REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Observing and Coaching Teachers During Remote Learning

2020 Fall Virtual Instructional Leadership Conference
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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

Greetings

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

Where are you now?

- What questions do you have about observations during remote learning?

- What questions have your teachers asked about observations during remote learning?

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Session Goals

Understand the connection of Teacher Keys during remote learning

Enhance observation skills and processes for remote learning

List indicators for TAPS Standards 3 and 4 as they relate to remote learning

Develop strategies for giving feedback and coaching teachers during remote learning

Teacher Assessment of Performance Standards

Observation and Documentation

Terms to Know…

- **Synchronous Learning** – learning that is delivered in a live, real-time format in which the teacher may interact directly with the students.

- **Asynchronous Learning** – learning that isn't real time. Students can participate at their chosen time, usually through self paced programs, message boards, discussion groups or recorded lessons.

- **Hybrid eLearning** – learning that includes both synchronous and asynchronous events.

Collecting Evidence
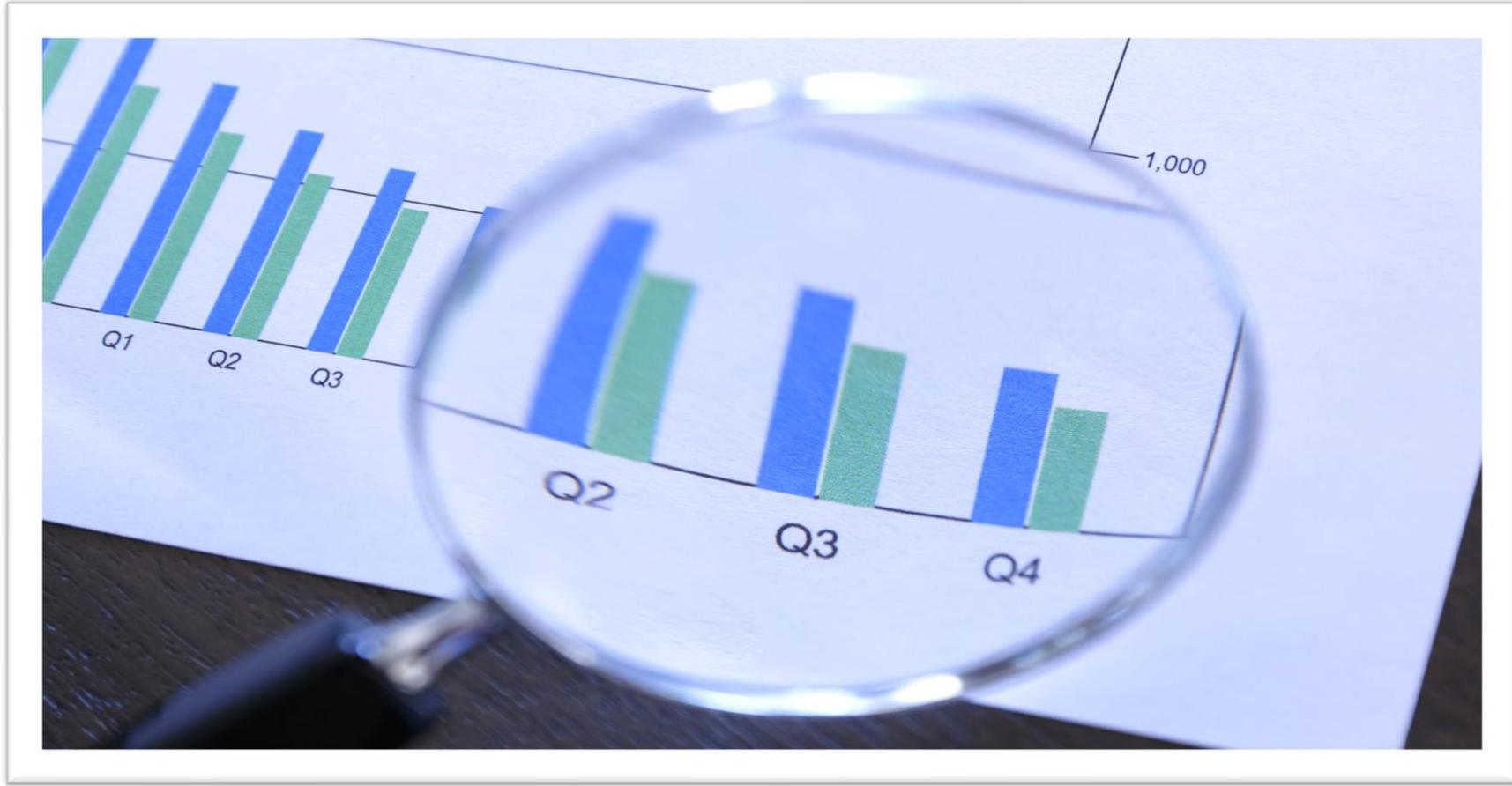
Preparing for the Observation Initial Decisions

