Roles and Responsibilities for Supporting Instruction

This resource is designed to give guidance to school leaders, teachers, and families regarding instruction in a traditional in-person setting and considerations for distance learning. As you consider the role and responsibilities of each stakeholder, consider if they are serving to advance and preserve learning for all students, particularly priority groups of students.

Role	Responsibilities	Considerations for Distance Learning

Principal, Assistant Principal, Instructional Coach	**Teacher Support**
	■ Communicate and/or model expectations regarding the following:
	   ○ Lesson internalization
	   ○ Communication with students and their families
	   ○ Grading
	   ○ SEL
	   ○ Trauma-informed instruction
	   ○ Intervention
	   ○ Unfinished learning
	   ○ Prioritizing priority groups of students
	■ Communicate updates regarding instructional and procedural changes as they occur
	■ Hold PLCs to continue professional learning opportunities and collaborative planning among teachers
	■ Ensure teachers have training and support on the learning management system and distance learning protocols
		Teacher Support
		■ Set expectations and give models for teachers to design effective distance learning
		■ Survey students on their comfort level with different online tools and develop lessons around those they are most successful with when beginning virtual instruction
		■ Explain the role of digital citizenship by modeling, guiding and encouraging legal, ethical, and safe behavior related to technology use
		■ Inventory access to distance learning tools such as devices, internet, phones, and materials

- Establish goals and systems focused on support for students who are instructional vulnerable
- Maintain open dialogue with teachers to ensure their voices are heard

Progress Monitoring
- Oversee expectations/goals for in-person learning
- Observe lessons to provide feedback on instruction using a content-specific observation tool
- Provide feedback specific to meeting the learning needs of priority groups of students
- Ensure teachers are giving timely feedback to students regularly
- Maintain an open dialogue with families to ensure their voices are heard (e.g., social media posts, town hall meetings, surveys, open school board meetings)

- Budget and plan to distribute the required materials to all students

Progress Monitoring
- Follow teachers' posting of lessons to ensure grade-level rigor and standards are being met
- Observe virtual lessons to provide feedback on instruction using an observation tool
- Provide feedback specific to meeting the learning needs of priority groups of students
- Set guidelines for virtual office hours, collaborative planning, and family conferences.
- Implement systems that provide additional support for families with priority groups of students

Teacher	**Before Instruction** - Plan instruction based on logically sequenced, clear lesson objectives and standards alignment - Include instructional strategies and content to prioritize priority groups of students - Participate in PLCs, faculty meetings, and family/teacher	**Before Instruction** - Provide a virtual orientation to ensure all students and families know and understand instructional tools and procedures - Prioritize priority groups of

conferences
- Prioritize communication with families who have priority groups of students
- Participate in professional development and continued learning

During Instruction
- Set high and demanding academic expectations for every student, taking additional measures to be inclusive of priority groups of students
- Execute grade-level lessons for in-person learning
- Link lessons to previous learning, life experiences, cultural relevance, and other content areas when applicable
- Create learning opportunities where all students can experience success
- Provide clearly written or verbalized directions for what is expected for every activity and assignment
- Present content to include:
    - The purpose, organization, and summary of the lesson
    - Examples and illustrations for new concepts and ideas
    - Modeling by the teacher to demonstrate performance expectations
    - Concise communication
    - Logical sequencing and segmenting
    - All essential information
- Maintain a brisk pace during lessons but provide many opportunities for questions and for students who progress at

students by providing devices, access, and additional training as needed
- Practice utilization of the virtual tools
- Plan virtual instruction based on logically sequenced, clear lesson objectives and standards alignment throughout the entire lesson

During Instruction
- Use recorded videos, slides, or other visuals to deepen student understanding about the content
- Provide translated materials and recordings when possible
- Record think alouds or narration to model new learning and engage students in the learning process
- Implement frequent checks for understanding by stopping and asking questions and asking students to put the new information in their own words
- Include opportunities for student choice

different rates of learning
- Ask high-quality, intentionally sequenced questions in a variety of formats, including:
  - Knowledge and comprehension
  - Application and analysis
  - Creation and evaluation
- Practice wait time and call on volunteers and non-volunteers, with a priority on equity of voice for priority groups of students
- Provide differentiated instructional methods and content to ensure all children have the opportunity to master the lesson objectives
- Include intentional opportunities for students to share their thinking whole group, small group, or one-on-one and provide feedback
- Engage students in peer-to-peer feedback prior to submitting assignments with strategic, asset-based pairings
- Use rubrics and checklists to monitor students' progress and mastery and to build student ownership of their learning
- Use formative and summative assessments to determine unfinished learning

After Instruction
- Provide timely high-quality, academic oral and written feedback
- Monitor and adjust future instruction based on student engagement and demonstration of mastery
- Provide quick checks on students' social-emotional status (e.g.,

- Use breakout room options to work with various groups of students on differentiated needs
- Pace lessons to allow time for ample student-to-student interactions via chat, discussion boards, collaborative documents, and online surveys
- Include scaffolds such as read-alouds, thinking maps, and links to online resources with particular attention to priority groups of students
- Use virtual manipulatives, videos, and websites to engage students

After Instruction
- Provide office hours for students to log in at designated times to receive timely feedback on assignments
- Prioritize priority groups of students
- Provide written feedback in a timely manner virtually through email or discussion platforms aligned to the

	each student shares their state of mind/well-being during a one-on-one interaction) ■ Communicate with families regularly (e.g., text, email, phone calls, newsletters, webpage)	lesson's objectives and success criteria
Family	■ Provide students with the supplies to complete assignments ■ Ensure that students complete assignments for distance learning ■ Keep an open dialogue with school personnel (e.g., social media posts, town hall meetings, surveys, open school board meetings, conferences) ■ Participate (when able) in school community–building opportunities (e.g., field trips, potlucks, fundraisers)	■ Ensure students have access to instructional materials and respect school technology ■ Protect time for students to engage in online instruction and complete assignments ■ Create a quiet workspace for students to complete online instruction ■ Provide feedback about at-home learning resources, instruction, and communication

About Instruction Partners
Instruction Partners works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.