Tips for Being a Teacher Leader During Remote Learning

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Webinar Logistics

• **Questions**: Use the chat box to type questions or comments throughout the presentation.

• **Feedback**: We ask all participants to complete the feedback survey at the close of the session.

• **Recording**: A link to the session recording will be emailed. The recording will also be available on the TLSD Professional Learning Website.
Division of Teacher and Leader Support and Development

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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

• Teachers as Leaders
• Leading in a Remote Setting: Compassion over Compliance
• Remote Learning Resources
What job roles are participating today?

- District Leaders
- Building Leaders
- Other
- Instructional Support
- Teacher Leaders
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
Leadership in Times of Crisis

At this time, the opportunity for leadership could not be greater. According to Thomas Friedman, “With people feeling frightened and uncertain [by the pandemic], leadership doesn’t just matter more. It matters exponentially more…We have never had a simultaneous global leadership stress test like this — one that is testing leaders from the schoolhouse to the White House and from city halls to corporate suites” (Friedman, 2020).
Addressing the Elephant in the Room

• Navigating uncertain times

• Learning New Skill Sets

• Moving beyond our comfort zones

• Meeting the needs of all students in this new learning environment
What is Teacher Leadership?

Teacher Leadership is the process by which highly effective and empowered teachers serve as catalysts to facilitate continuous improvement resulting in an enhanced culture of teacher engagement, student learning, and achievement.

Teacher Leaders:
- Are individuals who self-identify as a teacher leader
- Are intrinsically motivated to come forward to share ideas
- Seek opportunities to implement research-based practices
Leading in a Remote Setting

Navigating the current environment of remote learning requires a focus on being safe and healthy, being digitally prepared and remain actively engaged.

- Emotional distance can have an impact on student’s academic engagement, along with the well being of all members of the teacher community.
- Teacher leaders will need to check in with how students and teachers are feeling.
- Building connections and practicing collaborative decision making to ensure voices are heard.
Supports for Leading in a Remote Setting

• What do you need help with today?
  Prioritizing needs

• Helping teachers manage resources
  Identifying the most appropriate resources

• Time management
  Planning for success
Teacher Leadership Remote Learning Tips

1. Advocacy
2. Engagement
3. Empowerment
4. Achievement
Advocacy

Teacher leaders play a huge role in our schools and community using their best discretion to promote and advocate in ways that benefit students, teachers, schools and families. During this time teacher leaders can:

- Find ways to gather in a virtual space to share expertise
- Research way to improve online pedagogy
- Share successes that address equity by providing ideas that support student access
- Acknowledge the progress teachers are making
- Promote the use of assessments and data.
- Improve outreach and collaboration with families and the community
- Repurposing the roles of workers whose jobs have paused.
- Advocate for remote learning policies that aligns with teacher and students needs and expectations
Teacher leaders could influence student and peer success directly and indirectly in remote learning settings by:

- Building relationships
- Finding innovative ways to help educators relieve stress
- Leading by listening
- Leading by learning
- Being a forward thinker
Empowerment

Teacher leaders could find ways to empower teachers by:

- Building trust and support for teacher and students
- Encouraging teachers' ambitions
- Curating resources for staff
- Capitalizing on increasingly free resources made available by education companies
- Experimenting with new strategies to support students in taking charge of their own personalized learning
- Learning from and with students, families and colleagues to decide what can truly be delivered during these times based on the individual contexts and realities
- Providing students a voice and platform to dialogue and offer feedback
Empowerment

To develop student leaders, teachers must:

- Provide students a voice and platform to dialogue and offer feedback
- Allow students to participate in the decision-making process
- Connect learning to “real” world issues and student interests
- Allow ownership of how student work is delivered and presented
- Encourage meaningful of technology
- Promote collaboration
Achievement

Teacher leaders want all teachers to be great teachers. By improving teacher quality, leaders will certainly improve student learning outcomes. This is an essential component of school success. During these times continuous growth and improvement are necessary. Here are a few ideas how school leader can improve teacher quality.

- Support getting the students and teacher basic needs are being met
- Conduct meaningful remote learning observations
- Offer constructive feedback
- Provide relevant job embedded professional development
- Provide time for reflection
Achievement

Below are specific instructional school leadership and teacher leadership variables that impact to student achievement:

- Students perform better in schools with the highest levels of instructional and teacher leadership.
- Specific elements of instructional leadership are strongly related to higher student achievement:
  - Fostering a shared vision for the school;
  - Providing an effective school improvement team; and
  - Holding teachers to high instructional standards.
- Students learn more when teachers are involved in decision-making processes related to school improvement planning and student conduct policies.
Teacher Leader Needs

- Clear and transparent communication
- Distributing of power and authority
- Support and trust
- Alignment of teacher leadership with teacher learning
- Positive climate
Resources for Remote Learning
GaDOE Professional Learning Catalog

- Cultivating and Optimizing Teacher Leadership – A Guide for Teachers Module 1 and Module 2
- Growing and Sustaining Teacher Leaders for Principals Module 1 and Module 2
- Encouraging and Supporting Teacher Leadership for Central Office Module 1 and Module 2
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
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
Showcasing Teacher Leaders
Coming Soon
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)
Resource Disclaimer

The Georgia Department of Education is providing the following links as a convenience. We do not endorse any of the products, services, or opinions that are contained within this presentation through external hyperlinks. The Georgia Department of Education does not control these websites and bears no responsibility for the content, the accuracy of the information, and any products or services available on these websites. As a final note, it is at the discretion of individual school districts and schools to determine appropriate resources to serve stakeholders.
Resources for Working in a Remote Setting

- 7 Ways to Empower Learners During E-Learning
- Professional Learning Board
- Making The Shift from Student Engagement to Student Empowerment
- Study: Teacher leadership can improve student achievement
- 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”
Resources for Working in a Remote Setting

- Strategies for Supporting Teachers Delivering Remote Instruction
- Mindful Teachers
- Creative Approaches to Supporting the Emotional Well-Being of Staff
- 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”
Closing

• Provided a clear understanding of the roles and responsibilities of teacher leaders

• Provided strategies to support students and peers in a remote setting

• Provided general resources for working in a remote setting
Contact Information

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