

Learning from coaches: End strong; begin STRONGER

Webinar
June 4, 2020

If you can see the slide and hear the music, you are all set.



learningforward 
THE PROFESSIONAL LEARNING ASSOCIATION

Welcome! We will begin shortly.

All attendees are muted upon entry.
Please use the chat feature for comments and questions during the webinar.

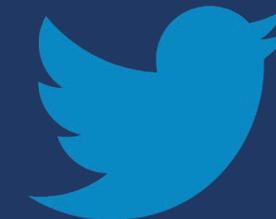
Thank you for joining us

**The webinar
will be recorded
and available.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box

- Your name
- Your location
- Your role in the educational sector



@learningforward

Thank you for joining us



Melinda George
Panel moderator
Chief Policy Officer
Learning Forward

The screenshot shows the Learning Forward website's community page. At the top, there's a navigation bar with the Learning Forward logo, "LF Communities Home", "Learning Forward Website", a search icon, and a "Sign In" button. Below the navigation is a large blue banner with the word "Community" in white. To the left of the banner is a white box containing a stylized orange and yellow dot logo. To the right is a section titled "COVID-19 Support" with text about viewing discussions, blogs, and webinars, and creating a free profile. Further down is a magazine cover for "THE LEARNING PROFESSIONAL" journal, featuring a hallway with lockers and the title "WHAT NOW?". The journal cover also lists four articles: "LEARNING TOGETHER WHEN YOU'RE APART", "COACHING TODAY, TOMORROW, AND POST-COVID", "BUILD TEACHERS' RESILIENCE TO BOUNCE BACK AFTER CRISIS", and "3 STRATEGIES TO PLAN FOR AN UNCERTAIN FUTURE".

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LF Communities Home Learning Forward Website

Home Log In Groups Members

Community

COVID-19 Support

You can view discussions, blogs, and webinars below. If you would like to share something, respond to a post, you will need to create a free profile here, or if you are a Learning Forward member, log in here and then join the community.

Learning Forward is a community of professionals who come together as members, affiliates, and partners to share expertise, creativity, determination, and commitment so that students and all communities will get us there today.

THE LEARNING PROFESSIONAL THE LEARNING FORWARD JOURNAL

WHAT NOW?

LEARNING TOGETHER WHEN YOU'RE APART

COACHING TODAY, TOMORROW, AND POST-COVID

BUILD TEACHERS' RESILIENCE TO BOUNCE BACK AFTER CRISIS

3 STRATEGIES TO PLAN FOR AN UNCERTAIN FUTURE

June 2020, Vol. 41, No. 3

learningforward THE PROFESSIONAL LEARNING ASSOCIATION

Learning Forward statement in support of demands for justice

As an organization, we invest in the collective efficacy of all educators and advocate for equity of opportunity for each student. As a staff, we commit to exploring and owning our beliefs and practices to more meaningfully contribute to a just, anti-racist education system. We must be vigilant in finding solutions for substantive change in the areas that we as educators can control. Learning Forward joins our partners within and beyond education to battle racism in all its forms.

To see the [full statement](http://www.learningforward.org), visit www.learningforward.org

All
means
all

- It takes courage
- Use your privilege to empower students of color
- Healing must come first
- Listen to understand
- Be proactive rather than reactive

Celebrate a strong ending

Educators have faced numerous **challenges**:

- Moving instruction from face-to-face to virtual/blended/remote opportunities
- Ensuring students had the necessary resources (e.g. digital tools, texts, papers) to continue learning
- Meeting the social-emotional needs of students, families, and colleagues
- Participating in distance learning and collaborative sessions with other educators
- Assisting parents with ways to support their children in the new context
- Communicating with administrators and colleagues across the miles

Beginning stronger

- What do the teachers need to know and be able to do as they prepare for the next school year? What gaps have we identified in terms of student learning? What extensions are needed to support students?
- When and how will summer professional learning be conducted?
- How will we create a community of new learners in our classes if school openings happen remotely?
- How will we prioritize our efforts to ensure success and minimize fears?
- How do we navigate the struggle of being overwhelmed?
- And who better to help address these questions than an army of instructional coaches?

Importance of coaches



Participants will ...

- Learn strategies for identifying teachers' needs and planning virtual professional learning sessions for a strong start to the NEW year
- Explore recommendations for building and supporting virtual learning teams
- Share strategies for celebrating the success of teachers and leveraging those strategies for the NEW school year
- Engage in Q&A opportunities within a community of learners

Check-in poll

What are your top two priorities as you close out this school year and prepare for the next?