- Determine whether you will be observing synchronous or asynchronous instruction, or both.

- Be familiar with the online platform the teachers are using. (Microsoft Classroom, Zoom, etc.)

- Make certain teachers have given you administrative rights, or an invitation to join live sessions.

Observation Strategies

- If you will be observing synchronous sessions decide whether you want your observations to be announced or unannounced.

- Examine the teacher's lesson plans to gain better understanding of what you will be seeing

- If possible, conference with the teacher by email, phone or any online format to find out if he/she wants feedback about a specific aspect of the session to be observed.

Pre-Observation Conference
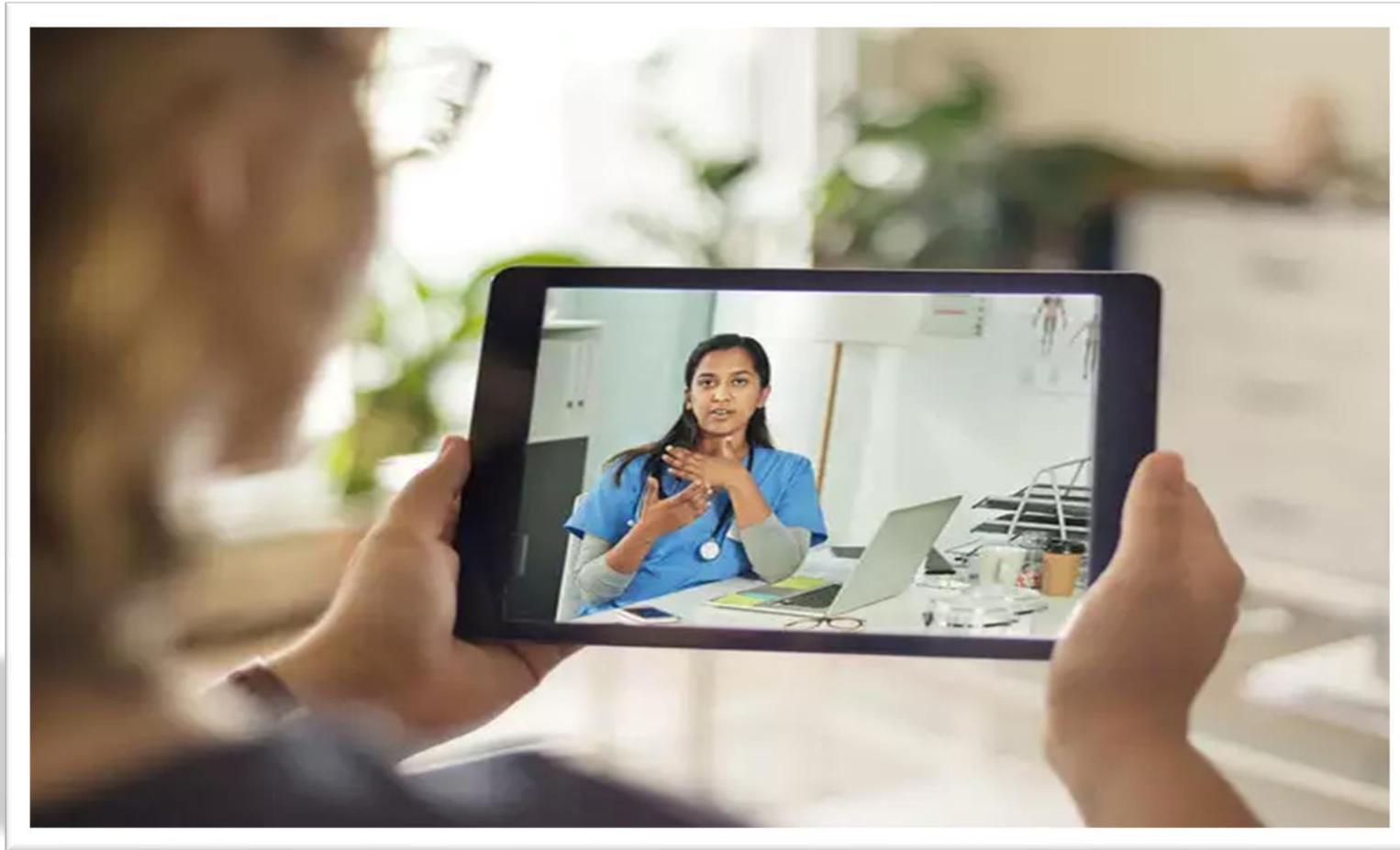
Practices During the Observation

