REIMAGINING EDUCATION DURING COVID-19 and BEYOND

How to Provide Support in a Virtual Environment: Virtual PLCs and Remote Learning

2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020

Tanya Ogletree
Title II, Part A Education Specialist
Georgia Department of Education
togletree@doe.k12.ga.us

Sharquinta Tuggle
Professional Learning Program Specialist
Georgia Department of Education
stuggle@doe.k12.ga.us
Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at [www.gadoe.org/sdeevents](http://www.gadoe.org/sdeevents)
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](http://SDE Events and Conference webpage)
Session Goals

- Provide a clear understanding of the structures and functions of a PLC
- Identify the roles of and responsibilities of each participant of a PLC
- Connect teachers and leaders with relevant professional learning opportunities
- Identify highly effective teachers and determine career pathways, including opportunities as mentor teachers or lead teachers
- Utilize PLCs to positively impact student achievement
Division of Teacher and Leader Support and Development

Tanya Ogletree
Title II, Part A Education Specialist
Division of School and District Effectiveness

Sharquinta Tuggle
Professional Learning Program Specialist
Session Norms

• Place electronics on silence/vibrate.
• Remain engaged in learning.
• Respectfully share opinions.
• Ask questions for clarification to avoid making assumptions.
• Place all questions and responses in the question box.
No doubt, there are many tough decisions still ahead, but we will get through them – together. But one choice is clear – the health and safety of students and school staff, the true heroes of this on-going crisis, must remain paramount. We will continue to choose compassion over compliance.

- State School Superintendent
  Richard Woods
Agenda

• Professional Learning Community (PLC) Structures
  • PLC: What, Why, and How
  • The Big Idea for a PLC
  • The Power Behind a PLC
  • Removing Barriers for Successful Implementation

• Remote Learning Supports

• Closing
Poll: Job Roles

What job roles are participating today?

a. District Leaders
b. Building Leaders
c. Instructional Coaches
d. Teacher Leaders
Alignment to Teacher/Leader Certification

Part of the renewal requirements for Georgia educator certifications include:

- Actively participating in a professional learning community by engaging in continuous, job-embedded learning, and
- School districts submitting to GaPSC a recommendation of certificate renewal based on the educator’s success in meeting the professional learning expectations.
What is a Virtual Professional Learning Community (PLC)?

It is a process whereby teachers work collaboratively to reflect on their practice, examine evidence about the relationship between practice and student outcomes and make changes that improve teaching and learning.

The primary purpose of a professional learning community is to impact and improve teaching.
Why Professional Learning Communities (PLC)?

To help ALL students learn at high levels

Know Your Why!
Georgia’s Systems of Continuous Improvement

Coherent Instruction
1. Planning for Quality Instruction
2. Delivering Quality Instruction
3. Monitoring Student Progress
4. Refining the Instructional System

Effective Leadership
1. Cultivating and Distributing Leadership
2. Ensuring High Quality Instruction in All Classrooms

Professional Capacity
1. Developing Staff
2. Ensuring Staff Collaboration
Benefits of a PLC (Face-to-Face & Virtual)

- Lightens the work-load for teachers by discussing ways to share work
- Enhances the strengths of educators through relationship building
- Provides ongoing professional learning through collaboration within and outside of a district
- Promotes reflection to enhance instructional strategies and improve learning experiences for students

ISTE (2020)
Virtual Professional Learning Communities

A Virtual PLC: An extension of face-to-face.
Virtual Professional Learning Communities

Virtual PLCs can occur within a district or across school districts.
Teacher Collaboration

How Teachers Collaborate Online and in School
# Foundations of a Virtual PLC

<table>
<thead>
<tr>
<th>Four Pillars</th>
<th>Mission</th>
<th>Vision</th>
<th>Values</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we exist?</strong></td>
<td><strong>What do we hope to become?</strong></td>
<td><strong>How must we behave?</strong></td>
<td><strong>Which steps do we need to take and when?</strong></td>
<td></td>
</tr>
<tr>
<td>Fundamental Purpose</td>
<td>Compelling Future</td>
<td>Collective Commitments</td>
<td>Targets and Timelines</td>
<td></td>
</tr>
<tr>
<td>Sharpens Focus</td>
<td>Gives Directions</td>
<td>Guides Behavior</td>
<td>Establishes Priorities</td>
<td></td>
</tr>
</tbody>
</table>

*Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future*
# Collaborative Planning Framework

