



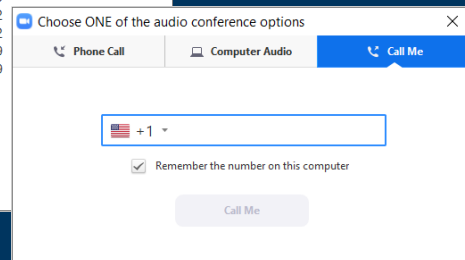
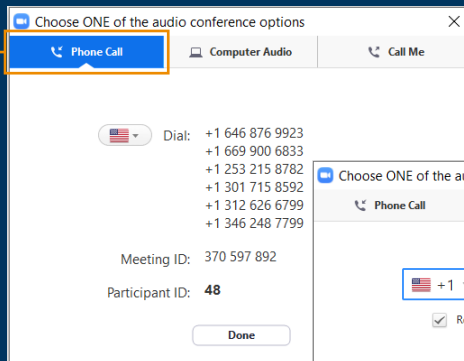
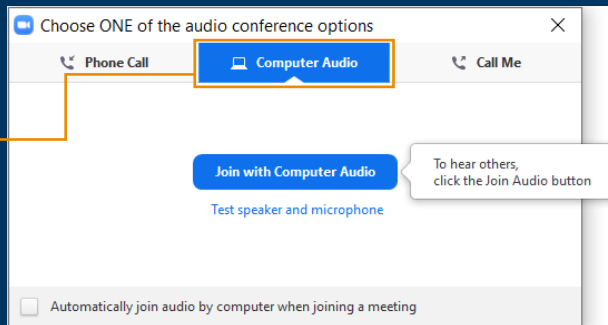
Navigating the Teacher Staffing Challenge

August 18, 2020

We will begin at 2:02 p.m. Eastern Time once everyone has joined!

Audio

- We suggest using your computer's audio and microphone through Zoom
- Or dial in using your phone
- Do not use both—it will cause feedback



Zoom Webinar Features

The screenshot shows a Zoom Webinar interface. At the top, the EAB logo is displayed. The main content area has a dark blue background with a pattern of overlapping circles and the text "EAB Virtual Session 2020". At the bottom, there is a dark bar with several icons: "Audio Settings" with an upward arrow, "Chat" with a speech bubble icon, "Closed Caption" with a "CC" icon and an upward arrow, "Q&A" with a speech bubble icon, and a red "Leave Meeting" button. Three callout boxes with orange borders and lines pointing to the interface provide instructions: one for the Chat icon, one for the Closed Caption icon, and one for the Q&A icon.

EAB

EAB Virtual Session

2020

Use the Chat feature to send messages to anyone in the session

Enable Closed Captions and Show Subtitle or View Full Transcript

Show Subtitle
View Full Transcript
Subtitle Settings...

Use the Q&A feature to ask questions to (just) the host

Audio Settings ^

Chat

CC ^
Closed Caption

Q&A

Leave Meeting

Please Use the Chat Feature Today!

We Would Love to Crowdfund Questions and Ideas



Specific Questions

What questions are you tackling that would benefit from additional research?



Data, Resources, Best Practice Leads

Share your successes to help other districts better serve their students and communities



Request to Speak With an EAB Expert

Partners: Schedule a consultative conversation through your dedicated advisor



Find the Chat Button at the bottom of your screen



We help schools support students from enrollment to graduation and beyond

➤ **ROOTED IN RESEARCH**

7,500+ Peer-tested best practices

500+ Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

1,700+ Institutions served

4 M+ Students supported by our SSMS

➤ **WE DELIVER RESULTS**

95% Of our partners continue with us year after year, reflecting the goals we **achieve together**