Face to Face	Synchronous eLearning	Asynchronous eLearning
• Record aspects of the learning environment • Record what you see and hear • Consider documentation	• Record aspects of the learning environment • Record what you see and hear • Consider documentation	• Record aspects of the learning environment • Record what you see and hear. • Consider documentation

Collecting Evidence from Observations

Objectivity of Evidence

Evidence consists of dialogue, quantifiable data, and descriptive statements that capture observed behavior.

Evidence includes "what you see" and "what you hear."

Evidence should not be clouded with personal opinions or biases.

Evidence Competency: Types of Evidence

- **<u>Verbatim scripting of teacher or student comments:</u>**

  —T "Please have your graphing calculator ready when we begin our session tomorrow."

  —S: "That was easier than I thought it would be."

- **<u>Non-evaluative statements about observed teacher or student behavior(s):</u>**

  —Teacher presented the content while looking into the camera and pointed to examples written on a whiteboard.

  — 15 students posted responses in the chat box.

Types of Evidence (Continued)

- **<u>Numeric information about time, student participation, resource use, etc.:</u>**

  —[9:14 a.m. – 9:19 a.m.] Teacher assigned students to small groups sessions. By observing in their small group chat rooms, two groups started on the assigned project immediately, one group talked off topic for five minutes before starting

- **<u>An observed aspect of the environment:</u>**

  —Teacher displayed sample of Venn diagram for students to use.

  —Teacher provided examples of work on the screen

What are the consistencies among these types of evidence examples?

Which is Better?

Synchronous vs. Asynchronous

Observations of Synchronous Sessions

Pros
- Easier to watch for student engagement

- Allows for interaction with teacher and students

Cons
- Technical difficulties

- Limited flexibility regarding scheduling of the observation

Observations of Asynchronous Sessions

Pros

- Flexibility of when observation occurs
- Allows for multiple viewing, playback and observations by multiple observers

Cons

- Difficult to observe student interaction and engagement
- Evidence of student engagement must be collected through examination of work products, email messages or other documentation

Diving Into Instructional Delivery During Remote Learning

Standard 3: Instructional Strategies   **Standard 4:** Differentiation

Performance Standard 3: Instructional Strategies

The teacher **promotes** student learning by using research-based instructional strategies relevant to the content to <u>engage students in active learning</u> **and** to <u>facilitate the students' acquisition </u>of key knowledge and skills.

Good teaching is Good teaching

- Making the connection between what you do in a physical classroom and what you do online can be the guide

- Be intentional, put yourself in your students' shoes, and design for clarity

Instructional Strategies

Initiate a course check-in to ensure learner feedback

Engage Students in active learning

Use technology to enhance student learning

Audio recordings, video conferencing, live streaming

Pair visuals with explanations that prompt discussion

Create interactive learning activities that encourage participation

Discussion Boards, Flip Charts, Break- out Rooms, Chat box

Build upon students' existing knowledge and skills

Questions, Cues, and Advance Organizers

Instructional Strategies:
Active Learning vs. Passive Learning

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues and concerns of an academic subject.

