Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use this guide as you check in with teachers at your school. Let them know that the purpose of the check-in is to see how they are doing and to find out how you can best support them and their children during this time.

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| **Topic** | **Possible Questions** | Notes |
| Check in on what has happened since schools closed | Ask about the teacher’s well-being:   * How are you doing? * How are your family and friends doing? How are you playing caregiver roles? * How are you managing balancing the needs of others with your own needs?   Note that teachers’ job descriptions have changed drastically during this time. This blog by a professor at Penn helps to articulate the current state of teachers: <http://ajjuliani.com/this-is-not-online-or-distance-learning/>  Ask:   * What challenges have you come across in your new “job description”? * What has been rewarding? And/or what can you be grateful for in this new “job”? * What are some ways you are now coping with those challenges?     Check in on how their class is doing. Ask:   * Have you been in contact with children and families? * How are your children doing? * How often have you checked in with them? * What kinds of at-home learning have your children been doing so far? * Have you given families other resources or activities to do? * How are they adjusting to learning at home? |  |
| Discuss the teacher’s plans going forward | Ask teacher how he/she plans to engage with children and families going forward. Be mindful about any expectations from the principal.   * What are your plans for working with children and families going forward? * How are you checking in with children and families? (“Office hours?” Do you reach out to families or are these hours for families to reach out to you?) * What platforms and sites have you been using? * Are you clear about the resources available and how to use the technology? * What have you received training on? * Are you planning to use the activities provided by the district, or will you be supplementing or creating your own activities/resources? * Are you expected to do **asynchronous** teaching (video lessons where they are teaching a lesson and children can watch anytime)? How many videos? On what skills? And/or **synchronous—**live stream of video meetings during school hours - for what portion of the day? What do you know about how attendance has been for this? Other information about successes or challenges? * Are you checking and returning assignments to children (if children are required to turn assignments in)? * Are you attending virtual meetings with other staff (grade-level meetings, school/district wide meeting requirements, etc.)? |  |
| Clarify your role for the remainder of the year | Explain to the teacher that you are available to support them in whatever ways are helpful *to them.*  Note: Know that there are no expectations for teachers to engage in coaching for the remainder of the year. ***We are here to offer support.*** Use your best judgment and offer *only* what you think the teacher wants, needs, and can handle at this time. Be mindful of what you’ve learned from the principal check-in, and expectations from the principal and network.  Some ways you may offer support include:   * **Check in** on how learning at home is going, how to respond to children’s/families’ questions or concerns. * **Discuss** the week’s lesson plans/activities with each grade group or one-on-one – how to differentiate and assess learning. * **Develop** lessons or activities (for at-home, video lessons, or live stream). * **Learning Pathways** to explore literacy content (ALI topic or DELTA page). * Holding **GLMs or PD** (at the request of the principal or network, if applicable).   Ask: In what ways would you like my support? |  |
| Discuss logistics | Let the teacher know the best way to contact you. Let them know your schedule, when you are available to talk, and a timeframe for when you will be responding to emails or returning calls. Ask:   * What is the best way for me to contact you? * How often would you like me to check in with you?   If the teacher is not interested in any support at the moment, let them know that they can always reach out if they need anything. |  |
| Next steps | * Restate any agreed-upon action steps. * Make a plan to follow up on any immediate needs. * Set a time/date for your next communication. |  |