<table>
<thead>
<tr>
<th>MISSION</th>
<th>NEEDS ASSESSMENT</th>
<th>INSTRUCTIONAL PLANNING</th>
<th>LEADERSHIP &amp; METRICS</th>
<th>ACTION PLANNING</th>
<th>PROGRESS MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td>External factors</td>
<td>Internal factors</td>
<td>Four critical questions</td>
<td>Vision</td>
<td>Action plans</td>
<td>Review</td>
</tr>
<tr>
<td>Strengths</td>
<td>Weaknesses</td>
<td>• What do we want our students to learn?</td>
<td>SMART goals</td>
<td>Strategies</td>
<td>Adjust</td>
</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
<td>• How will we know if our students have learned it?</td>
<td>Structures</td>
<td>Resources</td>
<td>Redirect</td>
</tr>
<tr>
<td>What is the current situation?</td>
<td>What results do we seek?</td>
<td>What methods will we use?</td>
<td>Tools</td>
<td>Allocations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What actions will be taken?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What progress are we making?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What adjustments are needed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Five Systematic Structures for Developing Professional Learning Communities

- Culture
- Norms
- Supportive Environment
- Roles & Responsibilities
- Best Practices
Virtual PLCs and Culture

Culture is a key determinant of staff focus, commitment, motivation, and productivity.

- Assess current school culture
- Build community
- Shape the culture
- Revive energy
Supportive Environment

What is needed to create a supportive virtual PLC environment?

- Time to Meet and Share
- Effective Communication
- Respect and Trust
- Peer Coaching and Resources
- Supportive Culture
Norms

• Norms are guidelines that a group establishes to positively support the interactions of group members.

• Typically, norms are established in an early meeting and can be altered as the group regularly meets.

• Norms guide group members behavior and can be used to assess how well the group is working together.

School Reform Initiative
Meaningful Norms

Important points to consider in developing meaningful norms:

- Time/Place
- Listening/Speaking
- Decision making
- Participation
- Expectations
Establish Roles and Responsibility

Below are some examples of the shared roles:

- Facilitator
- Recorder
- Time-keeper
- Technical support
- Data Analyst
Things to Consider

• Second person in command for each role to ensure continuity of PLCs
• Warehouse or platform to house all PLC resources and documents
Eight Strategies for Virtual PLCs and Remote Learning

• Know the technology that both teachers and students will use.
• Create and sustain a strong presence.
• Set clear expectations for each PLC and for each class.
• Develop a community of learners by establishing a welcoming environment.
• Promote reflection of instructional practices through quality asynchronous discussions.
• Provide regular feedback to colleagues and students through check-ins.
• Check instructional resources and applications regularly.
• Remain flexible as unexpected technical issues may arise.

Best Practices for Professional Learning

- Include teachers in the design phase of any professional learning to ensure that training is needs-based or teacher-centered.
- Offer high-quality professional learning.
- Run the professional learning on the same platform(s) that teachers will use during PLCs and/or in class.
- Differentiate instruction and use a wide array of resources and strategies unique to remote or digital learning.
- Professional learning should focus on content, pedagogy, and soft skills.
- Develop a plan to provide ongoing support to teachers.
- Train teachers to be aware of data security.

Conducting a Virtual PLC Meeting Checklist

- Ensure access
- Review norms
- Check-in with faculty
- Follow the agenda
- Document discussions
- Identify follow-up task(s)
- Provide reflections
Systematic Structures
Guiding/Probing Questions

• How will leaders create learning opportunities for teachers in a school and/or different schools, within or outside of a district?
• Does your school or district have SMART goals for student achievement and student growth?
• Does your school or district have SMART goals for teacher and leader growth?
Big Ideas of a Virtual PLC

- **Purpose**: Student and Teacher Learning
- **Collaboration and Collective Effort**: Interdependence and Collegiality
- **Results Oriented**: Impact on Student Learning

PLC at Work

1. **Purpose**
   - Student and Teacher Learning
2. **Collaboration and Collective Effort**
   - Interdependence and Collegiality
3. **Results Oriented**
   - Impact on Student Learning
According to DuFour & DuFour (2012), PLCs encompass 3 Big Ideas:

The fundamental purpose of the school is to ensure that all students learn at high levels.

If educators are to help students learn, it will require them to work collaboratively in a collective effort to meet the needs of each student.

In order to ensure students are learning, educators must examine student evidence/data (results oriented).
Big Idea 1: Purpose

What is it we want our students to learn?

Have we planned instruction so that students can learn?

How will we know if our students are learning?

Have we examined any gaps that may exist between the standard and the assessments and/or assignments?

How will we enrich and extend the learning for students who are proficient?

