

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**

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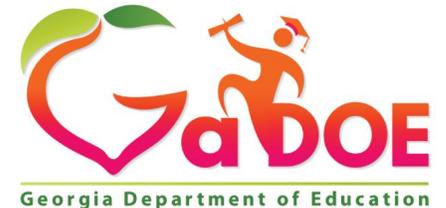
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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at 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](#)

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

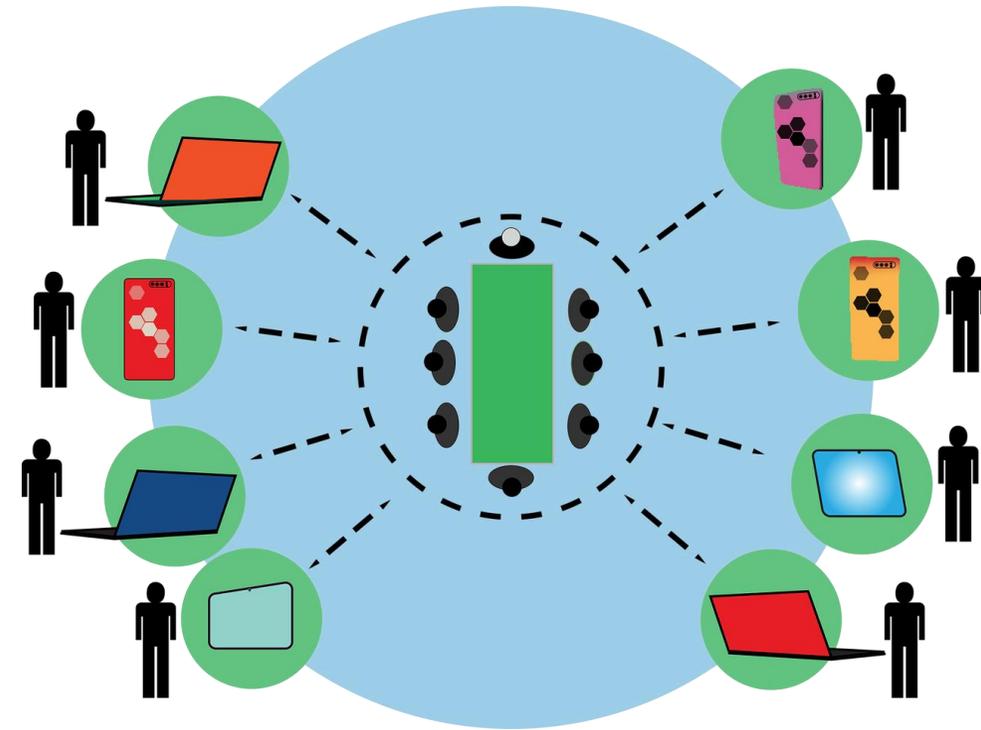
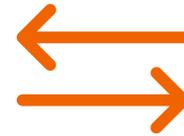
Provides ongoing professional learning through collaboration within and outside of a district

Promotes reflection to enhance instructional strategies and improve learning experiences for students

ISTE (2020)

