

New Roles for Educators

Educators' roles might need to shift in the 2020-21 school year to better support the needs of students in remote, hybrid, and in-person settings. The Council of Chief State School Officers, which represents state superintendents, outlined some roles schools might consider to focus attention in key areas: academics, technology, emotional support, and family outreach.

ACADEMIC LEADERSHIP

► CONTENT LEAD *(grade level or department level)*

- Plan grade-level instruction, prioritizing key instructional content from previous grade to scaffold learning
- Create master lesson plans for all teachers in the grade level/course
- Facilitate weekly content team meetings to support staff in using the curriculum and analyzing student work

Who might fill this role? Teachers with deep knowledge of standards, principals, assistant principals

REMOTE LEARNING ROLES

► SCHOOL-LEVEL REMOTE LEARNING LEAD

- Lead and monitor remote learning across the school
- Connect with families by email and provide resources and support
- Support teachers and grade-level remote learning leads in using technology

Who might fill this role? School technology lead, teachers who were most successful with remote learning last spring

► GRADE-LEVEL REMOTE LEARNING LEAD

- Work closely with content lead to adapt curricular materials for remote instruction
- Support teachers in creating and maintaining student learning plans on learning management system
- Support teachers in problem-solving remote instruction challenges

Who might fill this role? Interventionist, instructional coach, librarian

► CLASSROOM-LEVEL REMOTE FACILITATOR

- Help a small group of remote students participate in instruction with in-person peers
- Ensure remote students can engage fully in the lesson led by an in-person teacher
- Provide small group instruction

Who might fill this role? Non-certified staff, such as aides and paraprofessionals, who understand the technology

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CARE TEAM ROLES

► CARE TEAM LEADER

- Facilitate Care Team meetings and coordinate referrals to community-based organizations
- Lead professional learning on trauma-informed practices
- Provide individual support for students who need help dealing with grief, stress, and anxiety, and regularly communicate with families

Who might fill this role? Principal, assistant principal, counselor, social worker

► CARE TEAM—GRADE-LEVEL REPRESENTATIVE

- Provide individual support for students who need help coping with grief, stress, and anxiety
- Collaborate with the Care Team leader to connect families to community resources

Who might fill this role? Educators who consistently build strong relationships with students

OUTREACH AND OPERATIONS ROLES

► FAMILY AND COMMUNITY LIAISON

- Regularly and proactively engage families by providing resources, responding to questions
- Include families in decision-making (i.e. feedback surveys)
- Partner with community groups to provide enrichment opportunities and/or space for remote learning

Who might fill this role? Current family liaison, clerk or front office manager, an educator with deep connections in the community

► TECHNOLOGY OPERATIONS LEAD

- Manage inventory and distribution
- Provide training and support on access and use
- Oversee ongoing technical support and maintenance

Who might fill this role? School technology lead, office or business manager, assistant principal for operation

SOURCE: Council of Chief State School Officers