment for the 18-19 school year, the principal looked to balance experience and instructional strengths across each grade team. Using [guidance](#) from Leading Educators, she identified three teacher leaders for grades 1, 2, and 4. These teachers were not necessarily the most experienced in the school, but each exhibit a commitment to equity, growth mindset, and understanding of the College and Career Ready standards

## Grade / Subject Assignment

Teacher Name	Years Experience	17-18 Assignment	Assignment for 18-19
Clark	8	PK	PK
Davis	3	Kinder	Kinder
Edwards	2	Kinder	<b>A</b> Move to 1 <sup>st</sup> - Teacher Leader
Fox	2	1 <sup>st</sup> grade	Plans to resign
Gallagher	5	1 <sup>st</sup> grade	1 <sup>st</sup>
Hernandez	1	2 <sup>nd</sup> grade	2 <sup>nd</sup>
Irving	3	2 <sup>nd</sup> grade	Plans to resign
Johnson	4	3 <sup>rd</sup> grade	3 <sup>rd</sup>
Kelly	5	3 <sup>rd</sup> grade	Move to 2 <sup>nd</sup> - Teacher Leader
Perkins	3	4 <sup>th</sup> ELA	4 <sup>th</sup> - Teacher Leader

## Team Structure for 18-19

	Pre-K / K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4-6 ELA	4-6 Math/SS
Teachers	Clark - PK	Edwards	Kelly	Johnson	Perkins - 4 <sup>th</sup> Grade	Scott - 4 <sup>th</sup> grade
	Davis - K	Vacant	Hernandez	Vacant	Quinn - 5 <sup>th</sup> grade	Tucker - 5 <sup>th</sup> grade
	Vacant - K				Ramsey - 6 <sup>th</sup> grade	Ward - 6 <sup>th</sup> grade
Content Team Facilitator	Principal	TL - Edwards	TL - Kelly	AP	TL - Perkins	AP

# School A - Teacher-led Content Teams

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Salaries/Stipends

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## Teacher-led Content Teams & Teacher Leader Roles



### Resource Tradeoffs

Hiring a multi-grade science teacher enables this school to increase teacher planning time from 200 to 315 mins/week. However, funding a full FTE will require a substantial part of principal's Title budget and therefore requires the principal to make several tough resource tradeoffs.

A. Funding a full-time science position will require the principal to shift most of her Title spending to Salaries/Benefits, which currently accounts for 62% of expenses. Doing so will require eliminating *all* spending on external PD and cutting instructional & parent engagement materials to only the most essential items. After making those cuts, the principal will also have to repurpose some resources currently spent on salaries or stipends.

B. The principal needs to repurpose \$47,695 of her Title funds for the science teachers' salary and benefits.

Alternatively, the principal could have chosen to redistribute the existing 200 minutes of planning time over the week, so that teachers have 90-mins to collaborate 1 day/week and 30-min individual plans the rest of the week. See [School B](#)

17-18 Title I Expenses

Expense	Amount	% of Budget
Salaries/Stipends/Benefits	\$70,581	62%
Materials	\$27,292	24%
External PD	\$16,050	14%
<b>Total Title Budget</b>	<b>\$113,923</b>	<b>100%</b>

A

Resources Needed in 18-19 Budget

Resources Needed	Amount
Salary & Benefits for Science Teacher (\$37,555 + \$10,140)	\$47,695
<b>Total \$ to Repurpose in Title Budget</b>	<b>\$47,695</b>

B

# School A - Teacher-led Content Teams

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Salaries/Stipends

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Line Item	17-18 Budgeted	18-19 Budgeted
<i>Budgeted amount for ALL certified salaried positions</i>		
<b>Certified Positions (.5 or 1)</b>		
Science Teacher		↑ \$37,555
<i>Budgeted amount for all non-certified/support salaried positions</i>		
<b>Non-Certified Positions</b>		
<b>PIF</b>	\$14,210	\$0
Teacher Assistant	\$10,857	\$10,857
Teacher Assistant	\$13,251	\$13,251
Teacher Assistant	\$11,806	\$11,806
<i>Budgeted amount for stipends</i>		
<b>Tutoring and PD Facilitator Stipends-\$26 per hour</b>		
After school tutoring	\$5,148	\$5,148
<b>PD Attendance Stipends- \$21 per hour</b>		
Beginning of Year Staff PD	\$5,040	\$0
<b>Total Expenditures Salaries and Stipends</b>	<b>\$60,312</b>	<b>\$84,669</b>
<b>Total Expenditures Benefits</b>	<b>\$10,269</b>	<b>\$17,698</b>
<b>Total Expenditures Salaries/Stipends/Benefits</b>	<b>\$70,581</b>	<b>\$102,367</b>
	62%	90%