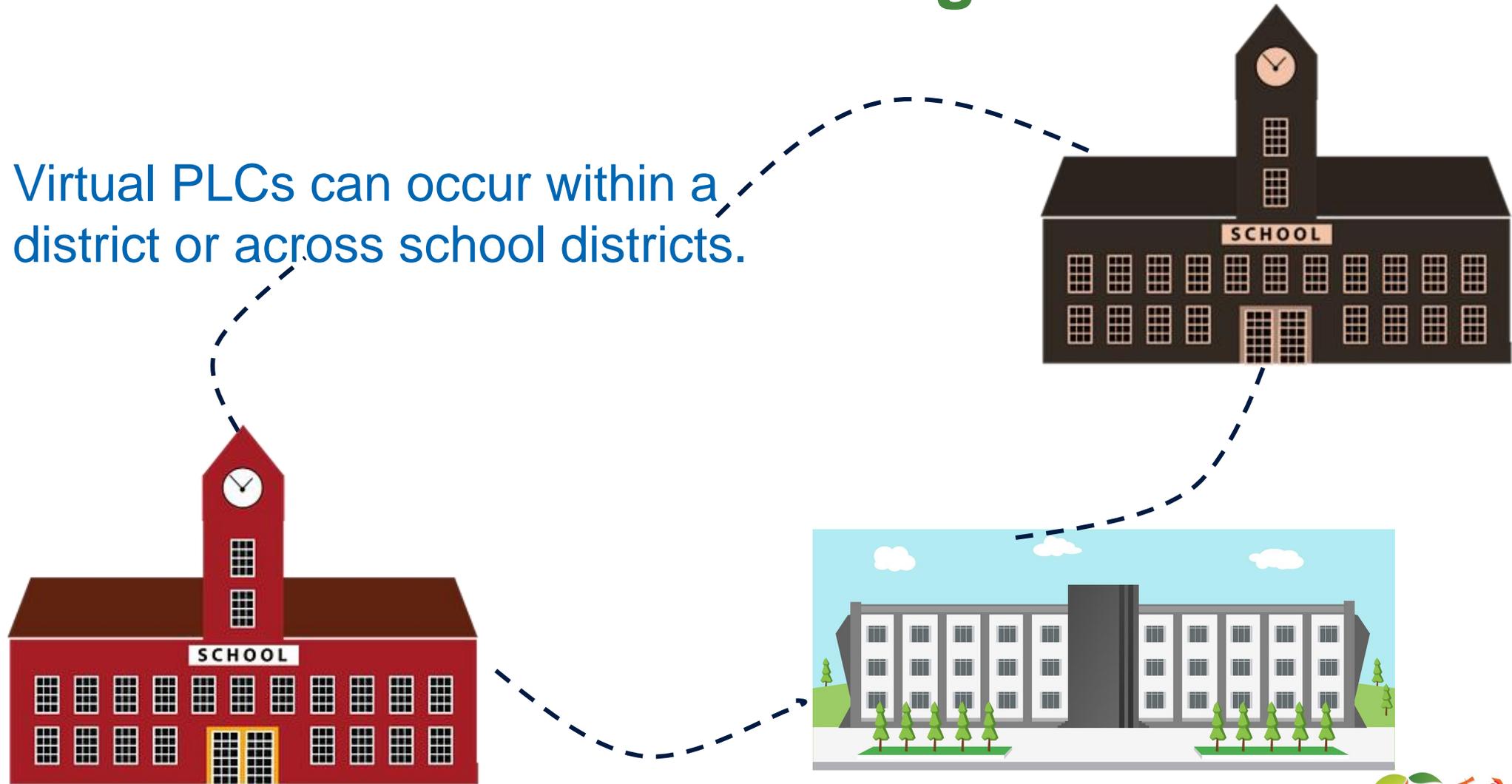
Virtual Professional Learning Communities

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

Four Pillars

Mission



Why do we exist?

Fundamental Purpose

Sharpens Focus

Vision



What do we hope to become?

Compelling Future

Gives Directions

Values



How must we behave?

Collective Commitments

Guides Behavior

Goals



Which steps do we need to take and when?

Targets and Timelines

Establishes Priorities



Collaborative Planning Framework



American Management Association. (n.d.). *Strategic Planning Seminar*.; DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing: A handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree Press.

Five Systematic Structures for Developing Professional Learning Communities



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

Pearson. (2016.). *Toward an Understanding of Training to Teach Online: A Review of the Literature*. Pearson Efficacy & Research.



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.

Pearson. (2016.). *Toward an Understanding of Training to Teach Online: A Review of the Literature*. Pearson Efficacy & Research.



Conducting a Virtual PLC Meeting Checklist



Ensure access



Review norms



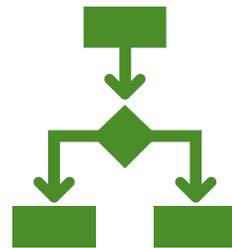
Check-in with
faculty



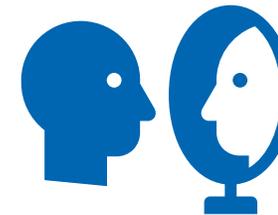
Follow the
agenda



Document
discussions



Identify follow-up
task(s)