How will we respond when students do not learn?
Learning for Educators
Synchronous and Asynchronous Opportunities

Synchronous Options
Face-to-face or video conferencing to:
• Discuss learning intentions and success criteria
• Share lesson ideas and resources
• Share best practices
• Discuss challenges and develop solutions
• Practice using tools
• Construct new knowledge
Asynchronous Options

Virtual communities may:
- Share lesson ideas and resources
- Share best practices
- Pose challenges
- Provide possible solutions
- Respond to assignments
- Construct new knowledge
Poll: Synchronous & Asynchronous Options

What are the benefits of implementing virtual PLCs using both asynchronous and synchronous options in your school or district?

a. Reflect and share strengths and concerns with colleagues and/or leaders
b. Enhance or learn new strategies for growth
c. Network with colleagues that have similar interests
d. Distribute responsibilities and build new leadership
Poll: Synchronous & Asynchronous Options

What is the most significant barrier to implementing virtual PLCs using both asynchronous and synchronous components in your school or district?

a. Limited personnel to provide training for educators
b. Lack of resources
c. Competing initiatives for the current school year
Implement Best Practices

• **Common Curriculum** - Learn What? Teachers must come together to agree on the “Learn What”

• **Common Pacing** - Implementing the common curriculum collaboratively

• **Common Assessment** - Formative Assessments designed around the common curriculum to monitor student learning
Big Idea 1: Purpose
Guiding/Probing Questions

1. What are the school’s/district’s expectations for collaborative planning?
2. What are the key priorities for student learning in each course?
3. How will teachers formatively assess students’ understanding of the content standards and monitor student progress?
4. What are the district’s expectations around formative assessment?
5. How will the school/district implement job-embedded professional learning based on specific needs and through flexible scheduling?

Planning for Co-Teaching
• What is the plan to ensure that both teachers are providing instruction using the appropriate co-teaching method(s)?
• What is the plan for monitoring co-teaching practices?
Big Idea 2: Collaborative and Collective Effort

• Organize educators in meaningful collaborative teams working interdependently to achieve common goals.
• Embed time for collaboration in the school’s routine practices.
• Ensure everyone is clear on the purpose and priorities of their collaboration.
• Provide teachers with the resources, training, and ongoing support to help them succeed.
• Establish processes that support collaborative work and institutionalize them in a handbook and/or policy.
Group versus Team

Richard DuFour discusses the critical difference between a group and a team in the video below. After watching this brief video, reflect on the teams in your school.

Rick DuFour on Groups vs. Teams
Poll: Group versus Team

Group vs. Team

Participants will be able to determine if a Group or Team is the best strategy to conduct a Virtual PLC.
True Collaboration

Teacher Collaboration: Spreading Best Practices School-Wide
Engaging Educators Online

• Check-in with teachers and school leaders to discuss what is working well and any challenges they are facing.

• Express appreciation for contributions made by individual teachers and school leaders.

• Remember that virtual PLCs are learning spaces that may be subject to Georgia’s Open Records Act.

• Remain private and respect the privacy of both teachers and school leaders by not sharing thoughts and opinions of them without their permission.

• Maintain professional and appropriate decorum.

Big Idea 2: Collaborative and Collective Effort

Guiding/Probing Questions

• What process is needed to support teachers and instructional/academic coaches with collective inquiry?

Co-Teaching

• What professional learning will new and returning special education educators, general education educators, and paraprofessionals need to implement effective co-teaching strategies during remote learning?

• What is the plan for monitoring the implementation and effectiveness of strategies gathered from professional learning?
Big Idea 3: Results Orientated

Everyone is working collaboratively to achieve SMART goals for both educators and students.

Everyone is working collaboratively to gather and analyze evidence of student learning on a regular basis.

Evidence is used to identify needs of individual students and individual teachers.

Educators assess the effectiveness of every policy, program, procedure, and practice based on its impact on student learning.
What gets measured gets done, what gets measured and fed back gets done well, what gets rewarded gets repeated.

John E. Jones III
Action Plans and Evidence

Teachers
What is my plan of action?

Students
Are students meeting established outcomes?
Analyzing Data

Step 1: Collect and chart data

Step 2: Analyze data and prioritize needs

Step 3: Set SMART goals

Step 4: Select common instructional strategies

Step 5: Monitor and evaluate results
Data Practices

Analysis
Instructional Strategies
Monitoring Results

**Best Practices:**
Data-driven Dialogues
Big Idea 3: Results Oriented
Guiding/Probing Questions

- What is the process for monitoring teacher professional growth and success?
- What is the process for monitoring student growth and achievement?
Resources
Virtual PLCs and Remote Learning

- Guidance documents
- Lessons
- Videos
- Professional learning
Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans were specifically designed for use during these uncertain times as support for school districts, administrators, teachers, and parents who are working tirelessly to provide students with quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. Check back for more Remote Learning Plans in each content area as they are updated weekly.

