



Coaching Teachers Remotely During Covid:

Keys to Providing Great Teacher Support Amid Crises

September 15, 2020



Session Objectives

- Learn from multi-classroom leaders how they continue to provide strong support to their teaching teams, both emotionally and instructionally, when teaching happens remotely or in hybrid settings amid crises.
- Have an opportunity to ask questions of the multi-classroom leaders.

Our Mission



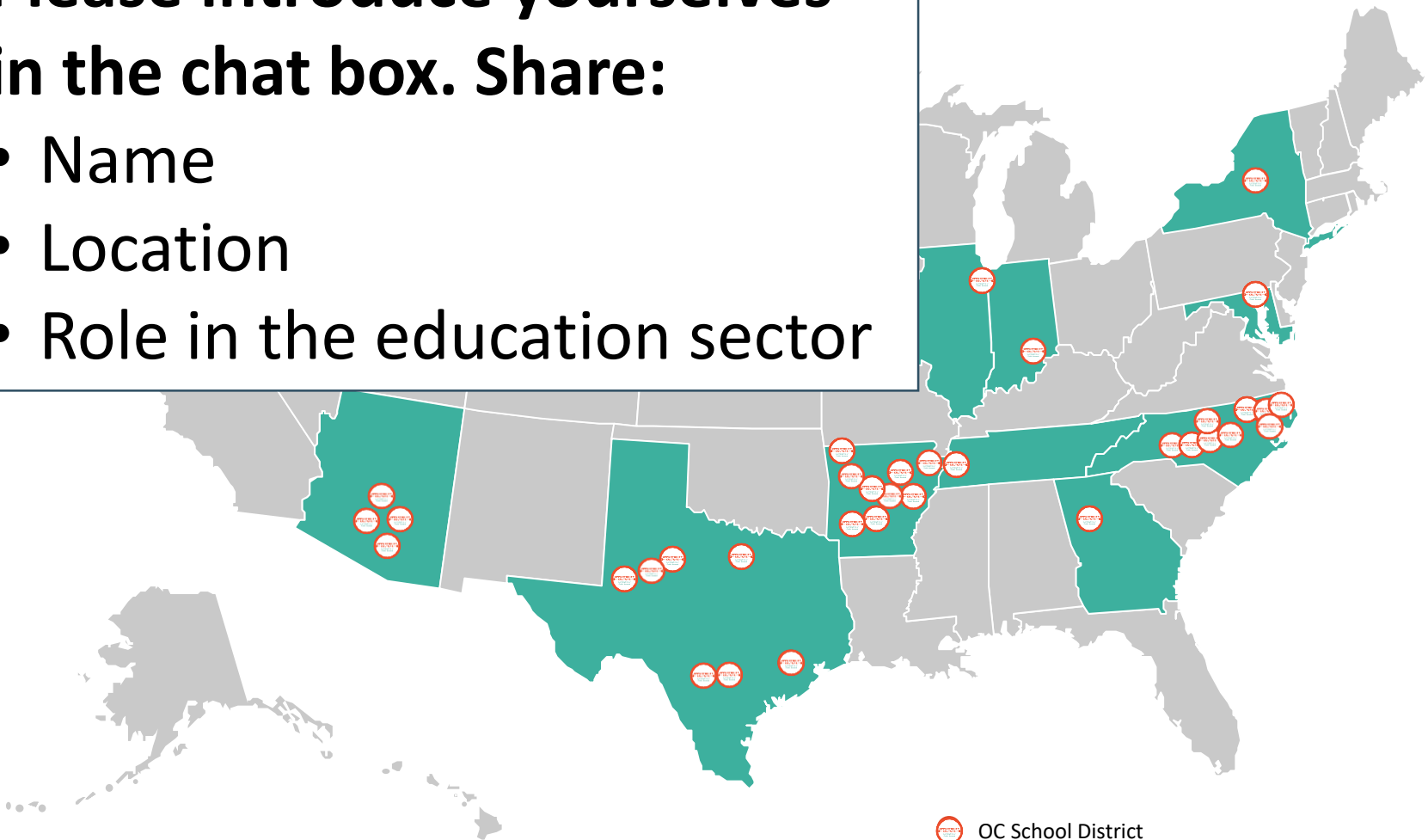
Public Impact's mission is to **dramatically** improve learning outcomes for all students, with a focus on low-income students, students of color, and other students whose needs have historically not been well met.