- Instructional strategies for virtual learning
- Support for teacher well-being
- Support for struggling students
- Mentoring and induction for new and beginning teachers
- Creating a collaborative and supportive network among teachers
- Other — [Add to the chat feature]



Panel discussion



Joellen Killion

Senior Advisor to
Learning Forward

Coauthor of *Coaching
Matters* and *Taking the
Lead: New Roles for
Teachers and School-
based Coaches*



Andrea Gautney

Math Instructional
Coach

Clear Springs
High School
Clear Creek ISD
(TX)



Paige Treshansky

Technology
Innovation Coach
(iCoach)
Kildeer Countryside
School District 96
(IL)



Kenya Pitts Elder

Professional
Learning Director

Douglas County
School System
(GA)

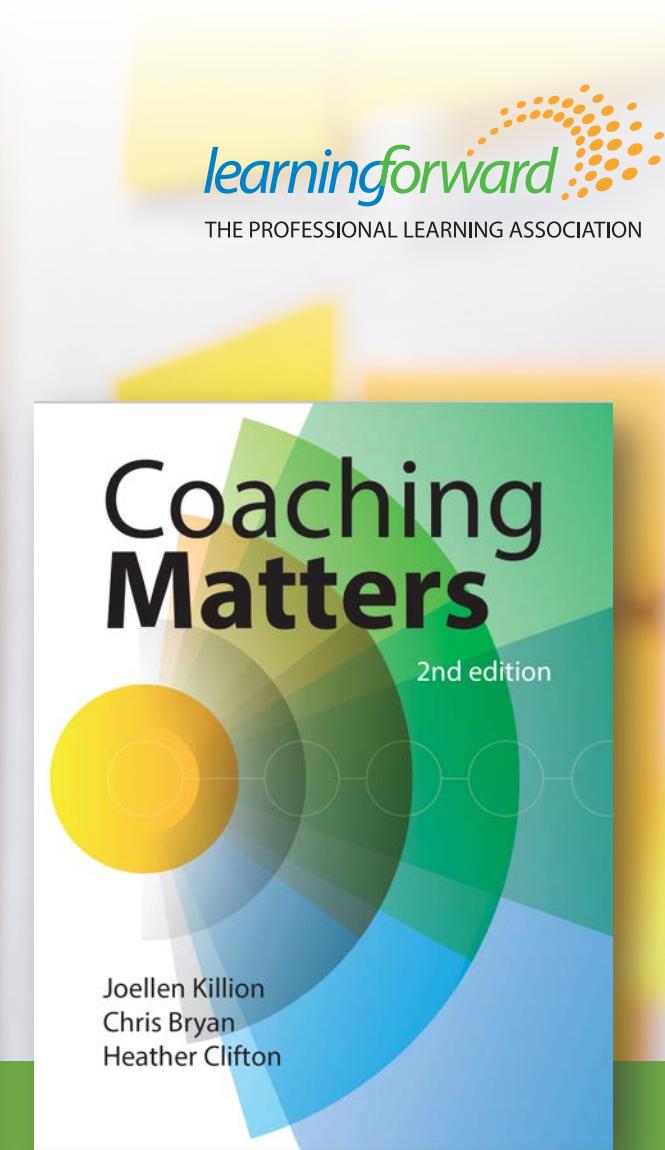
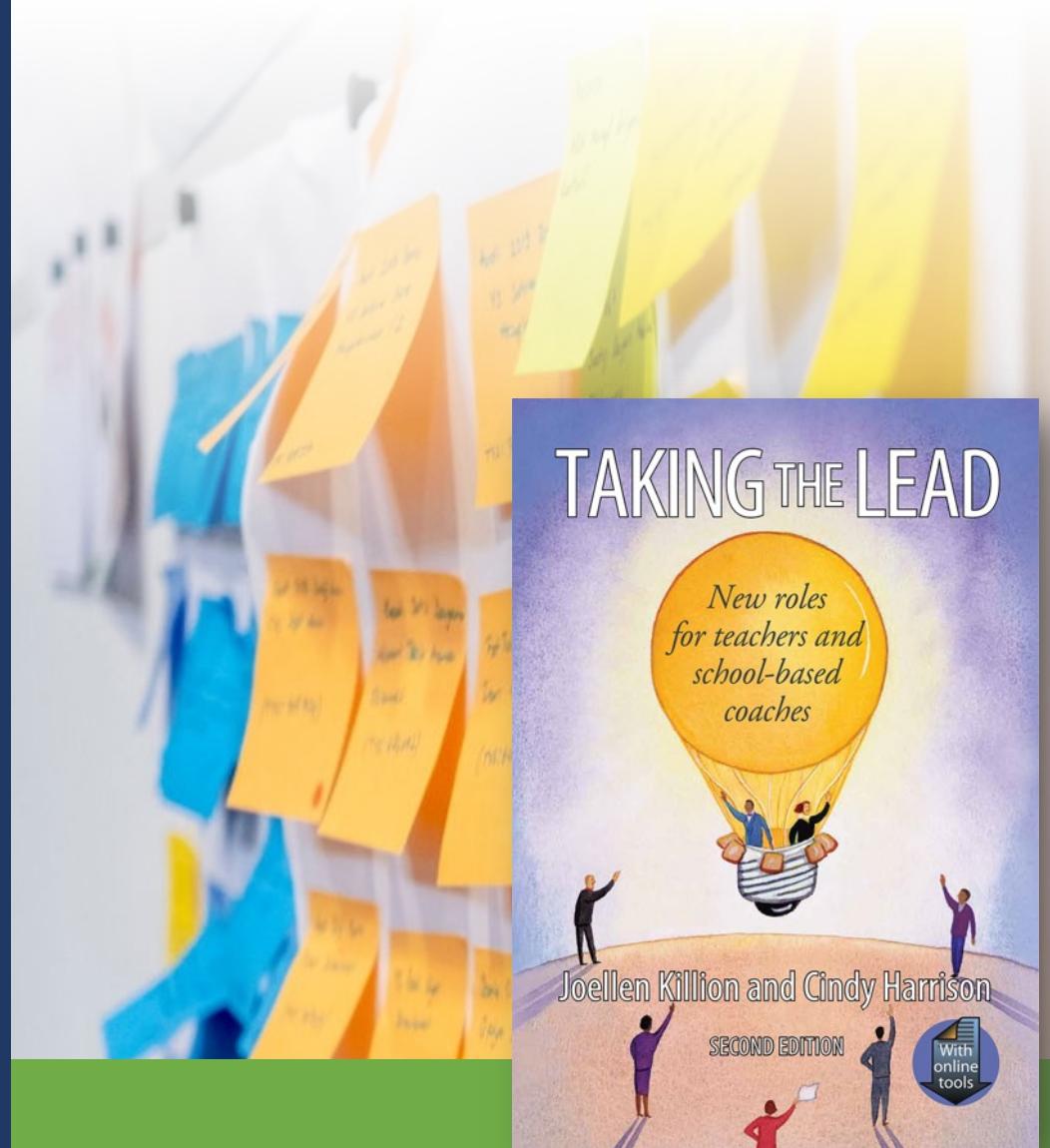


