

TENNESSEE PRINCIPAL PROFESSIONAL LEARNING SERIES

Module #6: Strategic Resource Planning

Welcome!

- Please turn off your video for now.
- Please mute your microphone.
- Please have your screen name reflect your first and last name.
(Click on participants icon at the bottom, hover over your name in the participants box, click more, click rename.)
(If this doesn't work, please just tell us your first and last name in the chat!)
- You can access additional resources for this session at:
<https://cel.utk.edu/ppls/>
- We will begin shortly.



Strategic Resource Planning

Research and Strategies for Tennessee Principals



<https://cel.utk.edu/ppls/>



TENNESSEE PRINCIPAL PROFESSIONAL LEARNING SERIES

- Partnership Between the Tennessee Department of Education and the University of Tennessee's Center for Educational Leadership
- Virtual professional learning for school leaders relevant to our current crisis
- Supported by Tennessee SCORE
- Seven (7) Professional Learning Modules:
 - Module 1 (Week of May 4)- Transition to Remote Learning
 - Module 2 (Week of May 11)- Student Social Emotional Support & Wellness
 - Module 3 (Week of May 18)- Leading Remotely: Leveraging Strengths & Meeting the Needs of Followers
 - Module 4 (Week of June 8)- Future Planning I: How Do We Know What Our Students Have Learned?
 - Module 5 (Week of June 15)- Future Planning II: Personalized Learning for Students
 - **Module 6 (Week of June 22) – Future Planning III: Strategic Resource Planning**
 - Module 7 (Week of June 29)- Beyond Quarantine: Resetting School Culture, Collaboration & Community

<https://cel.utk.edu/ppls/>

Agenda – PPLS Module #6

1. Video – ERS Introduction to Strategic Resource Use (18 mins.)
2. Individual Reflection (3 mins.)
3. Small Group Discussion (12 mins.)
4. Video – ERS Introduction to School Models and Tradeoffs (8 mins.)
5. Exploration of School Comeback Models (10 mins.)
6. Video - ERS Exploring School Comeback Models #1 and #3 (11 mins.)
7. Small Group Discussion (12 mins.)
8. Wrap up



Individual reflection (3 minutes)

Common Strategies	Common Practices & Resource Shifts
Getting the right people into schools & roles	<ul style="list-style-type: none"> Invest in teacher and leader hiring Assign teachers and leaders with awareness of student needs Adjust teacher compensation Support and develop rookie teachers Redefine teacher and leader career path
Organizing resources for curriculum-connected, job-embedded professional learning	<ul style="list-style-type: none"> Invest in rigorous, standards-aligned curriculum and assessments Provide time and expert support for collaborative planning focused around data and content Invest in growth-oriented observation and feedback
Differentiating learning time and attention so that all students engage with rigorous curriculum	<ul style="list-style-type: none"> Provide adequate time in core subjects Use strategic student grouping Ensure equitable access to advanced coursework
Leveraging the school system community to support students & families	<ul style="list-style-type: none"> Share information with the community Use parent & community input in school decisions Connect schools to community supports for health and enrichment

Which of these strategies are a source of strength in your school?

Which offers the greatest opportunity for improvement?

Small Groups - You will have about 12 minutes to discuss this information with your colleagues.

1. Were you surprised by any of the common strategies of high performing schools and systems?
2. Which strategies are areas of strength in your school? Could you share an example of a practice that helps make this strategy a strength?
3. Which strategies are area for improvement? What are the difficulties around implementing this strategy that you might have to overcome?
4. Are any of these strategies going to be particularly important as we return to school in the fall in the COVID-19 era?
5. Since “we can do anything we want, we just can’t do everything we want” what choices and tradeoffs might you be willing to consider in order to embrace the strategies your school will need most?

School Comeback Models - Activity



We'll spend about ten minutes with PPLS participants individually exploring one (or more) of six **School Comeback Models** offered by Education Resource Strategies.

Go to the **Resource Exploration** document on the PPLS Module #6 page on our website:

<https://cel.utk.edu/ppls/>

- OR -

Go directly to the **ERS Website**

https://www.erstrategies.org/tap/covid_comeback_models

ELEMENTARY SCHOOL COMEBACK MODELS

School Model	Which students are all-in-person?	How many students do a hybrid of in-person and remote learning?	Which students are all-remote?
ELEMENTARY MODEL 1 In-person K-3, remote 4-5	Students with disabilities served in a self-contained setting. All grade K-3 students.	None.	All grade 4-5 students. All students who opt out of attending in-person school for health or family reasons.
ELEMENTARY MODEL 2 Family choice of fully in-person or remote	Students with disabilities served in a self-contained setting. All grade K-5 Students who opt for all in-person school	None.	All students who opt out of attending in-person school for health or family reasons.
ELEMENTARY MODEL 3 Hybrid/split model with supervised in-school option available for some students on remote days	Students with disabilities served in a self-contained setting. Remote day students who need/choose supervised space to learn.	All other grade K-5 students in A/B day with a split schedule, i.e. different schedules and instructors on remote and in-person days	All students who opt out of attending in-person school for health or family reasons.