Provide
reflections

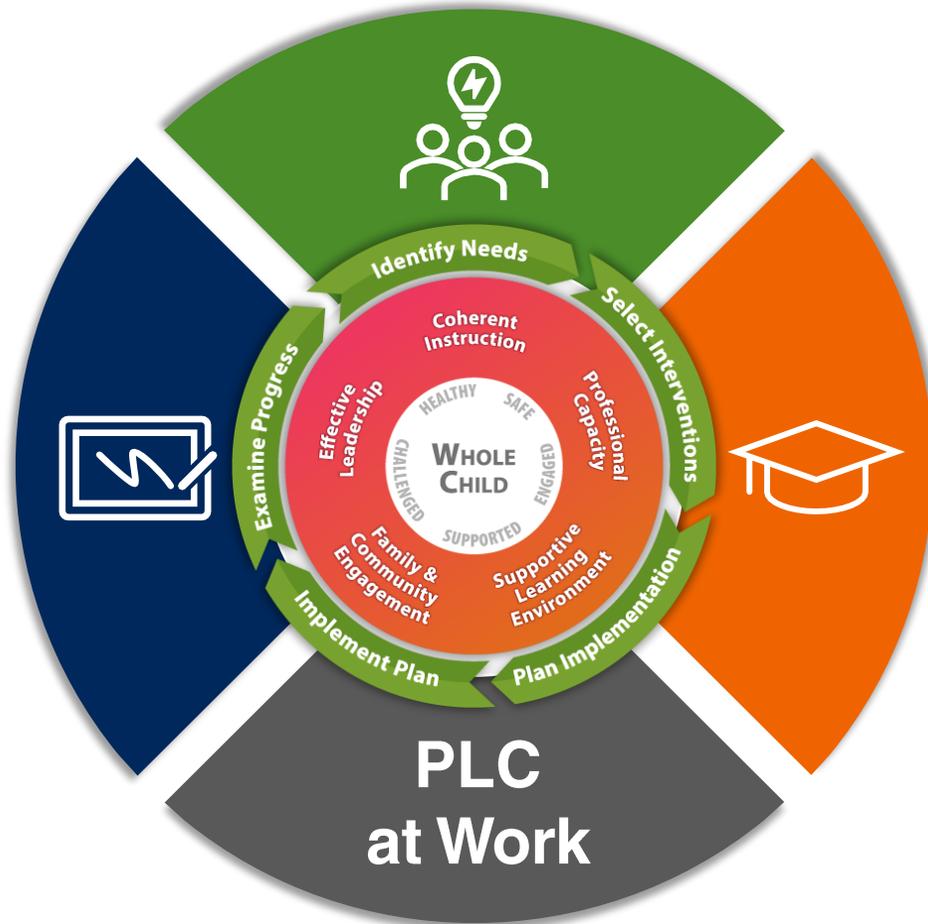


Systematic Structures

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

