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 those of multilingual learners and students with disabilities)	• Understanding 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 and common protocols in the materials • Understanding the supports within the materials for diverse students (including students with disabilities and multilingual learners) • Understanding the standards for their grade level • Understanding the assessment, unit, and lesson expectations of the materials • Understanding how the standards build over the course of the year, unit, and lesson in the materials
Teachers changing grade levels	• Understanding the standards for their grade level • Understanding the assessment, unit, and lesson expectations of the materials • Understanding how the standards build over the course of the year, unit, and lesson in the materials

Teachers this past school year who will need focused support next year	**Needs will vary here based on a specific teacher's development areas. The list below is a starting place.* ● Understanding the design principles of the curriculum materials and the rationale behind them ● Understanding supports within the materials for diverse students (including students with disabilities and multilingual learners) and how these support students ● Understanding the standards for their grade level ● Understanding the assessment, unit, and lesson expectations of the materials ● Understanding how the standards build over the course of the year, unit, and lesson in the materials ● Understanding how to enact lessons in ways that reflect design principles
Teachers in Year 2 of implementation (or beyond)	● Reflecting on previous year of implementation and naming how to improve student learning ● Attending to the diverse needs of learners ● Effectively supporting unfinished learning
New coaches	● Understanding 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 and common protocols in the materials ● Understanding supports within the materials for diverse students (including including students with disabilities and multilingual learners) and how to support those students ● Understanding the standards for the grade levels they will support ● Understanding the assessment, unit, and lesson expectations of the materials ● Understanding 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 switching grade levels or subjects	• Understanding the standards for the grade levels they will support • Understanding the assessment, unit, and lesson expectations of the materials • Understanding 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 (or beyond) of supporting implementation	• Reflecting on Year 1 implementation • Supporting unfinished learning for students • Attending to the diverse needs of learners • Supporting instructional improvement of specific teachers as well as groups of teachers
New principals	• Understanding how the materials support the system's vision for excellent instruction • Understanding the design principles of the curriculum materials • Understanding supports within the materials for diverse students (including students with disabilities and multilingual learners) • Understanding the standards for a particular grade level • Understanding the assessment, unit, and lesson expectations of the materials • Understanding 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 (or beyond) of supporting implementation	• Reflecting on Year 1 implementation • Supporting unfinished learning • Attending to the diverse 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?	• Survey: Offer a survey to teachers with the types of up-front training they can receive and let teachers opt in. • Records of who has been trained: Keep track of employees who have attended trainings to ensure that all who work with students receive training. • Leader recommendation: Work with the site administrator to identify teachers who will need focused support, are changing grade levels, newly hired, or would benefit from a refresher
How will content needs for trainings be identified?	• 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.