Coaching and Mentoring in a Virtual World: What to Keep and What to Change

Welcome! We will begin shortly.

Webinar
January 28, 2021

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

All attendees are muted upon entry. Please use the chat feature for comments and the Q&A feature for 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
Coaching and mentoring in a virtual world
Participants will …

- Explore the shifting roles of coaches and mentors in the hybrid/virtual learning environment.
- Share resources, tools, and strategies to strengthen virtual coaching and mentoring.
- Consider how coaches and mentors maintain connections with teachers and support teachers’ connections with students.
- Learn how to keep critical connections between educator and student learning.
Check-in polls

• Which of these coaching/mentoring actions have you most struggled with when supporting teachers virtually?
  A) Engaging teachers in data conversations.
  B) Finding time to meet and plan with teachers and teacher teams.
  C) Coaching teachers to practice and refine virtual teaching strategies.
  D) Observing and/or co-teaching with teachers virtually.
  E) Supporting teachers’ use of technology tools.
  F) Supporting teachers’ well-being and social-emotional needs.

• Which of these actions do you feel you’ve been most successful with in supporting teachers virtually?
  A) Engaging teachers in data conversations.
  B) Finding time to meet and plan with teachers and teacher teams.
  C) Coaching teachers to practice and refine virtual teaching strategies.
  D) Observing and/or co-teaching with teachers virtually.
  E) Supporting teachers’ use of technology tools.
  F) Supporting teachers’ well-being and social-emotional needs.
Panel discussion

Sharron Helmke
Senior Consultant
Learning Forward (TX)

Stacey Jones
Academic Coach
Cobb County Schools (GA)

Leighann Fields
Mentor Teacher
St. Landry Parish Schools (LA)

Elvira Pichardo-Delacour
Instructional Specialist
Elmhurst School District 205 (IL)

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Reflecting on the Journey

Before
• Role Identity
• “Predictable” future

During
• Multiple levels of concerns
• Needs based flexibility
• Professional learning and support

Now
• New understandings and strategies
• Reflection
• Collaboration and growth
Coaching During a Pandemic

Presenter: Stacey Jones
What’s your perspective

What is the classroom experience for virtual students?

- What are students hearing?
- What are students seeing?
- How many opportunities are you providing for students to engage in the lesson?
Put first things first

Maslow before Blooms

Make connections with your students.

Provide small breaks during the lesson.
How do you hold students accountable: Keep them engaged!

Monitoring student understanding requires you to interact with every student during every class.
How do you hold students accountable:
Keep them engaged!

Monitoring student understanding requires you to interact with every student during every class.
Helping teachers connect to Special Education students during virtual instruction

- Phone calls early and often
- Set aside time one-on-one to work with new technology
- Reflect on the face-to-face school year
Helping teachers connect to Special Education students during virtual instruction

- Keep a consistent schedule
- Social-emotional needs
- Celebrating accomplishments

Photo by Frank Romero on Unsplash
Churchville Middle School

- 507 students
- 80 identified as gifted
- 36% Low Income Students
- 12% Students with IEP
- 15% English Language Learners
- 1% Homeless
- Hispanic Students are 36.7% of the student population.
- Asians are 8.3%
- African American students are 2.5%
Coaching En Comunidad

• Coaching as a community endeavor
• Learning and taking risks together
• All Grade Zoom Links
• PLC and Co-plans were used for questioning and dialogue
• Observations were done both remotely and in the classroom during hybrid
• Used student work and observations during PLC to drive coaching around instruction and reflective conversations
• Increased opportunities for teachers to observe each other and learn from each other including across content areas and grade levels
• Focus on learning content and language
• How do we teach language remotely?
• How do we hold students accountable?
• Conversations around non-negotiables: Writing, Speaking, and Reading in second language.
• During our sheltered math PLC conversation, one of the teachers discussed QSSSA.
• QSSSA is a strategy for student responsiveness and to hold students accountable during breakout rooms.
• We planned for QSSSA during our co-plans and observed each other, giving each other feedback.
• Teachers across content are using it.
• Students are using language, learning academic language, and sharing with each other.
What is the equation that represents the visual pattern?

Use the reactions button to give a thumbs up when you complete the sentence. Write it in your workbook.

