

Roles & Responsibilities of Teaching Teams

Created July 2020 with the support of members of the LLHS Building Advisory Council and the Guiding Coalition. Additional guidance provided by NM Public Education Department's [guidelines for school re-entry](#).

Co-Teacher Roles & Responsibilities (Micro)

During Scheduled Zoom Times

- Keep track of attendance and student participation
- Contact students who are not in attendance to encourage them to attend
- Encourage student use of the chat box and answer students' questions in the chat box
- Redirect student behavior and promote engagement using the chat feature
- Help teach via Zoom and work with breakout groups during the Zoom
- Provide technical support to struggling students
- Run the technical aspects of the Zoom (to include managing breakout rooms, sharing resources, muting participants or stopping video, screen sharing, etc.)

All the Time

- Monitor and respond to student communication in Canvas notifications and messages
- Provide meaningful outreach to address the socio-emotional needs of students
- Provide meaningful feedback to students about their written work and/or oral presentations using rubrics or success criterion
- Answer students' questions, provide academic support, and develop caring and trusted relationships
- Provide feedback and support to lead teacher in terms of co-planning, communication, teacher clarity, and reestablishing clear expectations for student success
- Communicate progress towards goals and possibly attend IEP meetings
- Conference with students, provide verbal and written feedback to students, communicate with parents/guardians
- Update grades in PowerSchool and/or Canvas
- Participate in the Collaborative Team creation of content on Canvas; co-plan, co-teach, and work as a team to address student learning needs

Lead Teacher Roles & Responsibilities (Micro)

During Scheduled Zoom Times

- Establish and communicate clear expectations for student success
- Provide direct instruction using a common instructional model (Start- Steer- Summarize- Individualize), possibly with the use of a video or by screen sharing or using whiteboard features in Zoom
- Facilitate discussions and learning activities
- Provide feedback about student learning
- Differentiate instruction to address student needs, to include modifications and accommodations

- Address language learning needs and explicitly teach and reinforce content and academic vocabulary
- Reinforce clearly established social and academic behaviors
- Supervise group discussions and collaborative activities

Outside of Scheduled Zoom Times

- Monitor and respond to student communication in Canvas notifications and messages
- Provide meaningful outreach to address the socio-emotional needs of students
- Provide meaningful feedback to students about their written work and/or oral presentations using rubrics or success criterion
- Answer students' questions, provide academic support, and develop caring and trusted relationships
- Conference with students, provide verbal and written feedback to students, communicate with parents/guardians
- Communicate progress towards goals and attend IEP meetings
- Update grades in PowerSchool and/or Canvas

Collaborative Team Roles & Responsibilities (Macro)

Before the school year begins:

- Has your team become familiar with the [New Mexico Instructional Scope \(1.0\)](#) and your team-created essential standards, proficiency map, and unit plan?
- Does your team have a common syllabus that clearly outlines social and academic behaviors and clearly-defined expectations for students?
- Has your team discussed how to create a safe and collaborative online learning environment? Does your team have a plan to establish meaningful relationships with students throughout the first few weeks of school?

Four Critical Questions of a Professional Learning Community

1. What do we expect students to know and be able to do?
 - Identify essential standards and unpack standards into clear learning targets
 - Communicate learning objectives early, clearly, and often
 - Collaboratively design a Canvas course using Modules; link all course material, publisher content, educational apps, announcements, assignments, and discussion so students have a one-stop shop for their learning
 - Design synchronous instruction (class Zoom activities, pre-created videos, etc.)
 - Design asynchronous learning activities (to be communicated through Canvas and completed outside of scheduled Zoom times)
 - Create and/or select instructional videos for initial instruction
 - Find and select effective and engaging resources to support learning goals
 - Plan detailed and explicit academic content and homework assignments
2. How will we know if students have learned it?
 - Plan common assessments with clearly established learning outcomes

- Create or select assessments that increase engagement and discourage sharing of answers
 - Develop detailed rubrics or criterion for success that clearly state how students will be assessed; consider creating answer keys or using educational apps that score student work automatically
 - Map out questions that might be asked to check for understanding; prepare polls, quick checks, formative assessments, breakout room discussion questions or engagement tasks
 - Analyze common assessment data using Got It, Almost Got It, Didn't Get It (GAD) Protocol
3. How will we respond if students haven't learned it?
- Based on common assessment data analysis, plan and provide timely, meaningful and targeted intervention to ensure high levels student learning for all
 - Host Office Hours regularly and provide additional support by appointment to give one-on-one support
4. How will we respond if students have learned it?
- Plan and deliver extension activities to support additional student growth