➤ Find and enroll your right-fit students

➤ Support and graduate more students



➤ Prepare your institution for the future

Define Success and Accelerate Progress with EAB This Year

6

Five Essential Pillars for K-12 Strategy in 2020-21

Serving the Entire Organization



Control Tower



Rapid Response Teams



Professional Learning Communities



Transformation Team

Continuous Learning Resources



Consultative Workshops



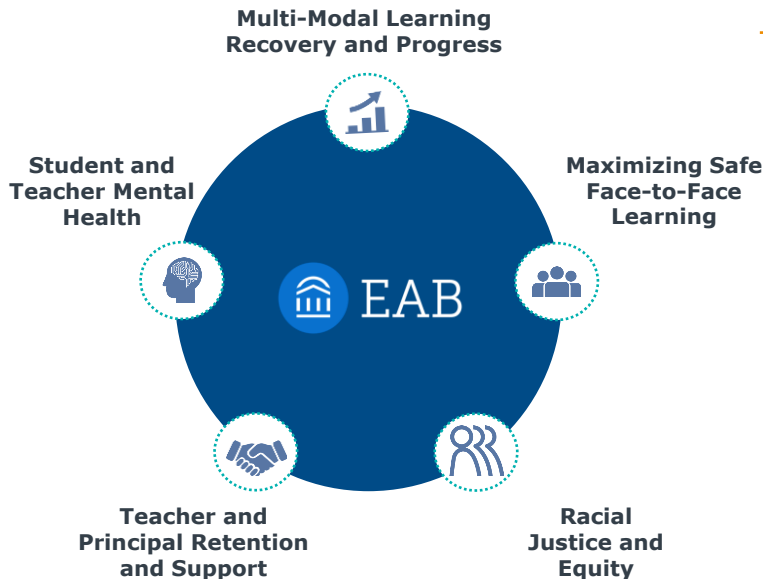
Reopening Plan Validation



Peer Roundtable Meetings



Principal & Teacher PD



eab.com/k12covidresponse

eabk12communications@eab.com

Focus Areas For Our Time Today



The school staffing challenge

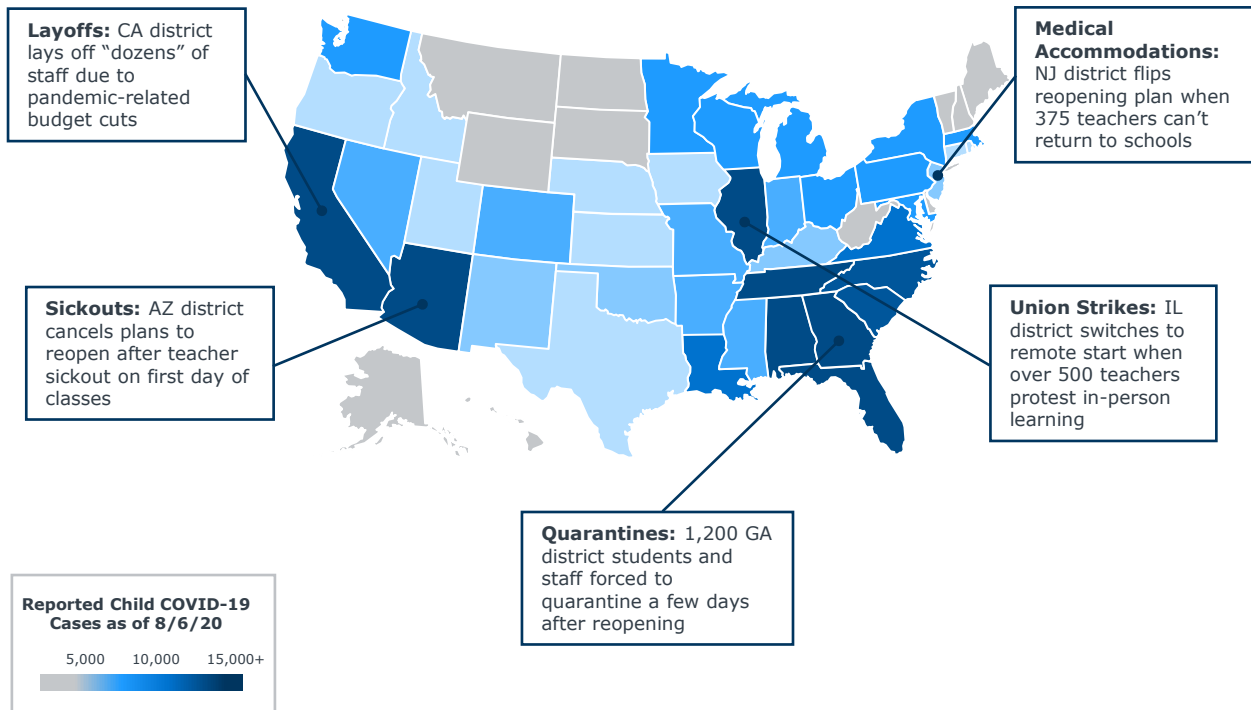


Teacher shortage mitigation strategies



Next steps for EAB's work with your team

Constantly Evolving Challenges to School Reopenings ⁸



Source: Akhtar, A. et al. “Chicago teachers follow up a historic 2019 strike with a 2020 ultimatum.” [Business Insider](#); Caloway, N. “Due to Teacher Shortage And Safety Concerns, Elizabeth, N.J. Public Schools Going Full Remote Learning.” [CBS New York](#); McNamara, A. “COVID-19 cases among children in U.S. up 90% over four weeks, report says.” [CBS News](#); EAB interviews and analysis

Staff Volatility Will Get Worse Throughout the Year

9

More and More Teachers Fear Returning to Schools

82%

Of teachers are concerned about returning to in-person instruction

8% → 33%

Likelihood of teachers leaving job before COVID-19 compared to present

“I miss my students, but I’m scared to go back. Instead of writing new lesson plans, I’m writing my will.”

-Anonymous Teacher

Absences Throughout the Year Make It Difficult to Anticipate Staffing Needs



Source: Kamentz, A. "Most Teachers Concerned About In-Person School; 2 in 3 Want to Start The Year Online." [NBS](#); Will, M. "Surveys: Most Teachers Don't Want In-Person Instruction, Fear COVID-19 Health Risks." [EdWeek](#); EAB interviews and analysis

Current Innovations May Not See Short-Term ROI



Proposed Innovations for Expanding Teacher Workforce...

- New teachers granted provisional or temporary licenses
- Waived or delayed program assessments
- Districts may hire on a conditional basis
- Waived or flexible student teaching experiences
- Temporarily waived educator program admissions exams



...Constrained by District Realities

46%