A National Initiative



**Please introduce yourselves
in the chat box. Share:**

- Name
- Location
- Role in the education sector



Multi-Classroom Leadership

Multi-Classroom Leaders (MCLs):

- Have a track record of high-growth student learning
- Lead a small grade or subject team
- Ensure strong lessons & teaching: excellent instruction!
- Continue to teach part of the time, in various ways
- Co-plan, co-teach, model, lead student data analysis, and collaborate with their teams
- Observe and coach teachers frequently
- Earn more—averaging 20% more—within school budgets



A National Crisis



Image retrieved from: <https://www.nbcwashington.com/news/local/photos-protesters-gather-for-the-largest-expected-demonstration-in-dc/2324872/>

A National Crisis

"All the News
That's Fit to Print"

The New York Times

EARLY EDITION

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NEW YORK, SUNDAY, MAY 24, 2020

U.S. DEATHS NEAR 100,000, AN INCALCULABLE LOSS

They Were Not Simply Names on a List. They Were Us.

Numbers alone cannot possibly measure the impact of the coronavirus on America, whether it is the number of patients treated, jobs interrupted or lives cut short. As the country nears a grim milestone of 100,000 deaths attributed to the virus, The New York Times scoured obituaries and death notices of the victims. The 1,000 people here reflect just 1 percent of the toll. None were mere numbers.

Patricia Dowd, 57, San Jose, Calif., auditor in Silicon Valley • Marion Krueger, 85, Kirkland, Wash., great-grandmother with an easy laugh • Jeanne Ferris, 77, Lee County, Fla., wife with little time to enjoy a new marriage • Cornelius Lawyer, 84, Bellevue, Wash., sharecropper's son • Loreta Mendez Dionisio, 68, Los Angeles, cancer survivor born in the Philippines • Jordan Driver Haynes, 27, Cedar Rapids, Iowa, generous young man with a delightful grin • Patricia

could be a real jolister • Michael Sorokin, 71, New York City, champion of social justice through architecture • George Valentine, 66, Washington, D.C., lawyer who mentored others • Susan McPherson Gottungen, 74, Palm Beach, Fla., loyal and generous friend to many • Andreas Koutsouidakis, 59, New York City, trailblazer for TriBeCa • Bob Harman, 64, St. Petersburg, Fla., leader in Florida Pride events • Noel Sinkiat, 64, Olney, Md., nurse planning for retirement • Thomas E. Anglin, 85, Cumming, Ga., created many wonderful memories for his family • Robert Manley Argo Jr., 75, South Bay, Calif., member of Del Amo Flyers • Michael McConnell, 84, Beverly, Mass., architect of Boston's monumental City Hall • Hughette Dorsey, 94, Somerville, N.J., coached several championship-winning junior high girls basketball teams • Lynne Sierra, 68, Roselle, Ill., grand-mother who was always full of ideas • Louvenia Henderson, 44, Tonawanda, N.Y., proud single mother of three • Carol Sue Rubin, 69, West Bloomfield, Mich., loved travel, mahjong and crossword puzzles • Marlon Lucille Kujda, 92, Royal Oak, Mich., would use chalk and oil paints to capture family portraits • Alice Chaudhary, 92, Michigan, loving, generous and adventurous spirit • Bansey Offiong, 25, Michigan, saw friends at their worst but

statesman in the construction industry • Clair Dunlap, 89, Washington, pilot still teaching people to fly at 88 • Marylou Arner, 43, Sonoma Valley, Calif., veteran police detective • Regina B. Cullen, 81, Shrewsbury, Mass., small in stature but strong in spirit • Sandra Santos-Vizcaino, 54, New York City, beloved public school teacher • Frank Gahrin, 60, New York City, emergency room doctor who died in husband's arms • Sterling E. Matthews, 60, Midlothian, Va., cancer survivor who served as a deacon • Abby Kass, 89, California, lead singer of a Yiddish folk group • Roger Eckhart, 78, Indiana, retired firefighter and old-school barber • Martin Douglas, 71, New York City, maestro of a steel-pan band • Daniel Specter, 68, Memphis, mentor to other Memphis artists • Mary Minervini, 81, Oak Lawn, Ill., sign-language interpreter • Salomon S. Podgursky, 84, New Jersey, loved to figure out how things worked • Dale E. Thurman, 65, Lexington, Ky., tailor known for his exacting work and strong opinions • Elbie Marsalis, 85, New Orleans, jazz pianist and patriarch of a family of musicians • Richard Passman, 94, Silver Spring, Md., rocket engineer in the early days of supersonic flight • David Driskell, 88, Hyattsville, Md., champion of African-American art • Bucky Pizzarelli, 94, Saddle River, N.J.,