Joellen Killion

Senior Advisor to
Learning Forward

Coauthor of *Coaching Matters* and *Taking the Lead: New Roles for Teachers and School-based Coaches*

@jpkillion



Pattern of coaching support

- Technology use
- Teaching practices
- Tapping expertise
- Tending to spirits

Predominant roles of coaches

- Instructional specialist
- Curriculum specialist
- Learning facilitator
- Resource provider
- School leader



Andrea Gautney

Math Instructional
Coach

Clear Springs
High School

Clear Creek ISD
(TX)

@GautneyAndrea



Clear Springs High School
| Clear Springs Chargers



Teacher Capacity

Noticings	Adjustments	Future Plans
<ul style="list-style-type: none">• Conflict over teaching timelines (due to comfort with online tools and environment)	<ul style="list-style-type: none">• Establish a virtual PLC• Pause and adjust norms• Discuss modes of communication, organization, etc...	<ul style="list-style-type: none">• Norm protocols• Establish new expectations for sharing and organizing work
<ul style="list-style-type: none">• Varied skill levels	<ul style="list-style-type: none">• Shared resources and gradual release of specified duties	<ul style="list-style-type: none">• Checklists of Best Practices• Campus-specific virtual PL• Coach and teacher-driven PL districtwide
<ul style="list-style-type: none">• Challenges regarding student feedback	<ul style="list-style-type: none">• Define what constitutes feedback in the virtual environment• Find creative ways to monitor and adjust	<ul style="list-style-type: none">• Data-focused conversations that occur daily and focus on formative information about students

Virtual PL for Teachers

Distance Learning Resources

Published Monday, March 16, 2020 by Chiang, Fu

 Up one level  Add  Action  Reorganize  Select the elements to allow

<input type="checkbox"/>	TYPE	TITLE	PUBLISHED
<input type="checkbox"/>		Distance Learning: Instruction	3/16/2020
<input type="checkbox"/>		Distance Learning: Assessment	3/16/2020
<input type="checkbox"/>		Distance Learning: Differentiation	3/16/2020
<input type="checkbox"/>		Distance Learning: Give Me More Technology Tips!	3/16/2020