Of approximately 250,000 daily teacher absences were unfilled pre-pandemic

100+

Districts have laid off or furloughed teachers and staff in due to budget uncertainties

\$8K–100K

Cost to host a virtual job fair with a significantly impacted budget

Five Areas of Consideration for District and School Leaders

1 Fine-Tuning Substitute Recruitment and Usage

2 Embedding Teacher Support Structures

3 Aligning Staff Talent with Organizational Goals

4 Crowdsourcing in Your Local Community

5 Clarifying Teacher Communications

Sub Gig Economy a Teacher Shortage Safety Net



Expand Your Recruitment Pool

Targeted recruitment strategies

- Formally advertise vacancies on job sites, social media
- Create virtual open houses for subs to interact with district, school leadership
- Partner with higher ed., community organizations, recent high school graduates to develop pipeline



Increased supply of non-traditional subs due to layoffs, remote higher ed.



Recruiting, and training is expensive



Redefine the Substitute Role

One building, one sub model

- Hire permanent substitutes, assign them to one school building
- Salary in line with a paraprofessional, benefits included
- Broader scope of responsibilities than “pinch-hitter” substitute



*Epidemiologically safe
Reduces inter-district competition*



Less flexibility, what happens if a sub gets sick?



Premium on Outsourcing Admin Tasks and Virtual Training

Benefits to partnering with staffing agencies

- Less legal restrictions on substitutes contracted through a staffing service
- Staffing service responsible for substitute recruitment, background checks
- Training on in-demand virtual platforms included



*Saves admins time
Highly flexible, ad-hoc model*



Potentially unreliable in areas with high demand for substitutes

Substitutes are a Scarce Resource



Independent Study as a Replacement for Sub Usage



High school teachers responsible for uploading instructional materials to LMS (e.g., lesson plans, activities, videos)



When their teacher is absent, students go to a designated Independent Digital Learning Center (e.g., auditorium)



Electronic Learning Facilitator (ELF), a certified educator or other staff member, oversees student independent work

- Typically trained in online instruction
- Responsible for co-planning with teachers



Teachers can monitor student progress on independent work remotely, send nudges through LMS