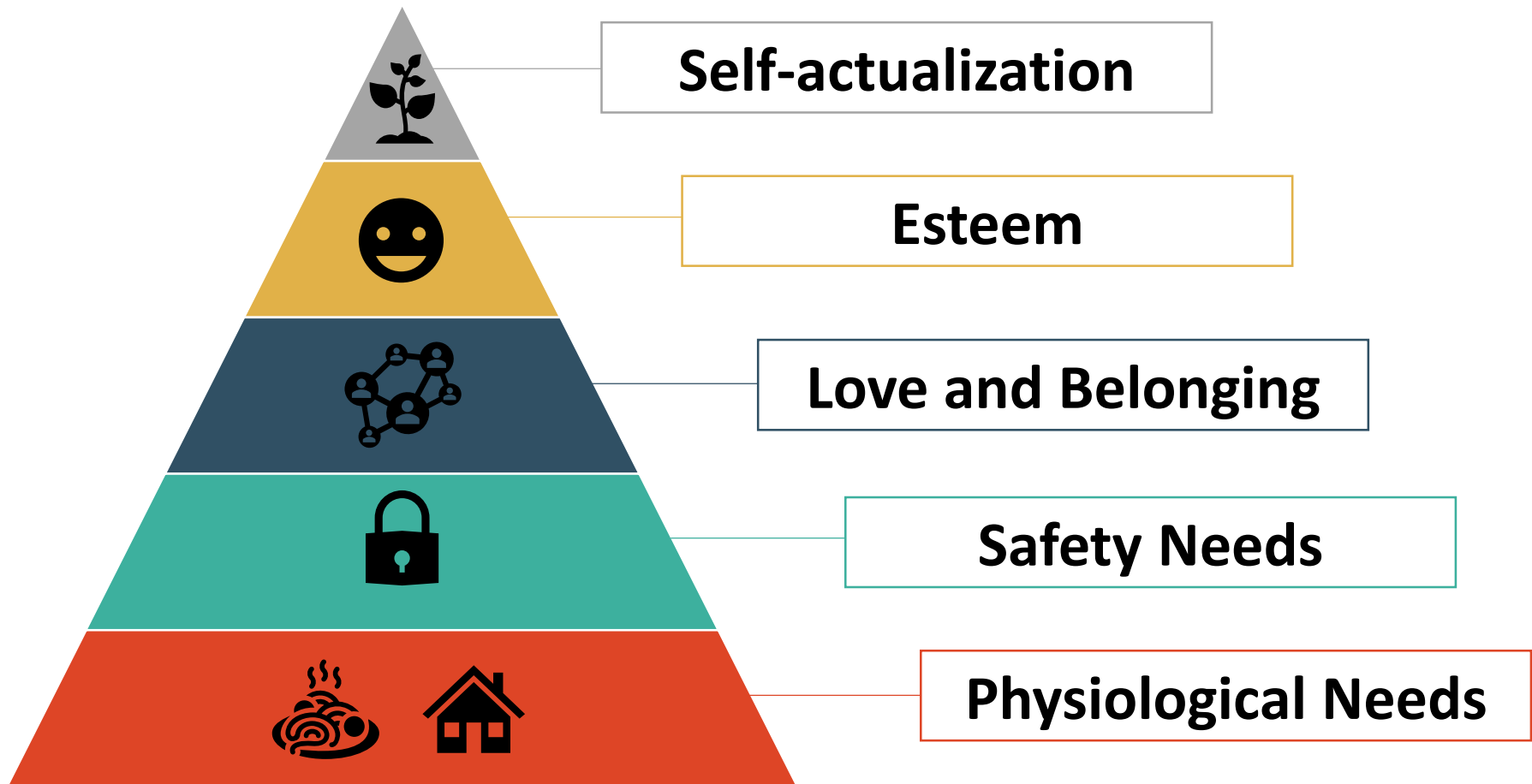
Vincent Liotti, 80, New York City, Met Opera violist and youth orchestra conductor • Ann Youngerman Senoler, 87, New York City, had a passion for social justice • Thomas Waters, 56, New York City, armed the affordable housing movement with data and analysis • Luke Workoff, 33, Huntington, N.Y., his relentless passion was for his family and friends • José Díaz-Ayala, 38, Palm Beach, Fla., served with the Palm Beach County Sheriff's Office for 14 years • Antonia Nieves, 73, Chicago, always seemed to be busy with some home project • Jeanne Hammond Byrnes, 97, Danbury, Conn., received numerous awards for her accounting skills • Alice Cuipersmith Furst, 87, Kentfield, Calif., in the first class of girls admitted to the Bronx High School of Science • Bobby Lee Barber, 84, Buckley, Wash., Seahawks season-ticket holder • Thomas A. Adamovich, 78, Sheboygan, Wis., especially proud of his Lithuanian heritage • Kyra Swartz, 33, New York, volunteered for pet rescue organizations • Rhoda Hatch, 73, Chicago, first in her family to graduate college • Regina Dix-Parsana, 75, Schenectady, N.Y., stalwart church gospel singer • Lakisha Willis White, 45, Orlando, Fla., was helping to raise some of her dozen grandchildren • Barbara Yarbuck Vethacke, 74, St. Clair Shores, Mich.,