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

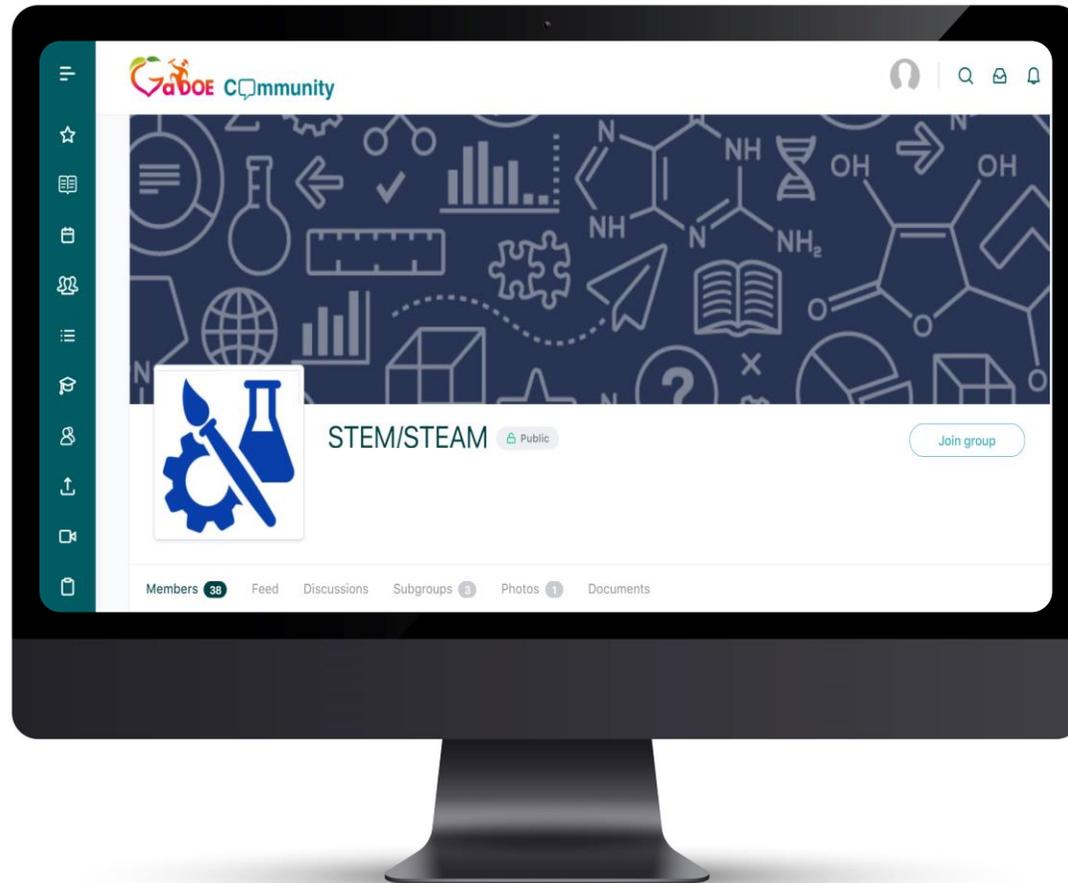
Face-to-face or video conferencing to:

