

Make-it-Work Planning Tool: Guide

Introduction

After reviewing the models in the Growing Great Teachers Playbook, school and district leaders can use the “Make-it-Work” Excel tool to organize resources – people, time, and money – to bring the model to life at their school. Ideally, leaders can design **new teacher shelter and development opportunities** to be **cost neutral**.

This guide explains how to use the “Make-it-Work” Excel tool.

Note that this model makes its calculations based on math and cannot account for whether these trade-offs are feasible or advisable in your school context. Use your judgement—for example, **consider whether the teachers who you free up are qualified to teach the periods that need coverage**. It is also important to consider whether the benefits of your new teacher support model (improving teacher effectiveness and retention) outweigh the consequences of making changes such as increasing class size or teacher utilization.

What you need before starting:



A preliminary sense of what you want your program to look like	Information on your school’s staffing and budget context
<ul style="list-style-type: none"> <input type="checkbox"/> Size: How many rookie and guiding teachers? <input type="checkbox"/> Rookie type: Are the rookie teachers pre-service or will they be teachers of record?* <input type="checkbox"/> Dosage: What will the rookie teacher day look like? Around how many periods will they spend co-teaching, collaboratively planning, etc.? <input type="checkbox"/> Compensation: Will guiding teachers receive a stipend? How are rookie teachers compensated? 	<ul style="list-style-type: none"> <input type="checkbox"/> Schedule: Periods per day, typical free periods per teacher. <input type="checkbox"/> Compensation: Average salaries for teachers, paraprofessionals, and instructional coaches. <input type="checkbox"/> Budget: What is the size of your Title and General Fund budgets? <input type="checkbox"/> Staffing: How many teachers and other staff (APs, instructional coaches, paraprofessionals, etc.) does your school have? <input type="checkbox"/> Class size: For each course, how many students are enrolled and how many periods the course is taught. <input type="checkbox"/> Teacher utilization: For each teacher, how many periods each day they are teaching.

* See Step 1a (below) for more detail on these two rookie teacher types.

How do I use this tool?

Only type in yellow cells. All other cells are formulas, and typing in them could break the model.

✓	Write here:						
⊘	Not here:						

The tool has four tabs, but the only required tab is **I. Home Page**

I. Home Page	II. Check Class Size	III. Check Teacher Utilization	IV. Check Other Time
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- **I. Home Page** is where you will spend most of your time. It is where you create your program design.
- **Tabs II, III, and IV are optional.** You can add additional data to help you make your resource trade-off decisions. Your answers on those tabs will populate into the orange cells on the Home Page.

I. Home Page has 3 sections. Using the tool is an **iterative process**—expect to change inputs multiple times as you refine your plan.

Summary	How much will our program cost in teacher time?	How much will our program cost in dollars?																
Congratulations! Your plan is cost-neutral.	<table border="1"> <tr><td>Total periods per week needing coverage</td><td style="text-align: center;">50</td></tr> <tr><td>Total periods per week reduced/covered</td><td style="text-align: center;">50</td></tr> <tr><td colspan="2" style="text-align: center;">Congrats! All your periods are covered.</td></tr> <tr><td colspan="2" style="text-align: center;">0</td></tr> </table>	Total periods per week needing coverage	50	Total periods per week reduced/covered	50	Congrats! All your periods are covered.		0		<table border="1"> <tr><td>Total dollars spent per year</td><td style="text-align: right;">\$ 8,000</td></tr> <tr><td>Total dollars repurposed to cover cost</td><td style="text-align: right;">\$ 15,000</td></tr> <tr><td colspan="2" style="text-align: center;">Congrats! All your costs are covered.</td></tr> <tr><td colspan="2" style="text-align: center;">\$ (7,000)</td></tr> </table> <small style="display: block; text-align: right;">These dollars could purchase 0.1 teacher FTE</small>	Total dollars spent per year	\$ 8,000	Total dollars repurposed to cover cost	\$ 15,000	Congrats! All your costs are covered.		\$ (7,000)	
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Congrats! All your costs are covered.																		
\$ (7,000)																		

Check whether your program design is cost neutral in the **Summary** section at the top of **I. Home Page**:

- When the boxes in row 7 are **green** (like in the image above), your plan is cost neutral. If either is red, keep making adjustments to the **1. Staff the Program** section or the **2. Repurpose Resources to Cover Costs** section.