ELF Program Increases Efficiencies and Saves Dollars



Handling teacher absences without substitutes allows more subs to be used for long-term vacancies, lower grades

50%

Reduction in number of substitutes hired per day at the high school level

\$72K

In savings during fiscal year 2018

Extra ELF Program Benefit



Students, staff report increased student engagement in ELF model compared to traditional sub model

Group Teachers to Flex Coverage and Boost Quality

Four Teacher Grouping Models Worth Considering this School Year

Low cost/complexity

High cost/complexity

Age-Based Groupings

- Pair teachers across two grade bands
- Applicable for grades K-5
- Allows for division of teaching duties based on student needs, teacher strengths

Content-Based Groupings

- Organize teacher teams vertically by content area across grade levels
- Applicable for grades 6-12
- Allows for better identification of at-risk students and just in time class coverage

Centralized Specialization

- Team of 6-8 teachers develops all online lessons
- Number of remote students informs team size
- Teachers spend more time improving online instruction, less time lesson planning

Multi-Classroom Leaders

- Multi-classroom leader (MCL) oversees 2-8 teachers or non-certified staff
- Scales reach of effective teachers
- Students show significant improvements in math, reading

EAB's Opinion on Teacher Role Specialization by Function



Promotes silos and increases coordination complexity



Lack of efficacy studies at the high school level



Hurts student-teacher relationships

Source: Backes, B. and Hansen M. (2018). *Reaching Further and Learning More? Evaluating Public Impact's Opportunity Culture Initiative*. CALDER Working Paper No. 181; Catherine, G., "How Schools Can Redeploy Teachers in Creative Ways During COVID-19", EdWeek; Fryer, R. G Jr. (2018). The "Pupil" Factory: Specialization and the Production of Human Capital in Schools. *American Economic Review*, 108 (3): 616-56.; Matt, Z., "Specialized 'virtual learning team' will create district's online lessons", District Administration; EAB interviews and analysis.

Just in Time Supports Reduce Teacher Burnout

Staff Dependent

Staff Independent

Homework Hotline

Call a Teacher Button

Automated Nudging

Virtual Calming Rooms



Ad-hoc, 1:1, e-tutoring sessions in Math, Science, Social Studies, English

Tutors are certified teachers, college professors, and graduate students from across the country

Open Monday – Sunday from 2PM – 10PM for grades 4-12

Link that leads to text chat and video conference options

Staffed by teachers and non-instruction personnel

Allows for students to get JIT academic and wellbeing support

ASSISTments – on-demand hint and assessment system for secondary math HW

Saves teachers time, aligns instruction with common challenges

Tier-1 ESSA evidence rating, integrates with common LMS

Student-centered approach to burnout reduction

JIT emotional management tools for self-regulation and wellness

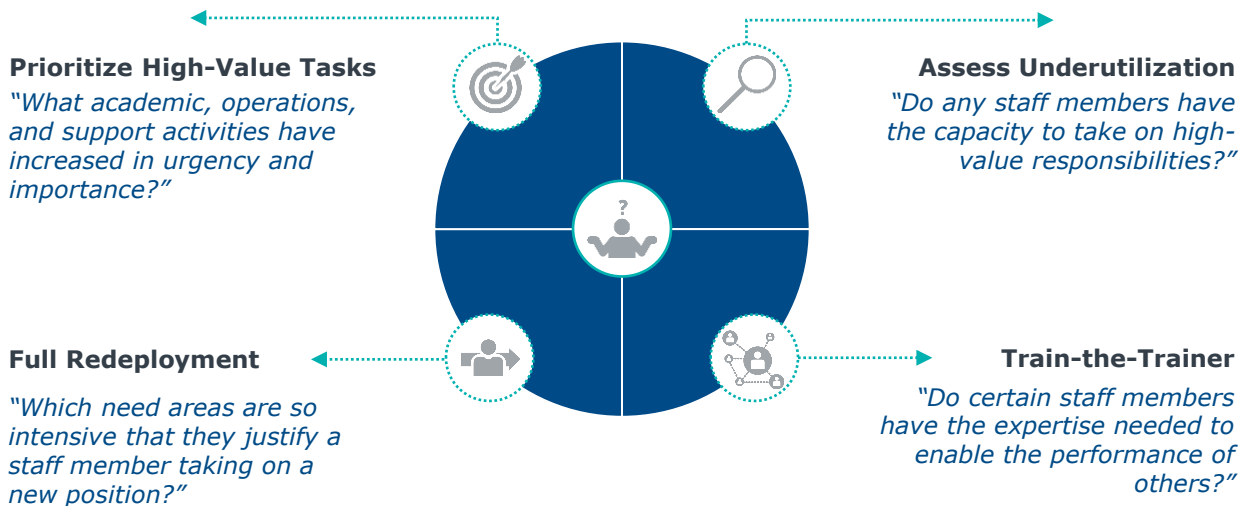
Resource areas including live animal cameras, yoga, and guided meditations