(Meyers & Jones, 1993)

Active learning uses techniques such as writing reflections, discussion, problem solving because these activities promote analysis, synthesis, and evaluation that guide students toward achieving learning objectives.

The student that would not actively speak up in class might surprise you and be vocal in online polls or discussion boards. This gives students a chance to connect with each other and be heard.

Instructional Strategies: Engage Students in Active Learning

Strategies for Increasing Student Engagement
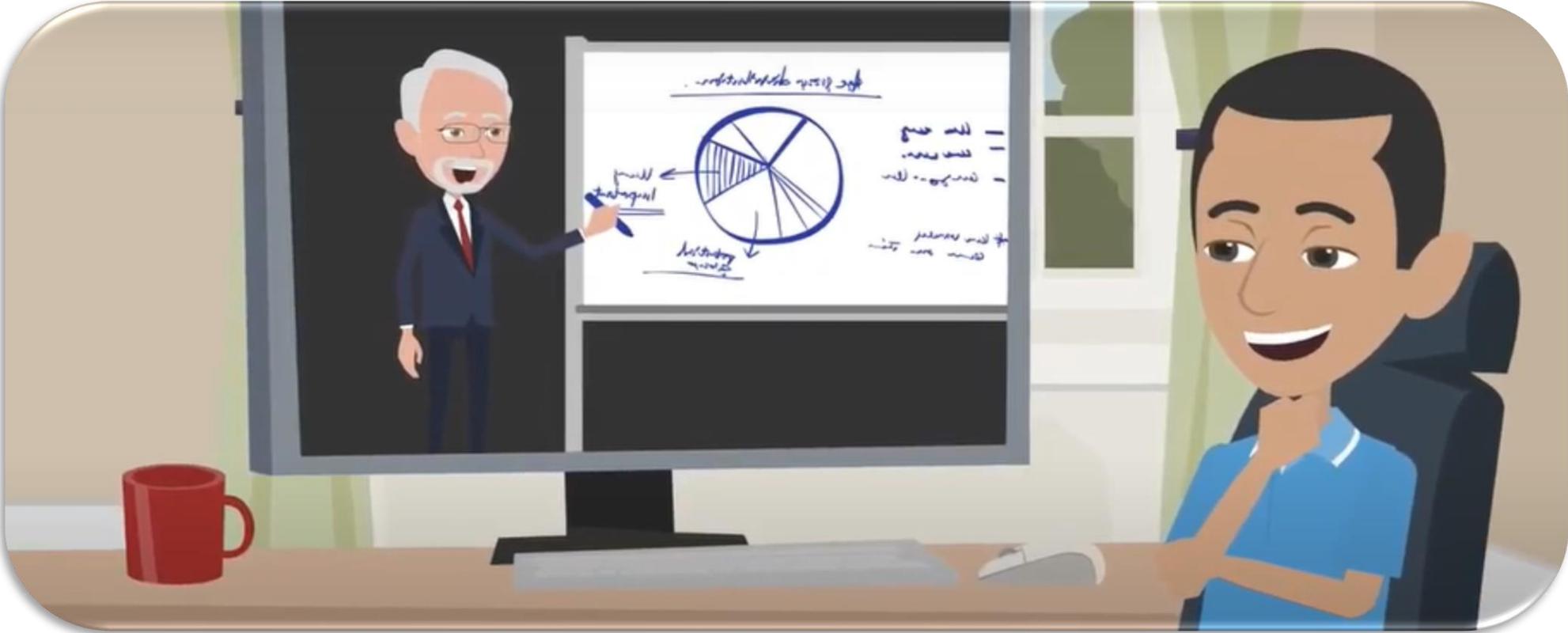
Instructional Strategies Look For: Communication & Engagement

Look For…

- Communicate and present material clearly, and check for understanding

- Engage students in active learning and maintain interest

- Use a variety of research-based instructional strategies and resources

Instructional Strategies Look For: Technology Use

Look For…

- Use various technology dashboards to monitor student engagement, performance, and learning
- Integrate adaptive learning software to monitor learners' progress and target instruction to meet student needs
- Incorporate rich media into instruction

Instructional Strategies Look For: Feedback and Communication

Look For…

- Responses to learners' content-related questions via email
- Provide key information about the course, teacher, and how to navigate to the activity including starting with a Start Here/Welcome page
- Initiate a course check-in to ensure that learners know where to find feedback from their instructor

Instructional Strategies: Teacher Questions

- How do you learn about proven research-based strategies?

