Roles & Responsibilities of Teaching Teams

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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)](https://example.com) 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