- 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



Learning for Educators

Synchronous and Asynchronous Opportunities



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?

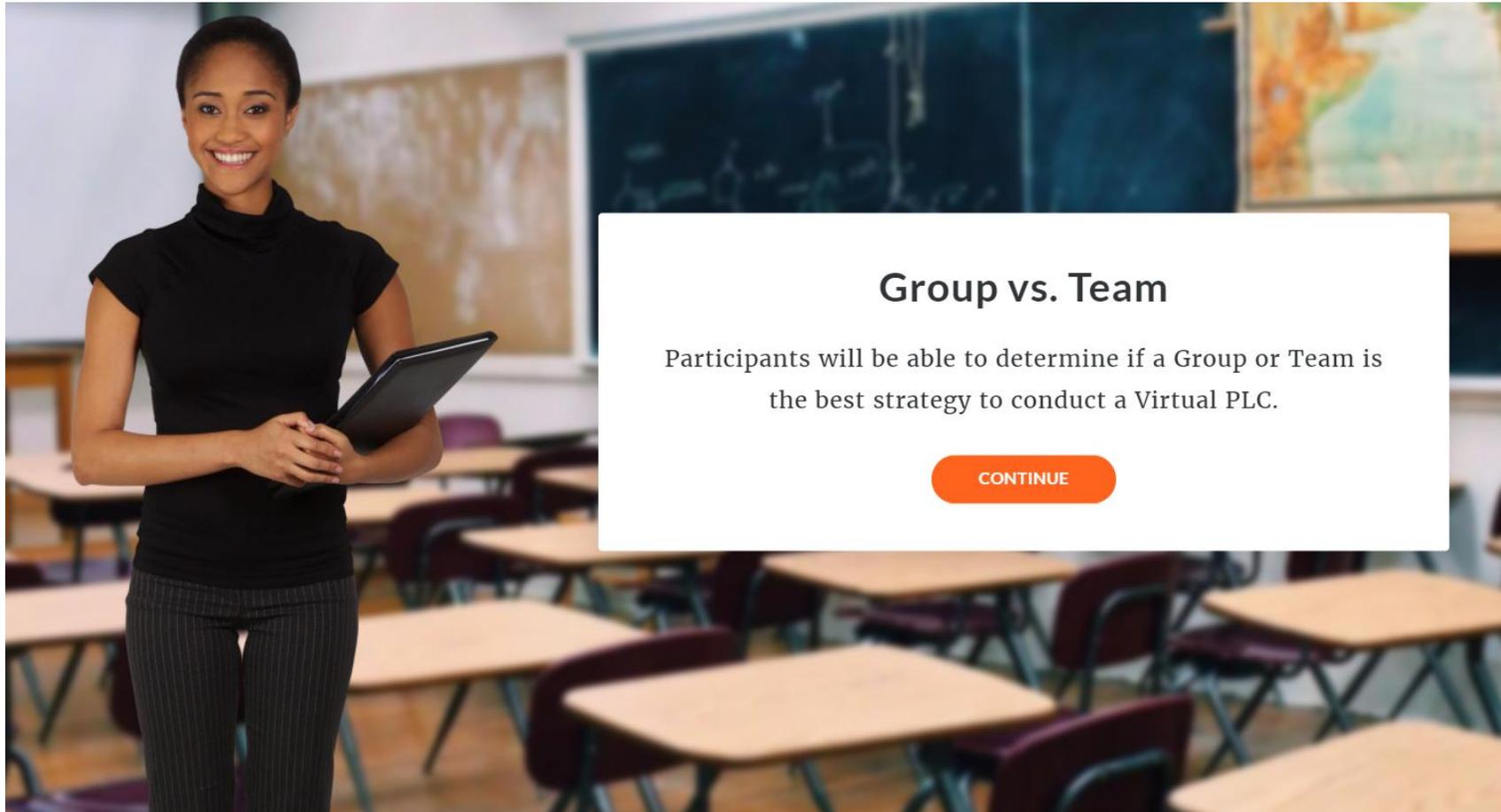
Group versus Team

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

A photograph of a smiling Black woman, likely a teacher, standing in a classroom. She is wearing a black turtleneck and dark pinstriped pants, and is holding a tablet. The classroom has rows of wooden desks and purple chairs, with a chalkboard and a map visible in the background.

Group vs. Team

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

[CONTINUE](#)

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.



DuFour, R. & Reason, C. (2016.). *Professional Learning Communities at Work and Virtual Collaboration: On the Tipping Point of Transformation*. Solution Tree Press.



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

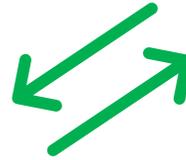
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Action Plans and Evidence

Teachers

What is my plan of action?



Students

Are students meeting established outcomes?