- What is an example of a lesson you developed that incorporated technology?

- In what ways have you sought to keep instruction focused at a higher level of thinking while using technology?

Instructional Strategies: Additional Teacher Questions

- How do you challenge special education students to use higher-order thinking skills?

- How have you worked with colleagues to locate and use technology tools and resources?

- What is an example of a lesson you developed that incorporated technology?

Instructional Strategies: Student Questions

- How does your teacher know that you grasp meaning, not just facts?

- How does your teacher support the use of a wide variety of technology and software resources to complete assignments and show understanding of learning?

- How does your teacher use multiple strategies in learning new concepts?

Performance Standard 4: Differentiated Instruction

The teacher challenges and supports **each student's learning** by providing appropriate content and developing skills which address **individual learning differences**.

Teachers Can Differentiate Through...
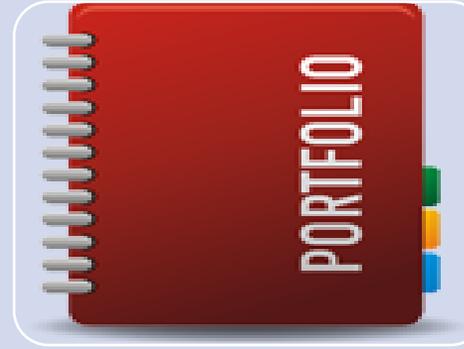
Content
What the students need to learn or how the students will get access to the information

Process
Activities in which the students engage in order to make sense of or master the content

Product
Culminating projects that ask the students rehearse, apply, and extend what he/she has learned

Learning Environment
The way the classroom works, physically arranged, and feels
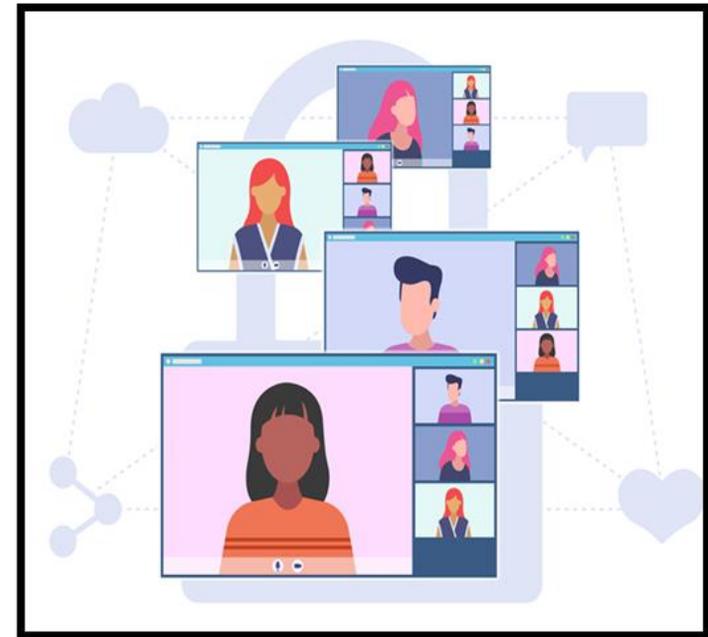
Differentiated Instruction Look For

Look For...