Neovominsker Hasidic dynasty • Joseph F. Kelly, 81, New York City, did two tours through the Panama Canal to Antarctica • John Prince, 73, Nashville, country-folk singer who was a favorite of Bob Dylan • Perry Hochalter, 83, Florida, quiet hero • Monica Maley, 74, Rehoboth Beach, Del., loved animals, had dogs and cats, and rode horses • Thomas Tarbell Russell, 83, Longmeadow, Mass., mentored by the computer science pioneer Grace Hopper • Ruth Skapinski, 85, Roseville, Calif., backyard birds were known to eat from her hand • Faralyn Havir, 82, Minnesota, her favorite thing was meeting new people • Darrin Jermal Howard, 26, Waterbury, Conn., gentle giant, athlete and musician • James O'Brien Johnson, 74, Joplin, Mo., pastor of Mt. Sinai Church of God in Christ • Joseph W. Hammond, 64, Chicago, stopped working to look after his aging parents • Morris Laeb, 90, Northbrook, Ill., endlessly curious, never really finished • Dante Dennis Flagello, 62, Rome, Ga., his greatest accomplishment was his relationship with his wife • Tommie Adams, 71, Chicago, moved antiques for more than 25 years • Myra Helen Robinson, 57, Detroit, more adept than many knew • Roger McKinney-Wagner, 73, Lowell, Mass., professor at the Salter School • Sean Christian Keville, 47, New Prov-

72, Bristol, Conn., loved writing birthday and holiday cards, poems and lists • Charles Constantino, 86, Menlo Park, N.J., worked 40 years for The New York Times • Ben Doherty, 83, Boston, stockbroker who founded Doherty Financial Services • John Horton Conway, 82, New Brunswick, N.J., mathematician known as the "magical genius" • Stanley Chera, 77, New York City, developer and friend of the president • Ruby Browne, 72, New York City, Realtor and philanthropist who socialized with celebrities • Wynn Handman, 97, New York City, acting teacher and a founder of the American Place Theater • Adam Kovacs, 72, New York City, cartoonist and an expert on musicals • Peter Brown, 53, New Jersey, manager of the S.W. Brown & Son Funeral Home • Irene Gasior, 94, Pennsylvania, great-grandmother with a flair for pizzazzes • Stanley L. Morse, 88, Stark County, Ohio, trombonist who once turned down an offer to join Duke Ellington's orchestra • Margaret Laughlin, 91, Massachusetts, had a mystic's direct sense of wonder and oneness • Cynthia Whiting, 66, La Plata, Md., retiree determined to spoil her granddaughter • Steve Joltin, 75, Rockville, Md., I.T. manager with "an eye for beautiful and unusual things" • Gerald Glenn, 66, Richmond, Va., police officer

Image retrieved from: <https://www.nbcwashington.com/news/local/photos-protesters-gather-for-the-largest-expected-demonstration-in-dc/2324872/>

Maslow's Hierarchy of Needs



Instructional Excellence Summary

Deliver Instruction

Improve Instruction

PLAN AHEAD to raise sights, quality, and consistency of instructional delivery and improvement—e.g., choose excellent curricula, ways to engage students

CONNECT with students and families to cultivate a culture of learning

LEAD the classroom with purpose and compassion, setting and reinforcing norms for routines and engagement

