Advancing School Leadership for Continuous Improvement

Tricks of the Trade: Tips for Providing Instructional Feedback in Remote Learning Settings
Thank you for joining us.

- Please introduce yourselves in the chat box:
  - Name
  - LEA
  - Education Position

- This webinar will be recorded and posted to the [TLSD Professional Learning Resources website](https://www.tlsd.k12.ga.us).
Please type all questions in the chat box.

Q&A will be held at until the end of the presentation.

Unanswered questions and concerns will be collected to obtain additional information.

Tanya Ogletree, Education Specialist
Division of Teacher and Leader Support and Development
Office of Teaching and Learning
Agenda

• The Importance of Feedback in a Remote Setting
• Effective Feedback Strategies in a Remote Setting
• Teacher “Look Fors” in a Remote Setting
• Resources for Remote Learning
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
Introduction

Providing teacher feedback on instructional practices is one of the many challenges for school leaders during the COVID-19 Pandemic. The two questions I will address during the webinar are:

How can school leaders provide quality feedback to support professional growth in a remote learning setting?

What does effective teaching look like in a remote learning setting?
The Importance of Feedback in a Remote Setting
Can you relate to this principal’s concerns?

We’re going to be fully remote in the Fall. I want to keep things positive and ensure we are providing quality instruction for students.

• How will I observe my teachers and give meaningful feedback in a virtual setting?
• Should I focus on teacher observation now?
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
The Importance of Feedback in a Remote Setting

• Supports teacher’s professional growth
• Identifies teacher success toward instructional practices and goals
• Maintains that rigorous and valuable instruction is being conducted
• Focuses on ways students are learning
• Provides opportunity for reflection of practice and refinement to improve instruction
• Offers guidance on what could be professional learning needs or strengths
• Builds a school culture of shared ownership of student success
Effective Feedback Strategies in a Remote Setting
Reframing Feedback for Remote Learning

Throughout the school year school administrators/observers are encouraged to:

• Conduct observations to collect evidence of professional practices
• Seek opportunities to gain a full picture of what the educator does in support of students and students’ learning
• Maximize opportunities to provide feedback to teachers throughout the year, as well as opportunities for reflection
• Understand that key components of effective observations and feedback are consistent regardless of the learning environment and the setting in which instruction may be taking place
Establishing Clear Expectations for Remote Learning

- This resource document provides suggestions and best practices to ensure a successful 2020-2021 school year.

- Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.
Feedback is a collegial conversation that emphasizes sharing information. In many situations, observation and feedback strengthen the observer/teacher relationship.

To help build an atmosphere where this could happen, it is a good idea for the observer to meet with the teacher before and after a remote observation.
Strategies for Providing Effective Feedback in a Remote Setting

Before Observation

- Ensure teachers are provided the support needed for remote learning settings
- Arrange your calendar to plan for timely feedback and relationship building
- Review supplemental materials (e.g. lesson plans, syllabus, course schedule, course outline, handouts, etc.)
- Administer surveys
  - TAPS Survey for Instructional Needs
  - Remote Learning Confidence Survey
- Determine the skills needed for the observer to conduct observations in a remote learning setting
Strategies for Providing Effective Feedback in a Remote Setting

During Observation

• Observe both small details and the “big picture”
• Be aware that you may have a bias and keep a growth mindset
• Focus on student lead instruction, conversation and interaction
• Be present at all time, in every way, in order to capture the engagement and to get a total feel of the remote learning experience
Observation Scripting

In order to provide effective feedback the observer should take intentional notes.

<table>
<thead>
<tr>
<th>Scripting Technique</th>
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<tbody>
<tr>
<td>Verbatim scripting of teacher or student comments</td>
</tr>
<tr>
<td>Non-evaluative statements about observed teacher or student behavior(s)</td>
</tr>
<tr>
<td>Numeric information about time, student participation, resource use, etc.</td>
</tr>
<tr>
<td>An observed aspect of the environment</td>
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</tbody>
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Strategies for Providing Effective Feedback in a Remote Setting

After Observation

• Prepare for the post-observation meeting to be a coaching opportunity.

• Reflect on the following:
  • What were the conditions for learning?
  • How did the teacher informally and formally assess and adjust instruction?
  • Did the teacher leverage the remote learning setting?
  • Were the students engaged in the learning?
  • Are you providing specific examples?
Strategies for Providing Effective Feedback in a Remote Setting

After Observation (continued)

• Align feedback comments to the school and district expectations for remote learning environments
• Allow an opportunity for productive exchanges about what was observed
  • Remain constructive and willing to have courageous conversions
  • Leverage observed strengths and successes
Professional Learning Needs

- 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
“The term feedback is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking. Basically, feedback is information about how we are doing in our efforts to reach a goal.”

Grant Wiggins

“Seven Keys to Effective Feedback”

Educational Leadership – September 2012
Teacher “Look Fors” in a Remote Setting
Teacher “Look Fors” in a Remote Setting

Does the teacher provide:

- effective communication with students?
- clear structures for students?
- numerous opportunities for students to work as student leaders?
- cognitively demanding instruction that is appropriate for the content standard?

Does the teacher offer support?

- If so, how?
- If not, what opportunities are provided for growth and understanding?

Does the teacher provide differentiation to meet the needs of all students?

- If so, how?
- If not, what opportunities are provided for growth and understanding?
Resources for Remote Learning
GaDOE Teaching & Learning Resources

- C&I Monthly Newsletter
- Georgia Home Classroom
- Support From the Start Teacher Induction Videos
- Tricks of the Trade Webinar Series
- 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
- 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
Division of
School and
District
Effectiveness

Sharquinta Tuggle
Professional Learning Program Specialist
Division of School and District Effectiveness
Remote Learning Handbook Template

**Purpose:** To establish processes for constructing, revising and/or assessing the school’s/district’s current technical, instructional, communication, and family engagement structures for engaging students in remote learning

**Sections:**
1. Before you Start
2. Technology Connectivity and Devices
3. Teaching and Learning
4. Special Student Populations
5. Communication
6. Family Engagement
7. Additional resources
8. Sample Schedules
Q&A Session

Leslie Waldon, Education Specialist
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Webinar Survey

Please complete the survey at the link below. Thank you for allowing me the opportunity to serve you. It has been my pleasure.

https://www.surveymonkey.com/r/S3DW3HG
For Additional Questions

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