1. Staff the Program

What is the context of your school and rookie teachers?	How much will our program cost in teacher time?	How much will our program cost in dollars?
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Create your program design in **1. Staff the Program**. You will input your school context and your preliminary thoughts on the size of your program and dosage of shelter and development.

- The cost of your program design from this section will appear in the **Summary** section as you type.
- Expect to adjust your numbers depending on the resources you have, to cover the costs.

2. Repurpose Resources to Cover Costs

How much teacher coverage can we repurpose?	How many dollars can we repurpose?
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Adjust the yellow cells in **2. Repurpose Resources to Cover Costs** to make a cost-neutral design. You can change how many sections of classes you offer, how many periods teachers teach, your staffing, and your budget.

- As you free up periods and dollars, they will sum in the **Summary** section.
- If you cannot free up enough resources in this section to make the **Summary** total green, you may need to change **1. Staff the Program**.

Step-by-Step directions are below if you would like more detailed information on how to populate the tool.

Step 1: Staff the Program:

1. Staff the Program

What is the context of your school and rookie teachers?	How much will our program cost in <i>teacher time</i> ?	How much will our program cost in <i>dollars</i> ?
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What is the context of your school and rookie teachers?

1a. Determine whether your rookies are **TEACHERS OF RECORD** or **PRE-SERVICE TEACHERS**. (cell D14)

Whether or not your rookie teachers can independently teach any classes will impact the cost of the program. Use the table below to determine whether your rookie teachers can act as teachers of record or pre-service teachers, and see the implications for your program cost.

Rookie Teacher Type	Teacher of Record	Pre-Service Teacher
Can serve as a teacher of record?	Yes (certified or on temporary certification)	No (undergraduate or otherwise not permitted to lead teach any periods)
How are they paid?	Paid a teacher salary	Paid a stipend (set stipend in N15)
Does this person fill a teaching vacancy?	Yes—if we did not hire them, we would have a classroom with no teacher -of -record.	No—because they never teach on their own, even if they had not been hired, all classrooms would still have at least one teacher.
How does the rookie teacher’s teaching status impact the cost of your model in <u>teacher time</u> ?	When a teacher-of-record is receiving shelter and development, someone else must cover their classes . This affects the number of periods needing coverage in column J.	The pre-service teacher does not lead-teach any classes, so the model does not need to calculate coverage for the periods they are receiving shelter and development in column.
How does the rookie teacher’s teaching status impact the cost of your model in <u>dollars</u> ?	When the teacher-of-record is not receiving shelter and development, or in their set free period (D17), they are lead teaching. Therefore, they cannot cover other duties such as tutoring or substituting to save money for the school.	Because the pre-service teacher does not have their own classroom, you can repurpose time they are not in shelter and development to do things for the school that will save money , such as substitute teach or tutor.

1b. Describe your current school context: The tool needs basic data about your school's schedule and average teacher compensation to determine the cost of your new teacher model design:

- (cell D16) **Periods per week:** How many periods are there per week (e.g., a six-period day has 30 periods per week if your school has a five-day week)?
- (cell D17) **Typical free periods:** How many periods do teachers typically have free from teaching responsibilities per week, such as planning periods (typically one to two periods per day, so five to eight periods per week)?
- (cell D18) **Average Compensation:** What is the average teacher compensation (this can be approximate but is used to calculate how many teacher FTEs you could purchase with the dollars available)?

1c. Set the size of your program

- (cell D20) **Number of rookie teachers:** How many rookie teachers will your program have during the year you are budgeting for?
- (cell D21) **Number of guiding teachers:** How many guiding teachers will support these rookie teachers? One guiding teacher could support multiple rookie teachers, although it depends on how many periods of co-teaching and observation each rookie teacher gets.

How much will our program cost in teacher time?

1d. Decide how many additional periods per week rookie teachers and guiding teachers should have protected for shelter and development activities. The purpose of this is to determine how much time they will spend in new teacher supports instead of lead-teaching their own classrooms independently. The more periods you protect for new teacher support activities, the more shelter and development rookie teachers receive, and the more their workload is reduced. This means that for every period you protect for new teacher supports, you will have to find a way to provide coverage for those periods, either by eliminating these classes or finding someone else to teach them, in Section 2.