- Remediation, enrichment, and acceleration in plans and instruction

- Flexible groups or breakout rooms based on assessments, interests, and need.
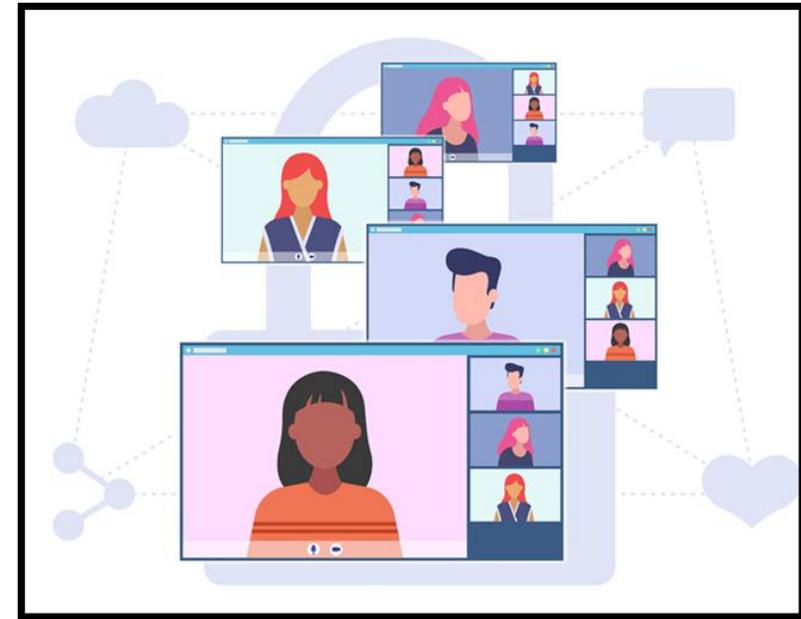
Differentiated Instruction Look For: Tools and Learning Environment
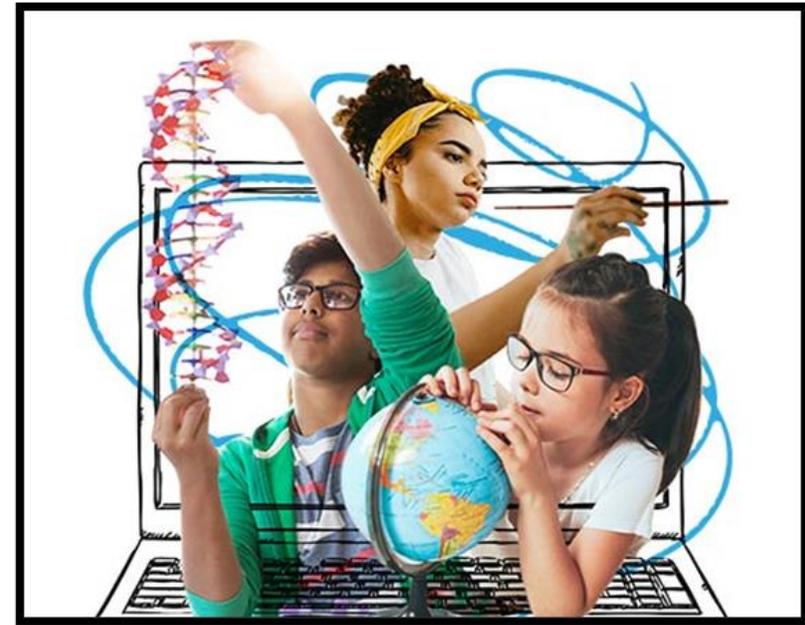
Look For…

- Modification of assessment tools & evaluation instruments (i.e. rubric)

- Create an environment reflective of student differences in ability, culture, and interests

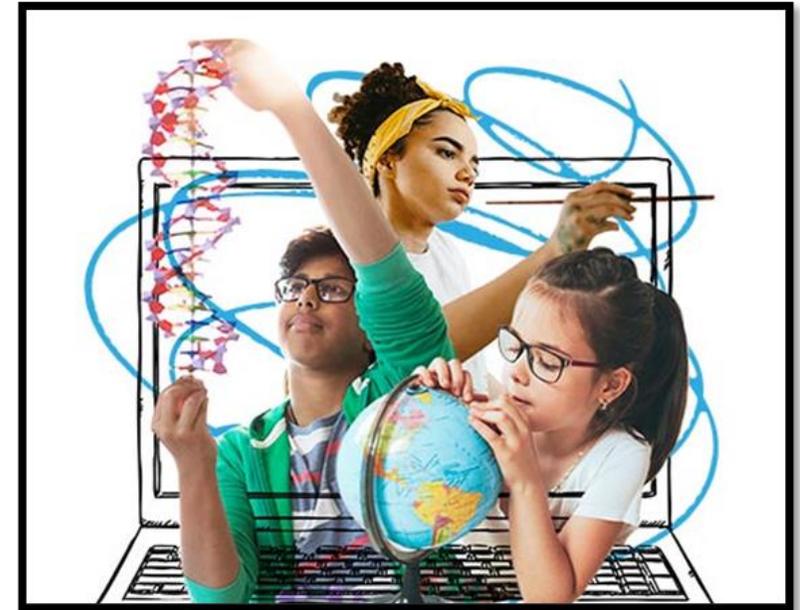# Differentiated Instruction Look For: Tiered Experiences