- English Language Arts (ELA) Remote Learning Plans
- Fine Arts Remote Learning Plans
- Mathematics Remote Learning Plans
- Physical Health and Wellness Remote Learning Plans
- Social Studies Remote Learning Plans
- Science Remote Learning Plans
Mathematics Remote Learning Plans

Content experts at the Georgia Department of Education have developed Remote Learning Plans for teachers and parents. These Georgia Standards of Excellence-based plans are specifically designed for use during these uncertain times as support for school administrators, teachers, and parents who are working tirelessly to provide quality education.

The plans are easy-to-use and include both “plugged and unplugged” activities. Visit the website for more Remote Learning Plans in each content area as they are updated.

Kindergarten
Big idea/topic: The student will represent, relate, compare and perform operations on whole numbers, initially with sets of objects. [Click to download.]

1st Grade
Big idea/topic: The student will develop an understanding of whole number relationships and place value, including grouping in tens and ones and comparing 2 two-digit numbers, based on meaning of the tens and ones digits. The student will organize, represent and interpret data up to 3 categories. [Click to download.]
Virtual PLC Guidance

- Building professional capacity for teachers and leaders
- Defining a clear purpose that is driven by data
- Developing accountability to one another through collective efforts
- Using data results to guide professional learning needs and successes
GaDOE Teaching & Learning Resources

- C&I Monthly Newsletter
- Georgia Home Classroom
- Support From the Start Teacher Induction Videos
- Tricks of the Trade Webinar Series
- T&L Professional Learning Catalog

- 60 Seconds of Success Videos
- GaDOE PL Platform
- TAPS and LAPS Fact Sheets
- Virtual PLC Guide
- Remote Learning Resources for TAPS and LAPS
A Deeper Dive

Observing and Coaching Teachers During Distance Learning: A Focus on TAPS Standards 3 & 4

• One-hour presentation

• Tips for observing and coaching teachers during distance learning sessions with a focus on the standards of the Instructional Delivery Domain of TAPS (Instructional Strategies and Differentiation)
Additional Resources for Remote Learning

- Khan Academy’s 7 Tips for Effective Remote Learning
- Forbes 7 Tips To Help Make Remote Learning More Effective
- Education: “Providing specific, timely and positive feedback – remotely”
- Resilient Educator’s Five Skills Online Teachers Need for Classroom Instruction
- Tackling Evaluation in a Hybrid Classroom Environment
- Learning Forward Supporting Educators During COVID-19
- The Journal, “A Virtual School Principal’s To-Do List”
Just in Time Supports

Georgia’s K-12 Restart and Recovery Guidance

- Deploying Devices, Ensuring Connectivity, and Expanding Access
- Preparing and Serving School Meals (updated 7/10)
- Facilities, Equipment, and Transportation (updated 7/10)
- Student Attendance and Virtual/Distance/Remote Learning FAQ
- Distance Learning and Professional Learning (updated 7/22)
- Mental Health and Wellness (updated 7/27)

Teacher/Leader Support and Development

Ensuring a Strong Teacher Workforce During Covid-19 Crisis

- this guidance was created to help districts mitigate potential shortages and maximize teacher retention and substitute recruitment
Just in Time Supports (cont.)

**Special Education Services and Supports**

- Resources for Distance/Remote Learning
- Special Education District Supports and COVID-19 Resources

**English to Speakers of Other Languages (ESOL)**

- Continuity of Language Learning Resources

**Office of School Improvement**

- Collaborative Planning Review Process Guide
- Remote Learning Handbook Template
- Teacher Clarity: Transparency for Learning
GaDOE Professional Learning Opportunities Platform

- **Modules, Trainings, Webinars, PLCs, and Resources**
- **Relevant and Flexible Content**
  - Personal Learning Paths
    - Customizable
- **User Reflection**
  - Quality Surveys (Coming Soon)
- **PL Reports**
Georgia Home Classroom is a collaboration between GPB Education and Georgia Department of Education (GaDOE) to support at-home learning for students in Pre-K through 12th grade, including digital learning resources and an instructional broadcast schedule.
Remote Learning Handbook Template

9 Sections to aid in creating an infrastructure for Remote Teaching and Learning:

1. Before you Start
2. Technology Connectivity and Devices
3. Teaching and Learning
4. Special Student Populations
5. Communication
6. Extracurricular Activities
7. Family Engagement
8. Additional Resources
9. Sample Instructional Schedules
Collaborative Planning Process Guide

The purpose of this guide is to supply SESs and school improvement specialists SISs with a collaborative planning framework, fundamental process steps, and essential tools to use when providing technical assistance to assigned schools for assessing and implementing a collaborative planning process.
Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

Share your conference highlights now!

@GaDOESDE
EDUCATING GEORGIA’S FUTURE