Source: Broward County Public Schools, "[Homework Hotline](#)"; Jili, B., "[Proof Points: A Crowdsourcing approach to homework help](#)", Hechinger Report; Reich, J. & Mehta J. (2020) Imagining September: Principles and Design Elements for Ambitious Schools during Covid-19. Sacramento City Unified School District, "[Virtual Calming Room](#)"; EAB interviews and analysis.

“All Hands-on Deck” Mantra Essential for Success

Teaching and Non-Teaching Staff Must take on New Responsibility

Every Administrative Leader Should be Asking These Questions





Staff Realignment Roadmap

Recommended Action Phases to Sync Talent with Organizational Goals

August - September

September - October

October - November

Phase 1 Planning

- Establish school-specific budgets in coordination with building leaders
- Determine which staff intend to return for each building, account for in-person limitations if applicable
- Assess staffing gaps, teacher absence volatility for each building, strengthen sub pool
- Identify new needs-based activities, assign staff based on ability, interest
- Define student access, implementation support, and staff satisfaction goals





Phase 2 Implementing

- Hold weekly or bi-weekly PLC meetings for staff with new positions
- Provide trainings for realigned staff on virtual platforms, health and safety protocols
- Conduct focus groups with staff that have taken on new responsibility or entirely new roles
- Design a system of observation, feedback, and coaching suitable for in-person and virtual settings

Phase 3 Supporting

- Reassess potential staffing constraints, run gap-to-goal analyses across key metrics to address core roadblocks
- Measure quality of staff support across implementation and access goals
- Gauge staff morale, engagement, in new roles
- Conduct focus groups with students, parents to assess satisfaction with new academic, support, operations models

Address Main Challenges with Skills of Existing Staff

Need Area	High-Value Activities	Personnel Type
 Remote Learning	<ul style="list-style-type: none"> • Ensure remote students can engage in lessons • Support teachers in problem solving remote instructions challenges • Provide 1:1 or small group tutoring • Monitor independent study halls 	<ul style="list-style-type: none"> • Non-certified staff • Librarians • Non-core teachers (e.g., art, music, PE) • Instructional coaches
 Student Support	<ul style="list-style-type: none"> • Provide 1:1 support for students that need help coping with stress, anxiety, grief • Work directly with counselors, social workers, psychologists to connect families to resources 	<ul style="list-style-type: none"> • Educators and other staff who consistently build strong relationships with students
 Family Engagement	<ul style="list-style-type: none"> • Proactively communicate with families, respond to questions on a timely basis, direct families to apt resources • Coordinate with community partners to provide enrichment activities, childcare solutions, remote learning facilities 	<ul style="list-style-type: none"> • Educator with community roots • Current family or community engagement specialist
 Technology Operations	<ul style="list-style-type: none"> • Provide training and support on tech access and use • Manage inventory and distribution at the school level 	<ul style="list-style-type: none"> • Educator or other staff member with technical skill • Instructional technology coaches

Source: Council of Chief State School Officers, "[Restart & Recovery: Considerations For Teaching and Learning: Systems Conditions](#)"; EAB interviews and analysis.