Look For…

- Tiered Learning Experiences
  - Using Graphic Organizers
  - Learning Contracts and Story Boards
  - Use of Digital Response Tools for active engagement

Differentiated Instruction Look For: Delivery of Content

Look For…

- Flip Classes based on student learning levels and interests

- Provide content in alternative formats to accommodate student learning needs.

Differentiated Instruction: Teacher Questions

Ask the Teacher…

• How are students grouped for your flexible grouping activities?

• Are there variations for the basis of your grouping activities?

• What makes your content, process, product, or environment different and equally interesting or challenging for the students in your class?

• How do you ensure your students have ownership and are personally accountable for their learning?

Differentiated Instruction: Student Questions

- How does your teacher know what interests you?

- How does your teacher support you in your learning?

- How does your teacher communicate with you about your progress for learning in his/her class?

- How is the lesson changed for you to enjoy and learn at your highest level?
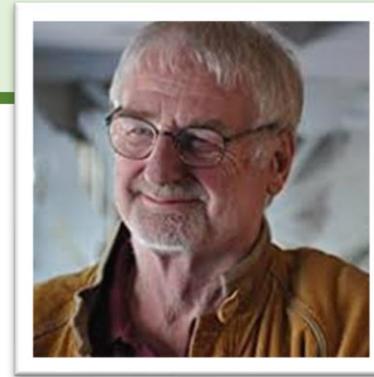
Let's Practice…

Coaching and Feedback

Quote

"Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them."

John Whitmore
Coaching for Performance

Ways to Coach

Coaching
- Assess Needs
- Provide Resources
- Model
- Give Feedback
- Be a "Team" Player
- Take Care of Your Team

Assessing Needs

A needs assessment is **a process used by organizations to determine priorities**, **make organizational improvements**, or **allocate resources**.

- TKES Needs Assessments
- Surveys/Questionnaires
- Polls
- Observations

Providing Resources

- Be aware of the online resources available to teachers regarding remote learning.

- Georgia Home Classroom https://www.gpb.org/education/learn

- Georgia Insights https://www.georgiainsights.com/digital-learning.html

Providing Resources

The very best resources are our people.

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Serve as a Model

Administrators Provide Feedback

An expert breaks down the skills that are required to be an expert and focuses on improving those skill chunks during practice or day-to-day activities – often paired with immediate coaching feedback.

Give Feedback

"If you've ever given teachers feedback and your feedback backfired, you've learned the hard way one of the fundamental truths of effective feedback: The kind of feedback you give will make or break whether or not the receiver can act on your feedback. That's why it's so important to know the four types of feedback you can give to teachers and when to give each type."

Robyn R. Jackson, PhD

Jackson's 4 Types of Feedback

Diagnostic	**Prescriptive**
Descriptive	**Micro**

Be a "Team" Player

- Grade Level Teams
- Department Teams
- Grade Level Teams
- Leadership Teams

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Take Care of the Team

1

Build trust

2

Be sensitive to staff needs

3

Praise often

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Georgia's K-12 Restart Working Group: Mental Health and Wellness

https://www.georgiainsights.com/uploads/1/2/2/2/122221993/mental_health_and_wellness_--_restart.pdf

Closing Reminder

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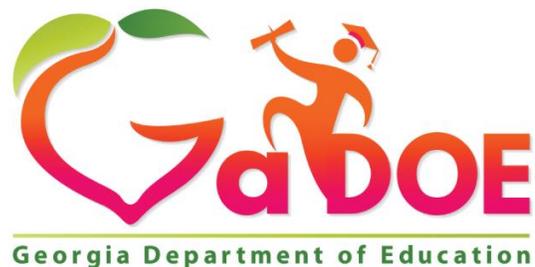@georgiadeptofed
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Session Feedback

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.

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