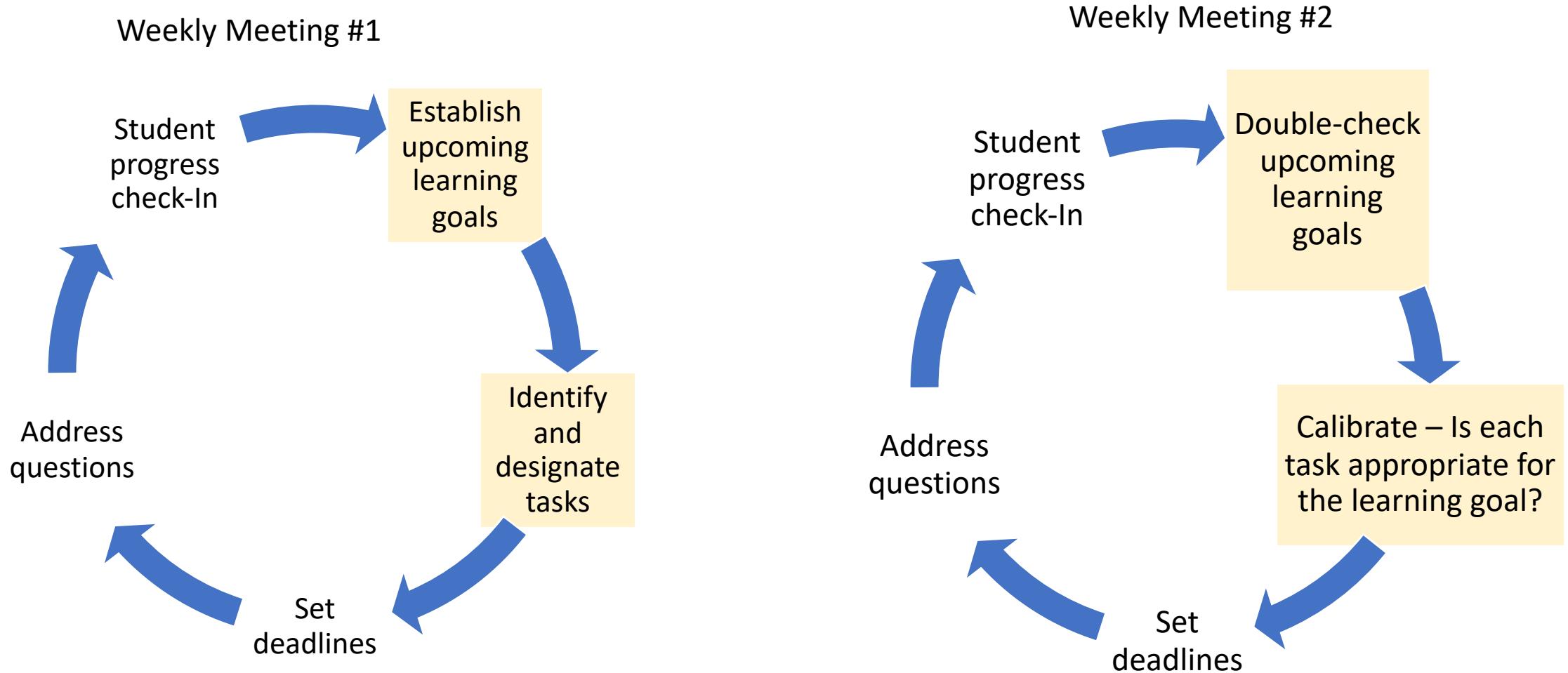
LAD April 1st - Video Conferencing with Students

Published Tuesday, March 31, 2020 by Chase, Kelly

 Up one level  Add  Action  Reorganize  Select the elements to allow

<input type="checkbox"/>	TYPE	TITLE	PUBLISHED
<input type="checkbox"/>		LAD PL (April 1, 2020): Video Conferencing with Students	3/31/2020
<input type="checkbox"/>		LAD PL: Video Conferencing with Students	3/31/2020
<input type="checkbox"/>		Zoom Norms learning path 4/30	5/1/2020

Teaming





Teaming

Currently:

- Meet twice each week
- Teachers, instructional coach, department chair and assistant principal
- Spirit Days!
 - A reason to show up
 - A way to connect/check-in
- Coach and team-lead office hours

In the future:

- Student small groups – teachers trade kids
- Teachers, instructional coach, department chair and assistant principal
- Spirit Days!
- Coach and team-lead office hours

Reflection

3) Looking Forward (Padlet)

Think about the things you've accomplished and the unique opportunities that distance learning has provided:

- What is one specific thing that you did that you are proud of that supported student learning?
- How will you carry what you've learned to teaching in the next year?

Teacher Responses:

"Before this I rarely collaborated with teachers outside of my school for ideas, but now I have developed better relationships and feel more comfortable working with them... I now more than ever realize how much trust I have in them and they in me."