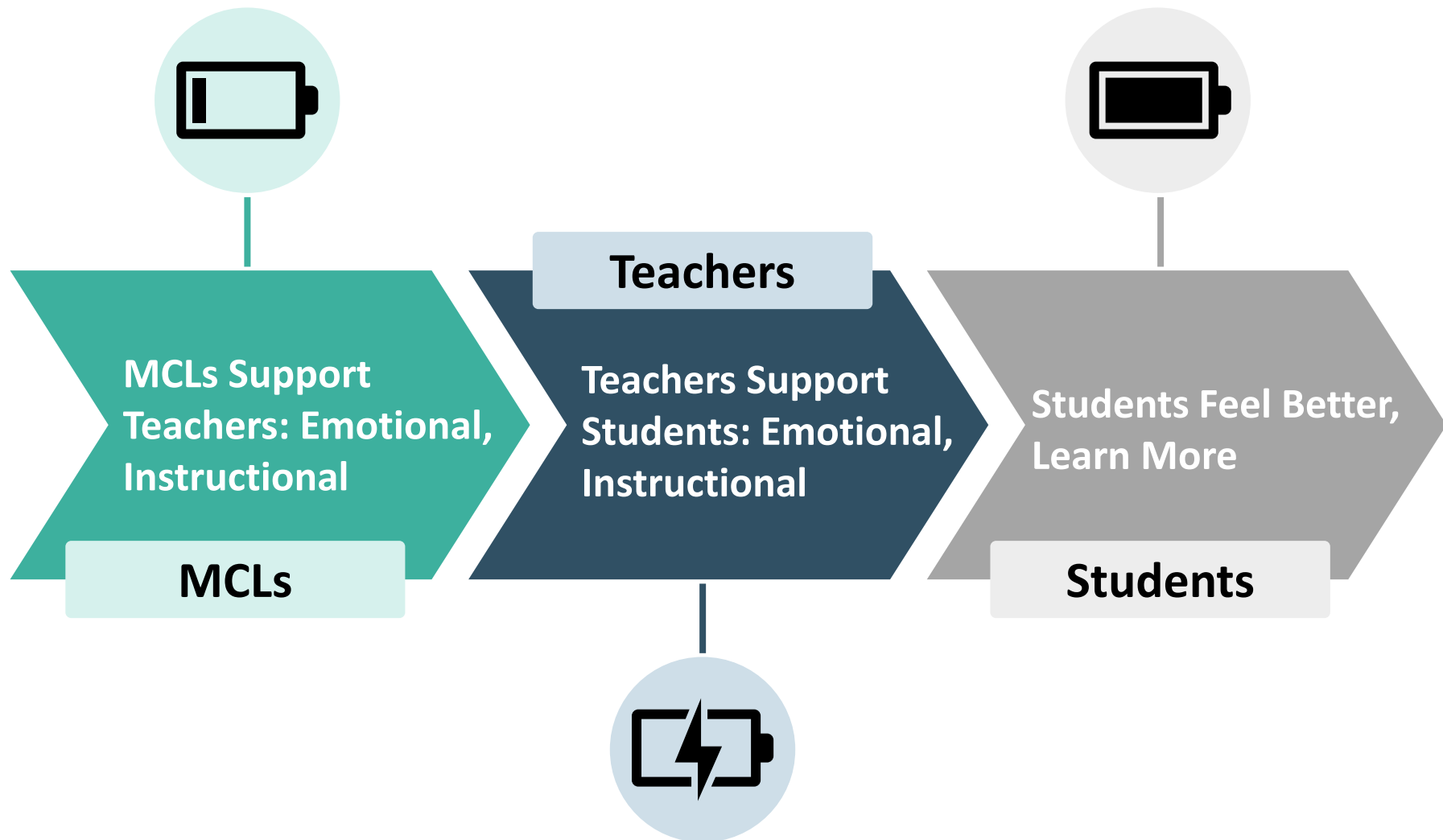
EXECUTE rigorous, personalized lessons for mastery and growth

MONITOR student learning data during year

ADJUST instruction to meet each student's needs

SHARE data with students & families

The Goal of Support: Student Learning



Meet the MCLs



Cherelle Sanders

6-8 Math/Science MCL
Martin Millennium Academy
Edgecombe County, NC



Keisha Wheat

K-2 Literacy MCL
Randolph Elementary
Chicago, IL



Fred Hoffmann

K-5 Science MCL
Fairview Elementary
Guilford County, NC

Share Your Questions

Q&A



**Drop your questions in the Q&A box,
and “upvote” questions that interest you!**



How do I use the Q&A Feature?

1. To ask a question, look on the bottom center of your Zoom screen and click the “Q&A” button. Type your question to the whole group.
2. To “upvote” a question, select the thumbs up button beneath it.