**In this pattern, each case is increasing by ___________.**

**Therefore, the constant is ___________.**

**The equation that represents this pattern is ______________ ___**.

Person that has the most siblings shares first and then go around the group in the Breakout Room!

We will spin the wheel to see who will share with the whole class.
### QSSSA – Newcomer SLA Example

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>SIGNAL</th>
<th>STEM</th>
<th>SHARE</th>
<th>ASSESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What happens in the beginning of the article?</strong>&lt;br&gt;¿Qué pasa al principio del artículo?</td>
<td>Use the reactions button to give a thumbs up when you complete the sentence. Write it in your workbook.</td>
<td><strong>In the beginning of the article, the author writes that</strong>&lt;br&gt;<em><strong><strong><strong><strong><strong><strong><strong>&lt;br&gt;</strong></strong></strong>&lt;br&gt;<strong>Al comienzo del artículo, el autor escribe que</strong>&lt;br&gt;</strong></strong></strong></strong></em><strong><strong><strong>&lt;br&gt;</strong></strong></strong>.&lt;br&gt;Person that has the most siblings shares first and then go around the group in the Breakout Room!</td>
<td>Person that has the most siblings shares first and then go around the group in the Breakout Room!</td>
<td>We will <strong>spin the wheel</strong> to see who will share with the whole class.</td>
</tr>
</tbody>
</table>
## QSSSA Planning Template

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>QSSSA Script</th>
<th>WHY DO THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Example:</strong> “Class, without calling out answers, think about this question... (ask question)”</td>
<td>Activate prior knowledge and link to the learning target (especially important for ELLs or struggling students)</td>
</tr>
<tr>
<td></td>
<td><strong>What question will you ask?</strong></td>
<td></td>
</tr>
<tr>
<td>SIGNAL</td>
<td><strong>Example:</strong> “When you think you have an answer in mind, let me know by ...” (offer signal to show they’re ready)</td>
<td>Build in wait time to process</td>
</tr>
<tr>
<td></td>
<td><strong>What ready signal will you use?</strong></td>
<td>Signals could be: hold up your book, thumbs up, hands on head, video ON</td>
</tr>
<tr>
<td>STEM</td>
<td><strong>Example:</strong> “When you discuss your answers, I want you to respond in this format...”. (Tell students what it should sound like or what you’re listening for)</td>
<td>Provides opportunity for students to practice targeted academic language</td>
</tr>
<tr>
<td></td>
<td><strong>What Sentence Stems will help students start talking?</strong></td>
<td></td>
</tr>
<tr>
<td>SHARE</td>
<td><strong>Examples:</strong> “In your breakout room, use a complete sentence to discuss... The person with the longest hair should start.”</td>
<td>Low stress opportunity to talk. Increases student talk, chance to compare their response with others, and 100% of class practices targeted language</td>
</tr>
<tr>
<td></td>
<td><strong>How will students share their thinking?</strong></td>
<td></td>
</tr>
<tr>
<td>ASSESS</td>
<td>Teacher randomly selects students to share or ask everyone to write their response. <em>(Wheel of Names, Dice Roller)</em></td>
<td>Scaffolds for ELLs, ensures students are prepared to respond</td>
</tr>
<tr>
<td></td>
<td><strong>How will you choose students to call on?</strong></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Carol Salva Boosting Achievement (2017)
Discussion and Questions
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, February 4</td>
<td>3 pm ET</td>
<td>Transforming Teaching Through Curriculum-Based Professional Learning</td>
</tr>
<tr>
<td>Thursday, February 11</td>
<td>3 pm ET</td>
<td>Culturally Responsive Instruction in an Online World</td>
</tr>
<tr>
<td>Thursday, February 25</td>
<td>3 pm ET</td>
<td>Assessing Student Work Online</td>
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Online resources

Look for follow-up resources, including a recording of this webinar and slides

• Read latest issue of *The Learning Professional*

• Check out the Learning Forward blog

• View webinar archive at learningforward.org/webinars
Learning Forward Supports Coaches and Mentors

- Coaches Academy
- Mentor Teacher Academy
- Content Based Coaching

https://services.learningforward.org

Tom.manning@learningforward.org
Thank you!