"Zoom Calls began for my course last week. I fretted about planning ahead and anticipating questions and concerns. **They surprised me ... students showed up to "share space and work," so they didn't feel alone.** This alone solidified **how important our presence – as educators – is** (face-to-face and online). It was during these calls I felt most needed by my students and realized what they need most right now: support and love. **My goal is to make sure students know they have a space to share next year (much like the Zoom call).**"

"I am proud of myself for learning how to use Flipgrid and Padlet. I see them as a great way to give student choice in learning. I plan to incorporate them in my lessons along with posting a weekly planning guide for students to view and use as a reference."

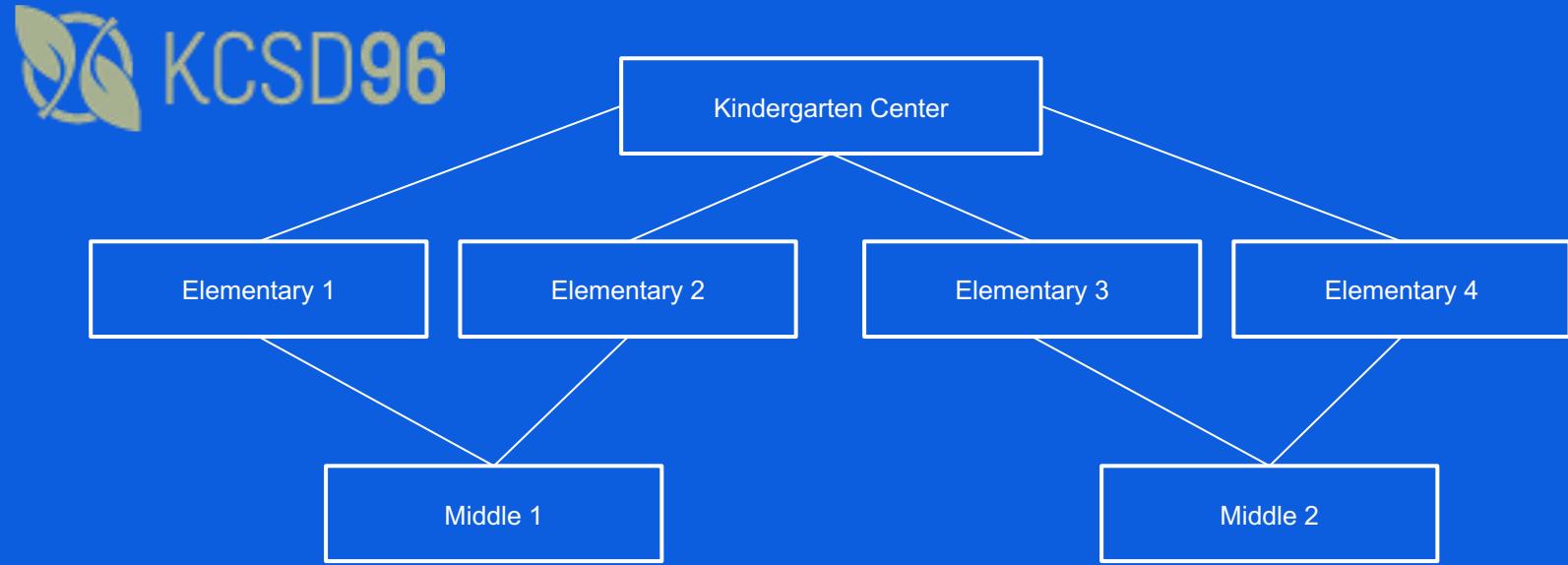


Paige Treshansky

Technology Innovation
Coach (iCoach)

Kildeer Countryside
School District 96
Buffalo Grove/Long
Grove, IL

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D96 Virtual Learning Journey

List of Daily Activities

Adapted from our 1-day remote learning plan created during the 2018-2019 school year.



Instructional Learning Presentations

Google Slides presentations more closely mirror the instructional practices happening in the classroom. **Templates provided to staff.**

Classroom Zoom sessions 2x per week.

Opening Lesson

Capturing student attention and interest in the learning topic.

Learning Objective

Alerting students to **what** they are learning and **why** they are learning it.

Lesson Content

Chunking content into bite-sized pieces and allowing students opportunities to process the content taught.

Lesson Closing

Giving students time to solidify the knowledge they have gained from instruction.

READING LESSON OPENING

What are some **QUESTION** words that you can think of?
Many questions start with who, what, where, when, why, or how!
Today, we will be asking questions as we read *68 Ways to Save the Planet Before Bedtime*.



READING LEARNING OBJECTIVE

WHAT? Today we will ask questions about the text during our reading.
WHY? Readers ask questions about what they read to help focus on details in the text.



READING LESSON CONTENT

Watch [this video](#) to learn about asking questions while reading!

READING LESSON CLOSING

Today you practiced asking yourself questions while reading.
Continue to practice this skill during your independent reading today!