## Teacher-led Content Teams & Teacher Leader Roles Resource Tradeoffs

**A.** Cut Parent Facilitator, which will increase time that teachers, principal, and AP spend meeting with families. This staffing choice will also mean that other Spanish speaking staff will need to support non-Spanish speaking teachers with translation.

**B.** Eliminate the Beginning of Year Staff PD. Previously, the principal brought all teachers back to school 2 days early to work on whole-school culture. Eliminating those days frees up over 10% of the resources needed for the science teacher, but means teachers will be less prepared for the start of the school year.



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Salaries/Stipends

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Line Item	17-18 Budgeted	18-19 Budgeted
<i>Budgeted amount for instructional materials</i>		
CKLA classroom libraries	\$9,103	\$0
Supplemental reading and math materials	\$9,029	\$9,029
School Account for Zearn Math	\$2,500	\$2,500
<i>Budgeted amount for parent and family engagement</i>		
Snacks for three Family Literacy Nights	\$960	\$960
Materials for Parent Involvement Events	\$3,000	\$3,200
<i>Budgeted amount for professional development materials</i>		
Whetstone observation tracker	\$2,700	\$2,700
<b>Total Expenditures for Materials</b>	<b>\$27,292</b> 24%	<b>\$11,556</b> 10%

Teacher-led Content Teams & Teacher Leader Roles

*Resource Tradeoffs*

**A. Reduce spending on instructional materials.**  
In 17-18, the school invested in trade books aligned to the CKLA curriculum, a one-time expense.

**B. Maintain spending on family engagement-**  
The school will not make any further reductions to family engagement, since they've already reduced hours for the parent facilitator

**C. Keep license for Whetstone –** Since growth-oriented feedback continues to be a focus for this school, having a streamlined way to track observation data is a priority.

# School A - Teacher-led Content Teams

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Salaries/Stipends

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External PD

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Line Item	17-18 Budgeted	18-19 Budgeted
<i>Budgeted amount for PD consultants or contracts</i>		
Reading Consultant	\$9,000	\$0
<i>Budgeted amount for PD for teachers</i>		
Project Based Learning Conference – travel for 2 teachers	\$2,400	\$0
Project Based Learning Conference – registration 2 teachers	\$2,300	\$0
<i>Budgeted amount for PD for Principal, AP, other staff</i>		
Project Based Learning Conference – travel for AP	\$1,200	\$0
Project Based Learning Conference – registration for AP	\$1,150	\$0
<b>Total Expenditures External PD</b>	<b>\$16,050</b> 14%	<b>\$0</b> 0%

A

B

## Teacher-led Content Teams & Teacher Leadership Roles

### Resource Tradeoffs

- A. Eliminate spending on Reading Consultant.**  
In 17-18, the school hired a reading consultant to provide PD during faculty meetings. Since the three grades have support from Leading Educators in 18-19 focused on literacy, the principal chooses eliminate this expense completely. Although in the long-term, all teams will have content-focused support through work with Leading Educators, in 18-19, more responsibility will fall on the principal and AP to support the grade levels not yet working with LE.
- B. Eliminate spending on national conferences –**  
In 17-18, School A budgeted for 2 teachers and the AP to travel to a Project-Based Learning conference. PBL is not a focus strategy of the school, and they have a more connected, job-embedded professional learning strategy for 18-19.