- (cell J14) **Co-teaching:** How many periods per week will rookie teachers and guiding teachers teach together in one classroom?
 - Co-teaching develops rookie teacher expertise by requiring them to work alongside expert teachers and learn from their practice. Co-teaching also shelters the rookie teacher from the full set of responsibilities of running a classroom.
- (cell J15) **Observation:** How many periods per week will rookie teachers teach while their guiding teacher observes them?
 - Providing protected time for observation enables a cycle of feedback that advances rookie teachers' learning.
- (cells J16&17) **Extra planning periods** for rookie teachers (cell J16) and guiding teachers (cell J17): How many extra periods per week will the rookie teacher get *in addition to the planning periods all teachers receive*?
 - Additional planning time can be a tool to shelter rookie teachers from the full set of responsibilities of running a classroom.

- Additional planning time for guiding teachers allows guiding teachers to prepare coaching and feedback for rookie teachers, to prepare for collaborative planning time, or work on other responsibilities related to their role as a teacher leader.
- (cells J18&19) **Other:** Are there any other ways you want rookie teachers or guiding teachers to spend their time during the school day, other than lead teaching or the options above?

How much will our program cost in *dollars*?

1e. Decide how many dollars to spend on the program

- (cell N14) How large a **stipend** will you pay guiding teachers for the additional responsibilities?
- (cell N15) (For Pre-Service Teachers only) How much will you **compensate the rookie teacher**?
 - *Note:* for teachers of record, we assume they are paid the average teacher compensation (set in cell C18). If you are going to pay a teacher- of -record less than the average teacher compensation, adjust it in Step 2 (cell C36).
- (cell N16) Do you want to hire a **coach** who supports and develops guiding teachers?
- (cell N17) Are there other costs for the program, such as tuition reimbursement or additional stipends for rookie teachers?

Step 2: Repurpose Resources to Cover Costs:

2. Repurpose Resources to Cover Costs

How much *teacher coverage* can we repurpose?

How many *dollars* can we repurpose?

How much *teacher coverage* can we repurpose?

2a. Decide how to provide coverage for the periods when the guiding teachers and rookie teachers are no longer leading their own classrooms. You need to either reduce the number of periods needed (by increasing class size) or find people to take over those periods. Keep in mind that you may end up having to shift teachers across departments to ensure all classes are covered.

- (cells J28&29) **Increase class size:** How many sections of each course do you offer? Could you reduce the number of sections without class sizes getting too large?
 - To calculate this, go to the tab **II. Check Class Size**.
 - The orange cell on *I. Home Page* will auto-populate from your data on *II. Check Class Size*. Alternatively, you can overwrite this cell with your own number.
- (cell J30) **Teacher utilization:** Are there any teachers who could pick up an extra section of a class while still having enough protected planning time?
 - To calculate this, go to the tab **III. Check Teacher Utilization**.
 - The orange cell on *I. Home Page* will auto-populate from your data on *III. Check Teacher Utilization*. Alternatively, you can overwrite this cell with your own number.
- (cell J31-34) **Repurpose roles:** Are there other individuals in the school who are qualified to teach a section of a course? Consider whether your school has instructional coaches, assistant principals, or other staff who could step in.

How many *dollars* can we repurpose?

2b. Decide how to free up dollars to cover the additional costs of the new teacher support design. To cover the costs you identified in Section 1e, such as the guiding teacher stipends, you need to find other dollars in your budget.

- (cells N28-30) **Reduce roles:** Do you have any vacancies or roles you could eliminate to free up dollars in your budget?
 - If a paraprofessional (cell O26) is moving to a rookie teacher role, you could eliminate that paraprofessional position once they vacate it.
- (cells N31&32) (For Pre-Service Teachers only) **Cover time with rookie teachers:** Are there tasks at the school you currently pay for that pre-service teachers could cover during periods when they are not receiving shelter and development?
 - Go to tab **IV. Check Other Time** to calculate the potential financial savings.

- (cells N33-35) **Reduce non-personnel dollars:** Are there dollars in your budget you could reallocate to this project?
- (cell N36) (For teachers-of-record only) **Reduce rookie teacher pay:** Will you pay rookie teachers of record less than the average teacher compensation due to their reduced responsibilities? If so, list how much a rookie teacher will make below the average teacher compensation. The calculation cell will multiply the value by the number of rookie teachers.
 - *Note: if this is a pre-service teacher making only a stipend, adjust that compensation in Step 1 (cell N15).*