Offering professional learning this summer to continue the learning around the importance of **purposeful planning for engagement** both in a virtual setting and a traditional setting.

Professional Learning

- **System goals and initiatives adopted for the '20-21 school year**
 - High-leverage instructional strategies
 - Social-emotional skills and practices
 - Equitable learning environments
 - Remote virtual instruction (*Remote Learning 2.0*)
- **Survey given to staff**
 - Professional learning interested in receiving
 - Professional learning interested in delivering

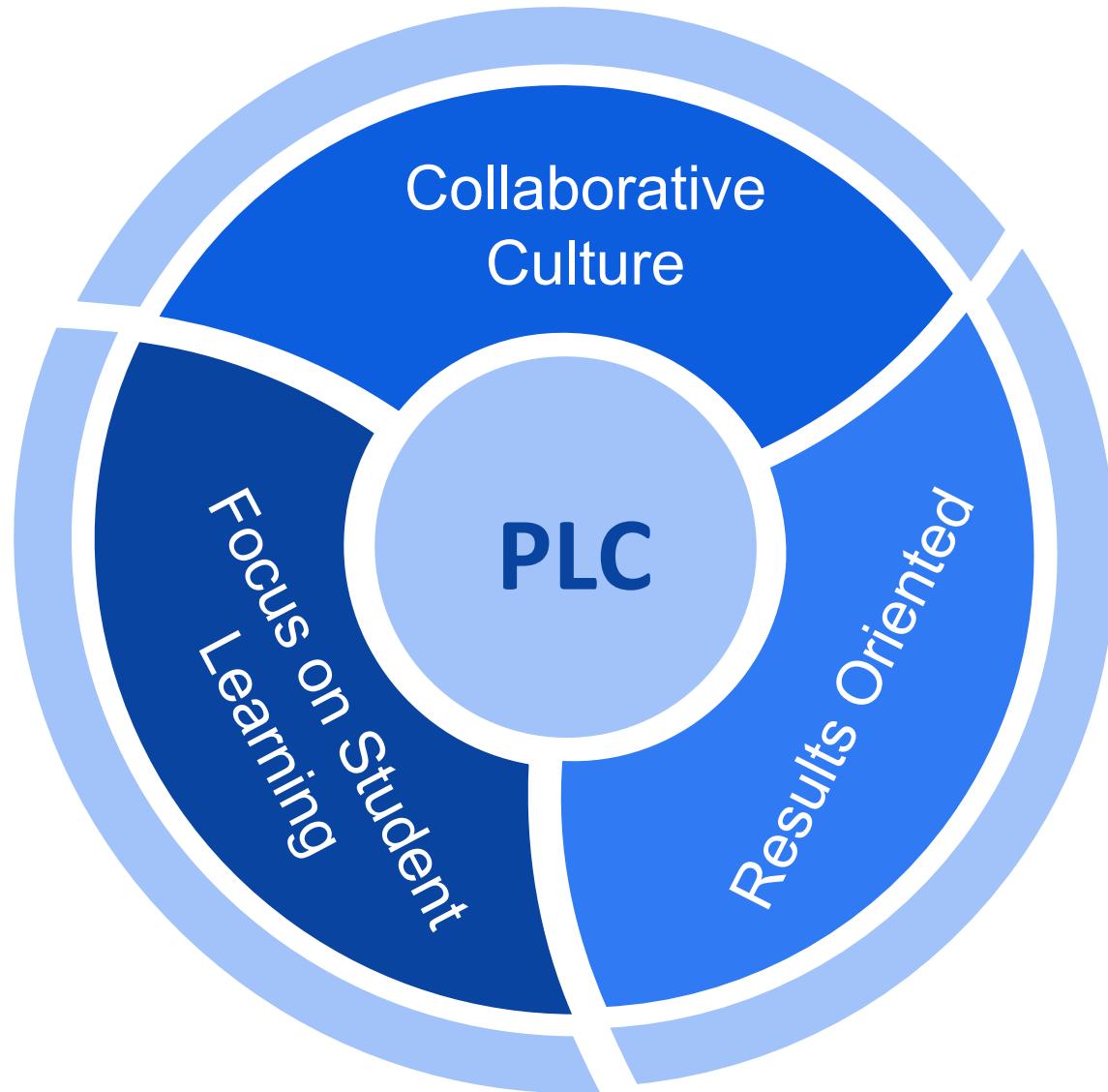
10. What professional learning would help you to increase (or continue) your own level of mastery with remote learning? (e.g., technology, chunking instruction for remote delivery, providing feedback, grading and reporting, strategies for “flipping” your classroom)

Your answer

Professional Learning

- **Virtual summer sessions**
- **Job embedded (traditional setting & virtual setting)**
- **Staff meetings**
- **Teacher institute days**
- **Virtual informational sessions (during year)**

Building and Supporting Virtual Learning Teams





Kenya Pitts Elder

Professional
Learning Director

Douglas County
School System
(GA)

[@KenyaPittsElder](#)



End Strong. Begin Stronger!

