

Advancing School Leadership for Continuous Improvement

Tricks of the Trade: Tips for Providing Instructional Feedback in Remote Learning Settings



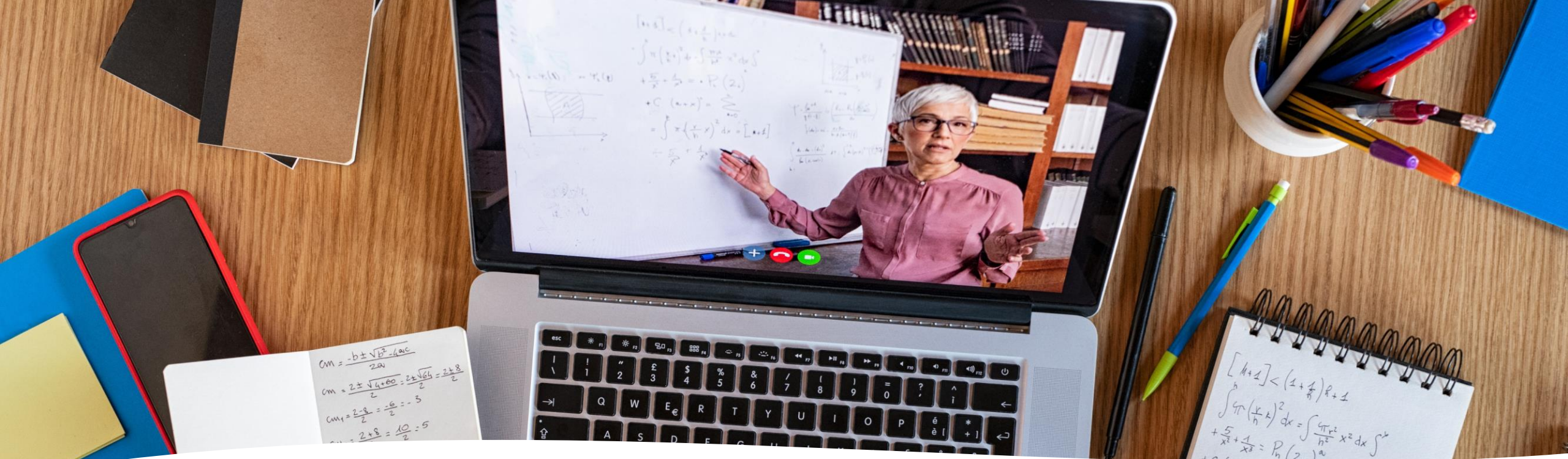
Thank you for joining us.

- 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](#).



- 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

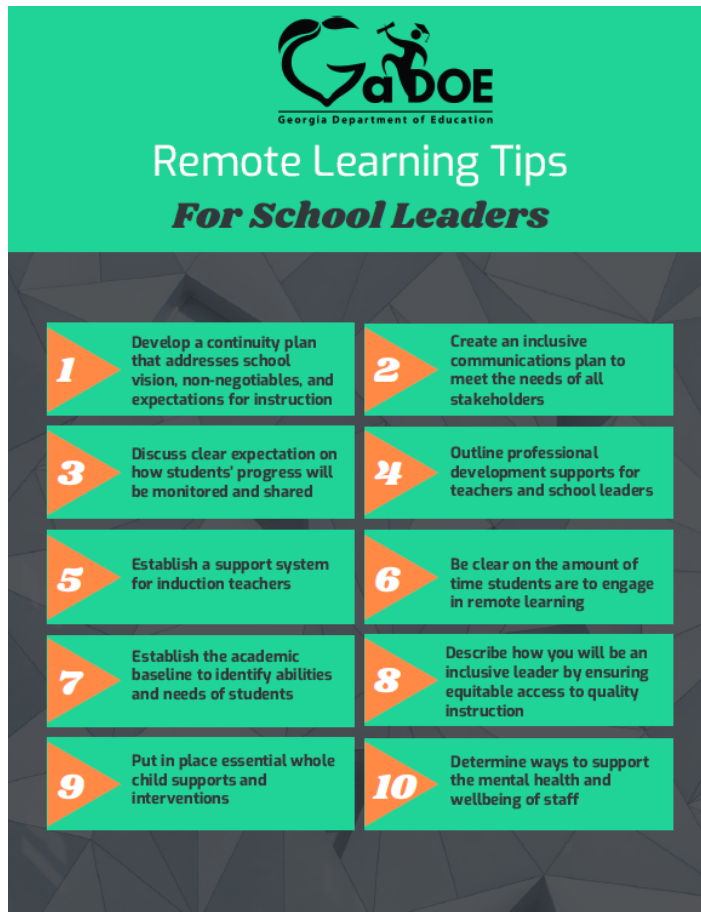


Reframing Feedback for Remote Learning

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.

Something to Think About

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.

Scripting Technique

Verbatim scripting of teacher or student comments

Non-evaluative statements about observed teacher or student behavior(s)

Numeric information about time, student participation, resource use, etc.

An observed aspect of the environment



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 conversations
 - Leverage observed strengths and successes



Georgia Department of Education

Virtual Professional Learning Communities (PLCs)

Provide flexibility to blend asynchronous or synchronous group in



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 effort.
- 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

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

Feedback

“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

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Professional Learning Program Specialist
Division of School and District Effectiveness

Remote Learning Handbook Template

Remote Learning Handbook Template for District and School Leadership Teams

Office of School Improvement
Division of School and District Effectiveness

The 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.

MTSS Teams

What is the plan to prepare Data-Based Decision-Making teams for successful, routine review of data to determine student growth and rate of improvement toward academic goals? What is the process for acting on data to inform curriculum, instruction, and assessment? What is the expectation for remote engagement of parents/guardians and students? How will the implementation of Evidenced-Based Practices and High-Leverage Practices (HLPs) be monitored for effectiveness?

Guiding
question(s)

Text box for schools
or districts to enter
their plan or process



August 6, 2020

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
Division of Teacher and Leader Support and Development
Office of Teaching and Learning

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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