

End-of-Year Stepback Considerations for Staffing

This resource supports planning for your End-of-Year Stepback. The End-of-Year Stepback has new dimensions to consider around staffing changes for the following year. This resource is a starting place for what you should consider.

The transition between school years brings transition between staff members. As you make the plan for professional learning for next school year, consider the needs of the following audiences and potential training support for the new materials:

Audience	Potential Support Needs
New teachers (including special populations)	<ul style="list-style-type: none"> • Understanding of how the materials support the district’s vision for excellent instruction • Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc. • Understanding of supports within the materials for different students (including special populations) • Understanding of the standards for their grade level • Understanding of the assessment, unit, and lesson expectations of the materials • Understanding of how the standards build over the course of the year, unit, and lesson in the materials
Teachers changing grade levels	<ul style="list-style-type: none"> • Understanding of the standards for their grade level • Understanding of the assessment, unit, and lesson expectations of the materials • Understanding of how the standards build over the course of the year, unit, and lesson in the materials
	<p><i>*Needs will vary here based on specific teacher’s development areas. The list below is a starting place.</i></p> <ul style="list-style-type: none"> • Understanding the design principles of the curriculum materials and the rationale behind them

<p>Teachers this past school year who will need focused support next year</p>	<ul style="list-style-type: none"> • Understanding of supports within the materials for different students (including special populations) and how these support students • Understanding of the standards for their grade level • Understanding of the assessment, unit, and lesson expectations of the materials • Understanding of how the standards build over the course of the year, unit, and lesson in the materials • Understanding of how to enact lessons in ways that reflect design principles
<p>Teachers in year 2 of implementation</p>	<ul style="list-style-type: none"> • Reflecting on year 1 implementation and naming how to improve student learning • Attending to the different needs of learners • Effectively supporting unfinished learning
<p>New coaches</p>	<ul style="list-style-type: none"> • Understanding of how the materials support the system’s vision for excellent instruction • Understanding the design principles of the curriculum materials and the rationale behind them, including lesson structure, common protocols in the materials, etc. • Understanding of supports within the materials for different students (including special populations) and how to support those students • Understanding of the standards for the grade levels they will support • Understanding of the assessment, unit, and lesson expectations of the materials • Understanding of how the standards build over the course of the year, unit, and lesson in the materials • Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons • Understanding the district implementation plan
	<ul style="list-style-type: none"> • Understanding of the standards for the grade levels they will support • Understanding of the assessment, unit, and lesson expectations of the materials

Coaches switching grade levels or subjects	<ul style="list-style-type: none"> • Understanding of how the standards build over the course of the year, unit, and lesson in the materials • Understanding how to leverage the materials to support teachers in planning and implementing standards aligned lessons • Understanding the district implementation plan
Coaches in year 2 of supporting implementation	<ul style="list-style-type: none"> • Reflecting on year 1 implementation • Supporting unfinished learning for students • Attending to the different needs of learners • Supporting instructional improvement of specific teachers as well as groups of teachers
New principals	<ul style="list-style-type: none"> • Understanding of how the materials support the system’s vision for excellent instruction • Understanding the design principles of the curriculum materials • Understanding of supports within the materials for different students (including special populations) • Understanding of the standards for a particular grade level • Understanding of the assessment, unit, and lesson expectations of the materials • Understanding of how the standards build over the course of the year, unit, and lesson in the materials • Understanding what strong implementation of the curriculum looks like and sounds like
Leaders in year 2 of supporting implementation	<ul style="list-style-type: none"> • Reflecting on year 1 implementation • Supporting unfinished learning • Attending to the different needs of learners • Supporting instructional improvement for specific coaches and teachers as well as groups of coaches and teachers

How will training needs be determined?	
How will who needs to be trained be determined?	<ul style="list-style-type: none"> • Survey: Offer a survey to teachers with the types of upfront training they can receive and let teachers opt in • Records of who has been trained: Keep track of employees that have attended trainings to ensure that all who work with students receive training. • Leader recommendation: Work with site administrator to identify teachers that will need focused support, are changing grade levels, newly hired, or would benefit from a refresher
How will content needs for trainings be identified?	<ul style="list-style-type: none"> • Survey: Offer a survey to teachers, instructional coaches, and principals to identify training needs. Survey questions might include areas of student need and teacher need • Data analysis: From the data gathered throughout the school year, identify areas needing additional support