DCSS Resources

Teacher Capacity

Across our 35 school sites, we have educators who serve as either Instructional Lead Teacher, Teacher Coach, or Induction Coach. Each school also has building-level mentors. These are the roles that do the work of supporting teachers.

Team Building

Our goal is for teachers not to be alone in video conference/learning sessions, but to have the support of coaches and paraprofessionals helping to manage the chat and aid with instruction.

Community

Digital learning norms and guidance, digital learning hub (resources in one place), and ongoing, job-embedded PL are the components that are indispensable, no matter what school looks like in the future.



How Have We Managed & Where Are We Going

DCSS Resources

Digital Learning Norms

A concise digital learning guidance geared toward educators with summaries and activities

Digital Learning Hub

A place for resources, strategies, and support for integrating instructional technology in ways that enhance learning, as well as increases student engagement and achievement.

Professional Learning On-going Job Embedded

Available digitally and on demand. Allows educators to meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.

Observations with Feedback

Provide productive and professional feedback that is ongoing, relative, and timely.

Professional Learning Communities

Members of professional learning communities recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.

Administrator Support

Assure that time is created for collaborative work and neutralize physical barriers, when possible



DCSS Resources

Thanks!

**Kenya Pitts Elder, Director of Professional Learning
Douglas County School System**

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www.dcssga.org



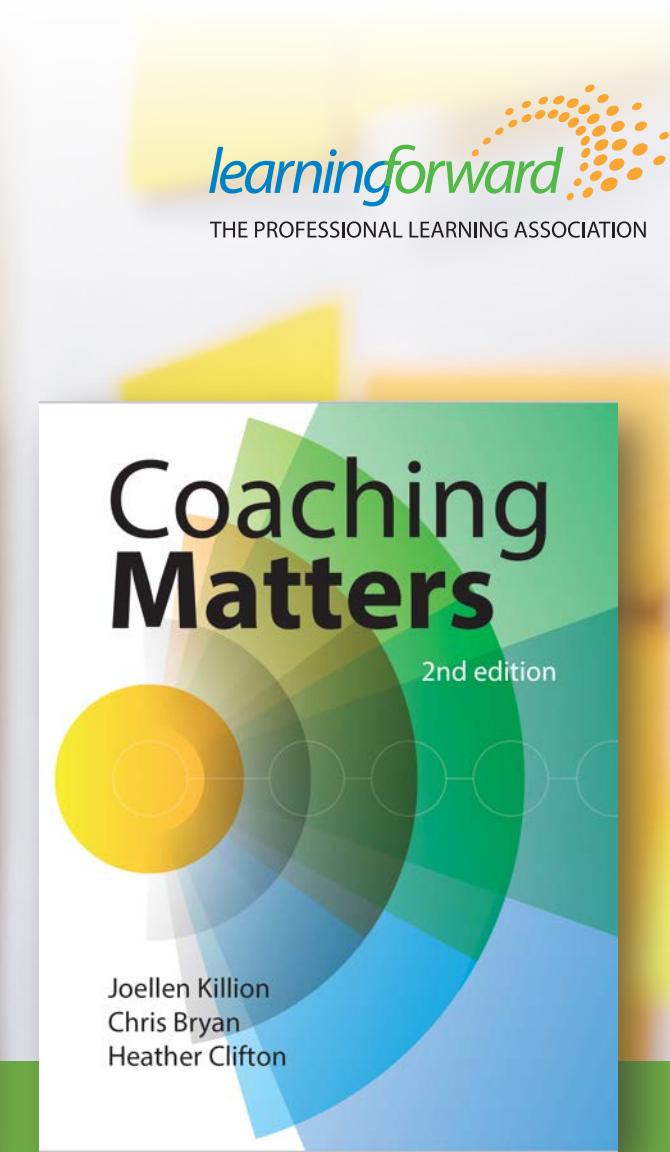
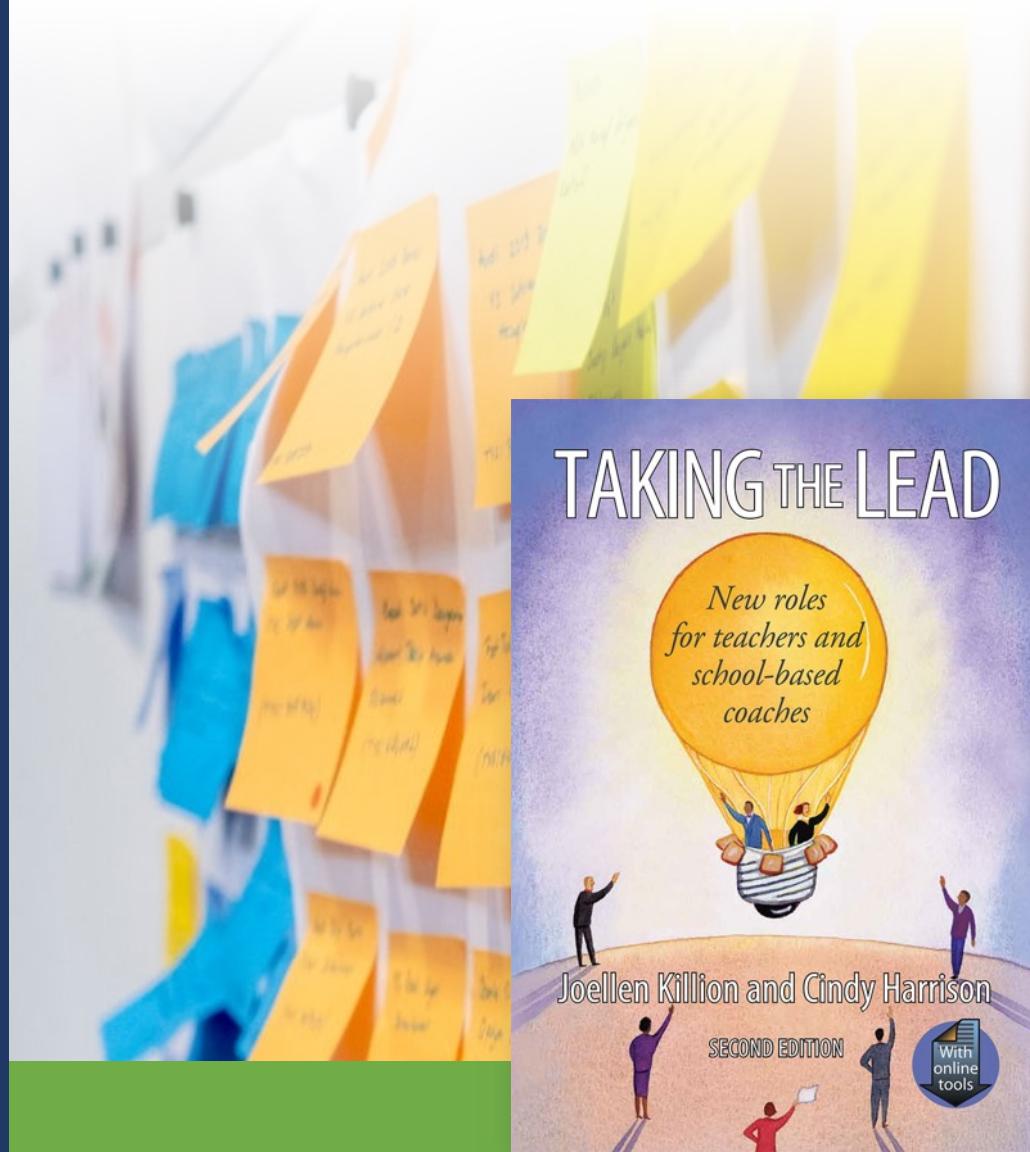