School Comeback Models - Activity



Click on the Blue Box that includes the Model number to explore models **in considerable detail**.

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In-person K-3, remote 4-5	All grade K-3 students.		
ELEMENTARY MODEL 2	Students with disabilities served in a self-contained setting.	None.	All students who opt out of attending in-person school for health or family reasons.
Family choice of fully in-person or remote	All grade K-5 Students who opt for all in-person school		
ELEMENTARY MODEL 3	Students with disabilities served in a self-contained setting.	All other grade K-5 students in A/B day with a split schedule, i.e. different schedules and instructors on remote and in-person days	All students who opt out of attending in-person school for health or family reasons.
Hybrid/split model with supervised in-school option available for some students on remote days	Remote day students who need/choose supervised space to learn.		

Elementary Model 2: System-wide Remote Option DRAFT

Introduction > Student Grouping > Schedule > Roles > Decision Points > System Implications

Overview of Comeback Models

To help leaders develop locally relevant school models for 2020-21, we have developed a series of COVID Comeback Models to highlight the types of design decisions and tradeoffs that leaders are facing. Our starting place for all Comeback Models is that physical distancing will remain in place for some portion of the school year. Each model incorporates a hybrid approach – where students attend school both in-person and remotely during the year. Each model also includes a comparative data table.

Elementary Model 2: System-wide Remote Option DRAFT

Introduction > **Student Grouping** > Schedule > Roles > Decision Points > System Implications

Each school contributes instructional, school leadership, and clerical staff to support the remote school

	Position	Total FTE	Transitioning to Remote School	Remaining In-person
Certified	Principal / AP	2.0	0.5	1.5
	Counselor	1.0	-	1.0
	Homeroom Teachers	17.0	5.0	12.0
	Specials Teachers (Art, Music, PE)	3.0	1.0	2.0
	Instructional Coach	1.0	-	1.0
	Special Ed Push-in Teacher	4.0	1.0	3.0
Total Certified		28.0	7.5	20.5
Non-Cert	Gen Ed Teaching Assistants	2.0	-	2.0
	Special Ed Teaching Assistants	3.0	1.0	2.0
	Nurse / Nurse Aide	2.0	-	2.0
	Clerical Staff	2.0	0.5	1.5
	Custodian	2.0	-	2.0
	Building Monitor	1.0	-	1.0
Total Non-Certified		12.0	1.5	10.5

- To keep the student to instructional adult ratio below 35:1, the remote school requires at least 24 total gen ed instructional FTE. With four schools pooling resources this implies 6 from each school

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Hybrid/split model with supervised in-school option available for some students on remote days	Remote day students who need/choose supervised space to learn.		



Small Groups II - You will have about 12 minutes to discuss this information with your colleagues.

- 1. Which school comeback model did you explore? What were some of the advantages of this model? How would it help your school better serve kids?**
- 2. What are some of the tradeoffs that might need to be made in order to implement this school comeback model? Are those tradeoffs feasible in your school?**
- 3. What Guiding Principles will drive your planning for the fall?** (For example, David states: “Hybrid models are grounded in the belief that it is better for at least some students to be in-person some of the time, than for any student who wants to attend school in-person to be remote all of the time.” Do you espouse that belief?)
- 4. What are some of the choices you are considering for organizing your resources to best meet student needs when you return to school? How would these choices intersect with:**
 1. Family and educator need and preferences for in-person, hybrid, and remote models
 2. Potential physical distancing guidelines or requirements
 3. The relative value of in-person vs. fully remote options
 4. Flexibility and creativity to re-think roles, schedules and staffing
 5. Other local context, including the level of autonomy granted by your school system

CLOSING OUT

The session is over, but the work is not!

1. Surface things we heard in small groups to share with the whole group
2. Please join us for the remaining module of the Tennessee Principal Professional Learning Series! #PPLS
3. Fill out survey (so we know you were here!)
4. Access slides, videos, and additional resources at:
<https://cel.utk.edu/ppls/>

Strategic Resource Planning

Module #6 Survey for Tennessee Principals

Mid-Cumberland and South Central CORE Regions- Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_mc_sc



Strategic Resource Planning

Module #6 Survey for Tennessee Principals

Northwest and Southwest-Memphis CORE Regions-Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_nw_sw



Strategic Resource Planning

Module #6 Survey for Tennessee Principals

Intensive Transformation Cohort - Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_itc



Strategic Resource Planning

Module #6 Survey for Tennessee Principals

First TN and EAST TN CORE Regions - Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_first_east



Strategic Resource Planning

Module #6 Survey for Tennessee Principals

Southeast and Upper Cumberland CORE Regions—Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_se_uc



Strategic Resource Planning

Module #6 Survey for Tennessee Principals

Tennessee Rural Principals Network - Module 6 Survey:

https://stateoftennessee.formstack.com/forms/ppls_mod6_rpn