Crowdsource Skills-Based Remediation Volunteers

Growing Pool of Potential Remote Tutor Volunteers



Recent college graduates with revoked internships or job offers due to economic downturns



Pre-service teachers looking for additional student-facing experience



Professionals who either lost work and/or are eager to support COVID-disrupted institutions

Strengthen Teacher-Tutor Collaboration to Maintain Skills-Based Remediation



Teachers record **virtual small group lessons** to share with remote tutors as training and tutoring curriculum



Teachers give remote tutors a **remediation handoff sheet** to communicate student skill gaps, observations, and recommendations

Remote Skills-Based Tutoring is Cost-Effective and Easy to Scale

1

Staff submit five prospective volunteer contacts from their network

2

One staff member emails all contacts and assign tutoring groups

3

Reserve 30 minutes of PD to introduce tutor collaboration expectations

Five Areas of Consideration for District and School Leaders

- 1 Fine-Tuning Substitute Recruitment and Usage
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Develop a Robust Teacher Communication Plan

To Address Top Teacher Concerns...

- ★ **How will we staff teachers** for smaller class sizes when we already didn't have enough pre-COVID?
- ★ How are we ensuring **proper air circulation** in spaces without windows, AC, or a working HVAC?
- ★ Will my students wear masks? Who is **providing and restocking masks and PPE**?
- ★ Can we receive an **accommodation to teach virtually** if we are at high risk for severe COVID-19? If not, what are our options?
- ★ Are we still **getting paid** if we must quarantine multiple times in a year with only 10 paid sick days?

...Be Transparent Through Uncertainty

- ✓ **Communicate backup plans:** Share short-term, long-term staffing strategies, recently filled vacancies
- ✓ **Detail plans to address air ventilation:** Share uncertainties, new research around infectious "aerosols", planned investments
- ✓ **Set PPE expectations early:** Solicit teacher input about desired PPE, determine a central system to provide and stock
- ✓ **Clarify existing accommodation systems:** Consider a temporary COVID-19 model for high-risk teachers
- ✓ **Inform teachers of legal rights:** Allay pay, loss of job concerns through educating on FMLA, FFCRA, ADA

Source: Goldstein, D. and Shapiro, E. "I Don't Want to Go Back': Many Teachers Are Fearful and Angry Over Pressure to Return." [The New York Times](#); Kindelan, K. "Teachers have a lot of questions about returning to school during the pandemic: Here are 18 of them." [Good Morning America](#); Navarra, K. "More robust coronavirus guidelines needed to protect high-risk educators." [Education Dive](#); EAB interviews and analysis

Access EAB's Resources Now

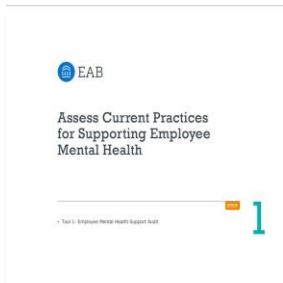
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Amplify Teacher Recruitment



- Evaluate current capabilities through [Teacher Recruitment and Hiring Audit](#)
- Enhance the candidate experience to attract quality candidates
- Simplify applications and shorten timelines

Assess Teacher Burnout



- Assess current communication strategy, mental health supports, policies and benefits
- Educate teachers on the [signs and symptoms of burnout](#)
- Ask teachers to complete a [Burnout/Compassion Fatigue Self-Assessment](#)

Partner With Higher Education



- Review [partnership models](#) for outreach, expanded student teacher training programs, recruitment agreements
- Implement a mentorship program to help disadvantaged students become teachers
- Develop alternative certification pathways

Next Steps With EAB

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How EAB Can Help K-12 Partners Right Away

Step 1



Schedule a Call with a Research Expert

- Ensure academic quality
- Retain and support principals and teachers
- Maximize safe face-to-face education
- Protect student mental health and well-being
- Promote racially just and equitable schools

Step 2



Register for EAB's August 27th Webinar

- [Register](#) for "Maximizing the 2020-21 School Year" at 2:00 p.m. Eastern Time.
- Ensure learning quality and outcomes in 20-21
- Advance racial justice with tangible strategies
- Support teachers with new PD and mental health services

Step 3



Share EAB Resources With Leadership Teams

- "Navigating the Teacher Staffing Challenge" presentation will be available within 24 hours
- Send [Burnout/Compassion Fatigue Self-Assessment](#) to teachers before schools start

eab.com/k12covid19response



Help us know what you need next
Complete the exit survey

Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.



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