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Needs assessment process

- **Start with students**
 - Examine student needs data
 - Identify priority needs
 - Analyze “Why those needs?” (Or, “What’s in educator sphere of control?”)
- **Move to educators**
 - Identify changes in educator **knowledge, attitudes, skills, aspirations, and behaviors (KASABs)** necessary to address root cause of needs
 - Consider best ways to facilitate, promote, encourage, and engage in learning to achieve the changes
- **Design, implement, and support PL to advance the needed changes**

Professional learning practices

Online courses,
webinars,
programs, etc.

Collaborative
work/study

Self-organized,
personalized PL

Discussion and questions



Online resources

- Look for follow-up resources, including a recording of this webinar and slides
- Coaching map: bit.ly/2XSnrRw
Becoming a Learning Team tools: bit.ly/2Y3MmSl
- Remember to check our
[COVID-19 online resource page](#) and
[COVID-19 online community](#)

Mark your calendars

Thursday
June 11
3 pm ET

Minimizing the COVID slide:
Extending summer learning

Thursday
June 18
3 pm ET

Preparing for next year:
Building educator readiness, flexibility, and strength

Thursday
June 25
3 pm ET

The year ahead:
Crafting an instructional plan

1. What specific strategies have you, your school, or district used to help educators remain connected during this time of school closures?
2. What professional learning practices have you engaged in during this period of online learning that you would like to continue upon return to school?

A collage of colorful sticky notes with the words "thank you" written on them in various colors and fonts. The notes are overlapping and arranged in a scattered pattern.

Thank you!