# School A - Teacher-led Content Teams

Strategies

Schedule

Staffing

Budget

Benefits/Tradeoffs

Student Experience

Teacher Experience

School Leader  
Experience

Resource Shifts



## Student experience –

The strategic shifts the principal plans to make for the 18-19 school year will have both benefits and tradeoffs that impact the student experience

### *Benefits*

- ⊕ • Access to higher-rigor instruction, as teachers deepen their content knowledge through weekly content team meetings
- Consistent exposure to science content, which was not previously built into the schedule for lower grades
- A full hour for lunch and recess

### *Tradeoffs*

- ⚡ • Creating longer blocks of collaborative time for teachers on 2 days of the week (for 90-min content team and 45-min data meetings) makes it impossible to create a single master schedule that works every day of the week. The rotating schedule means students have less consistency from day to day.

# School A - Teacher-led Content Teams

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## Teacher experience –

The strategic shifts the principal plans to make for the 18-19 school year will have both benefits and tradeoffs that impact the teacher experience.

### *Benefits*

- ⊕ Teachers have a total of 315 mins of planning time each week (90 content team, 45 data meeting, 180 individual), compared to 200 mins previously (40 data meeting, 160 individual)
- The 90-min weekly content team meetings provide professional learning grounded in teachers' grade specific curricula
- Deeper content knowledge expertise and improved ability to plan rigorous instruction
- Teachers have a lower content load, because they no longer have to teach science

### *Tradeoffs*

- ⚡ Less control over independent planning because 30-40 mins every two weeks are dedicated to observation/debrief
- Two fewer paid days before the start of the school year, because funding the science teacher required cutting beginning of year PD
- Less availability for Spanish translation, due to reduction of Parent Facilitator

# School A - Teacher-led Content Teams

Strategies

Schedule

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School Leader  
Experience

Resource Shifts



## School Leader experience-

The strategic shifts the principal plans to make for the 18-19 school year will have both benefits and tradeoffs that impact school leaders.

### *Benefits*

- ⊕ • Cultivating teacher leaders distributes leadership so the principal and AP have support in providing professional learning opportunities to all teachers

### *Tradeoffs*

- ↔ • The principal and AP remain responsible for activities in 18-19 that will eventually fall under teacher leaders as they build their capacity
  - The principal and AP remain responsible for providing growth-oriented feedback to all teachers every 2 weeks. Eventually, teacher leaders will have release time to do cycles of observation and coaching.
  - The principal and AP each facilitate math data meetings for each grade, and facilitate or observe weekly 90-minute content team meetings, increasing their time during the week dedicated to meeting facilitation
- More time spent facilitating meetings with parents, due to reduction in Parent Facilitator

# School A - Teacher-led Content Teams

Strategies

Schedule

Staffing

Budget




Benefits/Tradeoffs

Student Experience

Teacher Experience

School Leader  
Experience

Resource Shifts

Resource Shifts	People / Time / Money	Benefits	Tradeoffs
Free up \$ to hire multi-grade science teacher	 	<ul style="list-style-type: none"> <li>Increases planning time from 200 mins/wk to 315 mins/wk without reducing core instruction</li> <li>Creates time for weekly 90-min content team meeting and 45-min data meeting without reducing individual planning time</li> <li>Shelters teachers from prepping an additional subject</li> </ul>	<ul style="list-style-type: none"> <li>Requires some grades to have multiple schedules per week that results in inconsistency for students and teachers</li> <li>Creates a large student load for science teacher and does not enable collaboratively plan</li> <li>Requires repurposing \$48k from Title budget                             <ul style="list-style-type: none"> <li>Cut Parent Facilitator position (or a TA position)</li> <li>Cut all external PD and PD attendance stipends</li> <li>Reduce/cut after-school tutoring</li> <li>Reduce spend on instructional materials (potentially cutting everything except consumables)</li> </ul> </li> </ul>
Increase lunch/recess to 60-mins		<ul style="list-style-type: none"> <li>Creates time for observation debrief outside of teacher planning</li> <li>Enables class periods to be in increments of 15 minutes, making it easier to build schedules for staff that work across multiple grades (e.g. specialists, paraprofessionals, and Special Educators).</li> <li>Enables teachers to share coverage for lunch/recess and still have a 30-min duty-free lunch</li> </ul>	<ul style="list-style-type: none"> <li>Reduces time available for morning meetings (or other SEL activities) to 15 mins</li> </ul>