Analyzing Data



Data Practices

Analysis

Instructional Strategies

Monitoring Results

Best Practices:
Data-driven Dialogues





Big Idea 3: Results Oriented

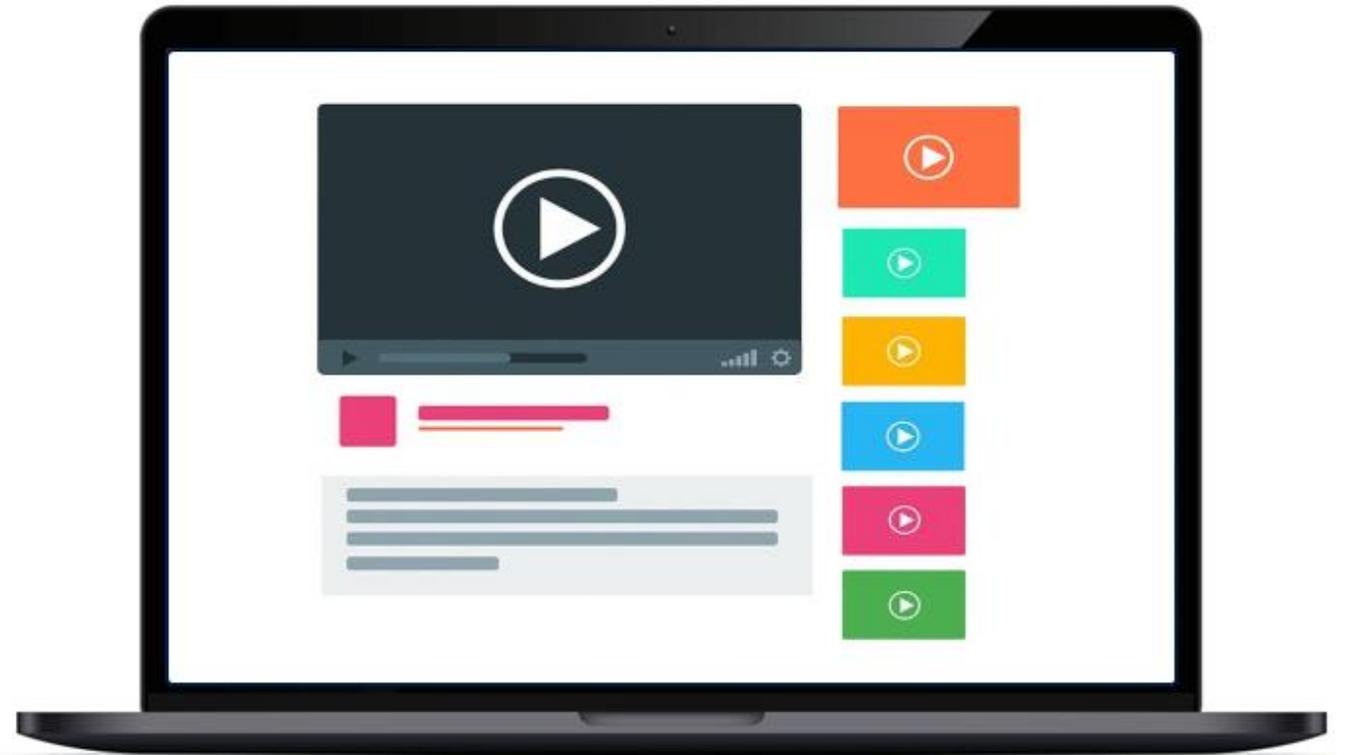
Guiding/Probing Questions

- 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

GPB TV & Radio News Education Sports Events Kids & Family Support Us

SEARCH PASSPORT DC

K-12 Remote Learning Plans

GEORGIA HOME CLASSROOM

K-12 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](#)

NEW



Mathematics 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 high-quality content.

The plans are easy-to-use and include both “plugged and unplugged” activities. For more Remote Learning Plans in each content area as they are updated, visit [Remote Learning Plans](#).

Kindergarten

Big idea/topic: The student will represent, relate, compare and perform operations with 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.](#)



1st GRADE GRADE LEVEL OVERVIEW

Big Idea/ Topic

- 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
- Organize, represent and interpret data up to 3 categories

Standard Alignment

Extend the counting sequence.

MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Represent and interpret data.

MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Diagnostic Assessment

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



Georgia Department of Education

Virtual Professional Learning Communities (PLCs)

Provide flexibility to blend asynchronous or synchronous group interactions



1

What is a PLC ?

A process whereby educators 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.



2

Key Characteristics of Virtual PLCs

- Establish a systematic structure with clear norms and protocols.
- Define a clear purpose that is driven by data.
- Develop accountability to one another through collective efforts.
- Review data results to guide PLC needs and successes.
- Install security protocols to ensure safe entry.



3

Expectations, Systems of Support, and Norms

- Communicate a clear vision and purpose.
- Support coaches and those who facilitate the learning.
- Ensure ADA compliance and data privacy.
- Convene regularly and frequently.
- Create a supportive environment that is built on respect and trust.

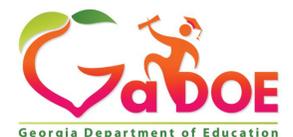


4

Implement Georgia's Systems of Continuous Improvement Cycle

- Identify needs, select interventions, plan implementation, implement plan, and examine progress

Analyze data, measure student learning outcomes, and support professional growth



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](#)

Office of School Improvement

- [Collaborative Planning Review Process Guide](#)
- [Remote Learning Handbook Template](#)
- [Teacher Clarity: Transparency for Learning](#)

English to Speakers of Other Languages (ESOL)

- [Continuity of Language Learning Resources](#)

