New Roles for Educators

Educators’ roles might need to shift in the 2020-21 school year to better support the needs of students in remote, hybrid, and in-person settings. The Council of Chief State School Officers, which represents state superintendents, outlined some roles schools might consider to focus attention in key areas: academics, technology, emotional support, and family outreach.

**ACADEMIC LEADERSHIP**

**CONTENT LEAD (grade level or department level)**
- Plan grade-level instruction, prioritizing key instructional content from previous grade to scaffold learning
- Create master lesson plans for all teachers in the grade level/course
- Facilitate weekly content team meetings to support staff in using the curriculum and analyzing student work

Who might fill this role? Teachers with deep knowledge of standards, principals, assistant principals

**REMOTE LEARNING ROLES**

**SCHOOL-LEVEL REMOTE LEARNING LEAD**
- Lead and monitor remote learning across the school
- Connect with families by email and provide resources and support
- Support teachers and grade-level remote learning leads in using technology

Who might fill this role? School technology lead, teachers who were most successful with remote learning last spring

**GRADE-LEVEL REMOTE LEARNING LEAD**
- Work closely with content lead to adapt curricular materials for remote instruction
- Support teachers in creating and maintaining student learning plans on learning management system
- Support teachers in problem-solving remote instruction challenges

Who might fill this role? Interventionist, instructional coach, librarian

**CLASSROOM-LEVEL REMOTE FACILITATOR**
- Help a small group of remote students participate in instruction with in-person peers
- Ensure remote students can engage fully in the lesson led by an in-person teacher
- Provide small group instruction

Who might fill this role? Non-certified staff, such as aides and paraprofessionals, who understand the technology

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**CARE TEAM ROLES**

**CARE TEAM LEADER**
- Facilitate Care Team meetings and coordinate referrals to community-based organizations
- Lead professional learning on trauma-informed practices
- Provide individual support for students who need help dealing with grief, stress, and anxiety, and regularly communicate with families

*Who might fill this role?* Principal, assistant principal, counselor, social worker

**CARE TEAM—GRADE-LEVEL REPRESENTATIVE**
- Provide individual support for students who need help coping with grief, stress, and anxiety
- Collaborate with the Care Team leader to connect families to community resources

*Who might fill this role?* Educators who consistently build strong relationships with students

**OUTREACH AND OPERATIONS ROLES**

**FAMILY AND COMMUNITY LIAISON**
- Regularly and proactively engage families by providing resources, responding to questions
- Include families in decision-making (i.e. feedback surveys)
- Partner with community groups to provide enrichment opportunities and/or space for remote learning

*Who might fill this role?* Current family liaison, clerk or front office manager, an educator with deep connections in the community

**TECHNOLOGY OPERATIONS LEAD**
- Manage inventory and distribution
- Provide training and support on access and use
- Oversee ongoing technical support and maintenance

*Who might fill this role?* School technology lead, office or business manager, assistant principal for operation