



## Fall Curriculum Review Advisory Committee Academic Instruction Team Pre-reading

**Essential Question:** Based on the anticipated and unforeseen realities of the first half of Semester 1, how do we innovate and align to maximize the instructional program for the remainder of the school year?

### **Staffing**

The pre-reading associated with staffing consists of key articles and conditions that have informed our plan for on-site classroom coverage amidst a national teacher shortage.

- [Article: Teacher Shortages](#)
- [Substitute Matrix & AIT Leadership Vacancies](#)
- [Onboarding Playlist \(Academic Instruction\)](#)

*Discussion Question: Based on the materials provided, What are the core requirements of a successful midyear induction plan amidst an urgent staffing crisis? Considering your external experiences and expertise, what wonderings and/or questions arise for you as you engage the shared documents?*

### **Instruction**

Amidst the national teacher shortage, we are deeply dedicated to the charge within our mission. As shared during the last board meeting it is critically important that Wave-Makers have access and an opportunity to master grade level content and instructional standards, while afforded opportunities for intentional and systemic learning recovery, exacerbated by the pandemic. The pre-reading associated with instruction is designed to share our approach to onboarding new team members to MWA as we work to stabilize during this period of a “new normal.”

- [AIT goals and priorities \(S1\)](#)  
Summer 2021 - AIT ideals

*Discussion Question: In anticipation of the continued need for Instructional Leaders to provide daily substitute coverage, how best can we partner with Content Leads to streamline communication with faculty, inform real-time decisions, and improve the efficacy of instruction without exacerbating their own burnout?*



## Key Learnings

The AIT team has aggressively prioritized and deprioritized key elements of each of our core roles and responsibilities in support of the launch of the school year. As we complete the first half of semester one, we are reflecting on the accomplishments and challenges experienced during the first 8 weeks of school in order to refine our approach moving forward.

AIT Leader	Aggressive Prioritization	Deprioritization
Senior Director of Academic Instruction	<p>Launch Teacher Residency Program: confirming Alder and school-site partnership, interviewing for directorship, establishing relationships between school-site leads, providing real-time support for MWA residents, and facilitating mentor/resident sessions</p> <p>Maintaining Effective Staffing: managing the daily coverage matrix, supporting the distribution of instructional materials, and collecting and responding to feedback</p> <p>State/Federal Compliance: LCAP, ESSER III and ELO grants</p>	<p>Teacher Induction Program (TIP)</p> <p>Transition of 504 plan caseload to Director of Academic Support Services</p> <p>AIS committee meetings</p> <p>Pilot of new math curriculum (Q2)</p> <p>Classroom observations and instructional goals</p>
Director of Academic Instruction Humanities	<p>Vacancy Coverage: Humanities 5 and Sporadic Daily Coverage</p> <p>Lesson development for vacant positions</p> <p>Staffing: interviewing and onboarding faculty</p>	<p>Review of instructional planning materials (YAAG/Unit Plans)</p> <p>Observations and debriefs (especially with experienced teachers)</p> <p>New teacher check-ins</p> <p>Establishing growth goals with teachers</p>
Director of Academic Instruction Math/Science	<p>Sporadic Daily Sub Coverage</p> <p>Staffing: interviewing and onboarding faculty</p> <p>Lesson development for vacant positions</p> <p>Launch new diagnostic: training, technical support, and data review</p>	<p>Instructional support: reviewing YAAGs and unit plans, observations and feedback</p> <p>Regular check-ins with content teams</p> <p>Professional growth plans for Content Leads</p>
Director of Academic Support Services	<p>LOA Coverage: Algebra II (FT)</p> <p>ELD reporting and state compliance</p> <p>Launch DTI/MH: framework, planning,</p>	<p>ELD reclassification process</p> <p>ELD professional development and direct classroom support</p>



	professional development, and messaging Staffing: interviewing for ELD coordinator	Developing framework for acceleration, saturday, and summer programming  Classroom observations and instructional feedback/support
Director of Special Education	Vacancy Coverage: US RSP Teacher (FT) SELPA compliance/deliverables Managing provider contracts Researching SPED quarantine learning - IS supports/compliance Grade Level IEP review 11th/12th grade case management and family communication	Classroom observations and feedback 504 plan and SST support SPED family engagement meetings
Director of Applied Technology	Vacancy Coverage: Technology (FT) APEX: classroom creation, real-time troubleshooting, staff professional development Clever: resolving digital curriculum purchasing issues	Applied Tech Lead: implementation of teacher leadership role

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### **Moving Forward**

Although the proposed shift in bell schedule resolves the coverage challenge illuminated this year during Marlin Hour, the main challenge this recommendation solves is related to maximizing the impact of our on-site Intervention team. This year, MWA separated the 5th/6th grade intervention schedule from the 7th-12th grade intervention block. This shift affords interventionist and SPED specialists the opportunity to support twice as many students during two separate designated intervention blocks. The proposed shift further expands this flexibility by adding an additional staggered intervention block to the bell schedule. Both the staffing shortage and learning recovery are significant challenges that will require extensive time and investment to resolve. This proposed shift has no fiscal implication and expands our ability to provide expanded services, in real-time.



## Bell Schedule

Modified Bell Schedule ([HERE](#))

Benefits	Trade-Offs	Differences
<ul style="list-style-type: none"><li>• Maximize the use of Interventionists during core day and MH/DTI</li><li>• Maintains pathways for academic acceleration</li><li>• Alleviates the additional staffing demand during MH/DTI</li></ul>	<ul style="list-style-type: none"><li>• Change management</li></ul>	<ul style="list-style-type: none"><li>• 5th/6th Intervention: 10:40-11:40am <b>remains the same</b></li><li>• 7th/8th Intervention: 1:00-2:00pm <b>switch DTI with P3/P6</b></li><li>• 9-12 Intervention: 2:35-3:35pm <b>remains the same</b></li></ul>

*Discussion Question: Do we have the appetite to modify the bell schedule to maximize intervention services while eliminating our highest coverage period?*