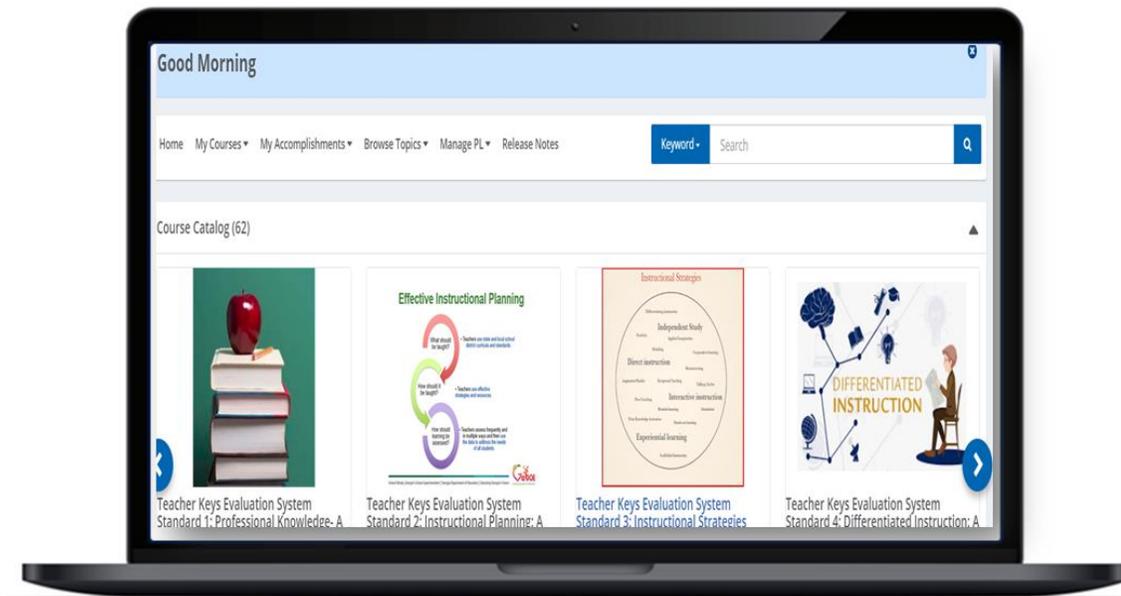
GaDOE Professional Learning Opportunities Platform

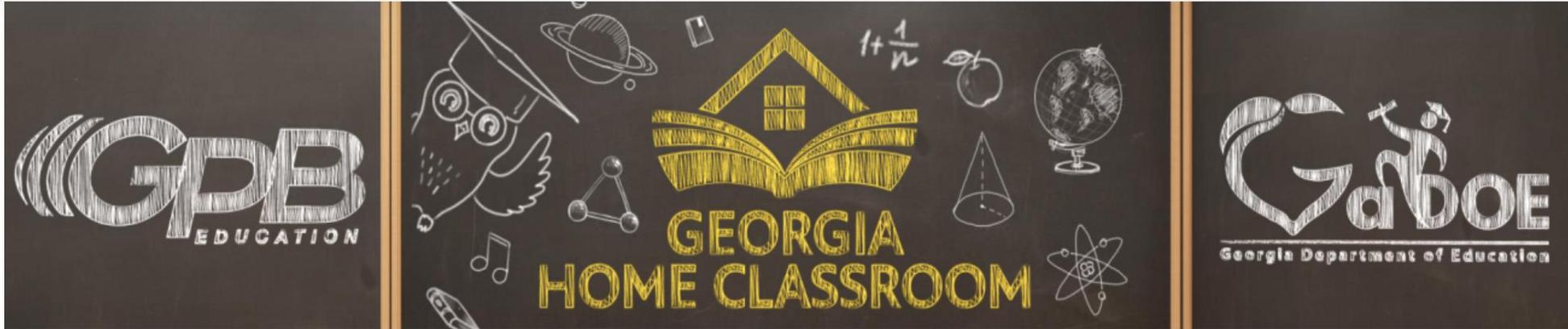
 **Modules, Trainings, Webinars, PLCs, and Resources**

 **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.

- FIND LEARNING RESOURCES
- LET'S LEARN GA VIDEO LESSONS
- GETTING READY FOR K-3 GUIDES
- BROADCAST SCHEDULE
- K-12 REMOTE LEARNING PLANS
- MORE FROM GPB EDUCATION

Remote Learning Handbook Template for District and School Leadership Teams

Georgia Department of Education
Office of School Improvement
Division of School and District Effectiveness

This handbook template addresses the infrastructure for teaching and learning. Feel free to modify the template's content and language to match your school's or school district's policies and remote planning process.

The template is based on existing COVID-19 resources from the Georgia Department of Education (GaDOE) and does not represent new or additional guidance.



August 20, 2020

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

Collaborative Planning Process Guide

Division of School and District Effectiveness

The purpose of this guide is to supply school effectiveness specialists (SES) and school improvement specialists (SIS) 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.



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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!

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@Gaimprovement



youtube.com/c/GeorgiaDepartmentofEducation

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Georgia Department of Education

**EDUCATING
GEORGIA'S FUTURE**