Audio Settings ^



Chat



Raise Hand



Q&A

Leave Meeting

Virtual Classroom Look-Fors



Virtual Look-Fors for School Leaders: Supporting Instruction During COVID-19 Online & Remote Learning

When school is in session and you conduct walk-throughs of physical classrooms, you typically look for evidence of meaningful content, active student engagement, and effective instructional practices. While you can still look for these elements in a virtual classroom, what is most important as you lead through COVID-19 is that content is worthy and engaging, students are connected and supported, and teachers are clear and communicative— and that you keep equity and the needs of your most vulnerable learners front and center. Below are the most important look-fors as you protect learning through COVID-19.

Area	CONTENT LOOK-FORS	Where to Look
Assignments	<ul style="list-style-type: none"> <input type="checkbox"/> Content consists of high-quality texts, problems, and tasks to support the most important standards and skills within the grade-level/content area. <input type="checkbox"/> Tasks are worthy of students' time and provide information to the teacher about what students know and are able to do (i.e., no busy work!). <input type="checkbox"/> Tasks are designed with a low floor and high ceiling (i.e., all students can begin the task and then work at their own level). <input type="checkbox"/> There's a balance of tasks that require critical thinking and problem solving as well as those that serve to maintain important knowledge and skills. <input type="checkbox"/> Workload is manageable and students can complete tasks independently within given time frames. 	<ul style="list-style-type: none"> • Assignments • Student tasks
Clarity of Instructions	<ul style="list-style-type: none"> <input type="checkbox"/> Assignments and tasks communicate high expectations and high standards for student learning, participation, work, and expected outcomes, while also providing flexibility around how and when work is done. <input type="checkbox"/> Assignments include clearly defined instructions, required steps, and the amount of time it should take students to complete. <input type="checkbox"/> Tasks include success criteria, and rubrics or other tools are available for students to self-assess. <input type="checkbox"/> How and when work will be reviewed is clearly defined. 	<ul style="list-style-type: none"> • Assignments • Student tasks • Learning platform (e.g., Google Classroom) • Rubrics • Teacher-student communication
Area	TEACHER LOOK-FORS	Where to Look
Planning	<p>The teacher...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses feedback from a variety of stakeholder groups to plan for the week ahead. <input type="checkbox"/> effectively sequences assignments so that students build and maintain key knowledge and skills. <input type="checkbox"/> collaborates with grade-level/content area colleagues and specialists to share resources, develop assignments, plan for instruction, and provide additional supports to meet the needs of diverse learners. 	<ul style="list-style-type: none"> • Lesson plans • Virtual collaborative planning meetings

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Google Form: BOY Coaching Check-in

BOY Coaching Check-In

I know we are typically together, however I still wanted to make sure we start the year with goal setting. I will schedule a one on one meeting with you to discuss our work together this year.

* Required

Email address *

Your email

What do you consider your area of strength?

Your answer

MCL Keisha Wheat uses this with her team; see the full form at https://www.opportunityculture.org/wp-content/uploads/2020/09/BOY_Goal-Setting_Sample_Form.pdf

Sample Virtual Team Meeting Agenda

Agenda:

- I. What's IMPACTING your Brain, Body, or Being?
- II. Fairview 5 Follow-up: "Believe in Every Student"
- III. Individual Goals and Progress Monitoring
- IV. Content Updates
- V. Concerns/Frustrations/Celebrations
- VI. Upcoming

Source: MCL Fred Hoffman

The Impact Cycle

Sample Teacher Goals:

Teacher A - Scholars to be fluent in logging in to all digital platforms (CANVAS, Discovery Education, IXL & StemScopes) and providing data to drive small group & 1-on-1 instruction

Teacher B - Create more opportunities for scholars to speak during LIVE instruction with effective questioning

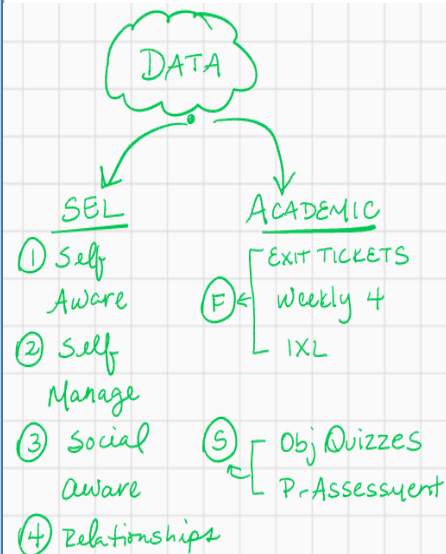
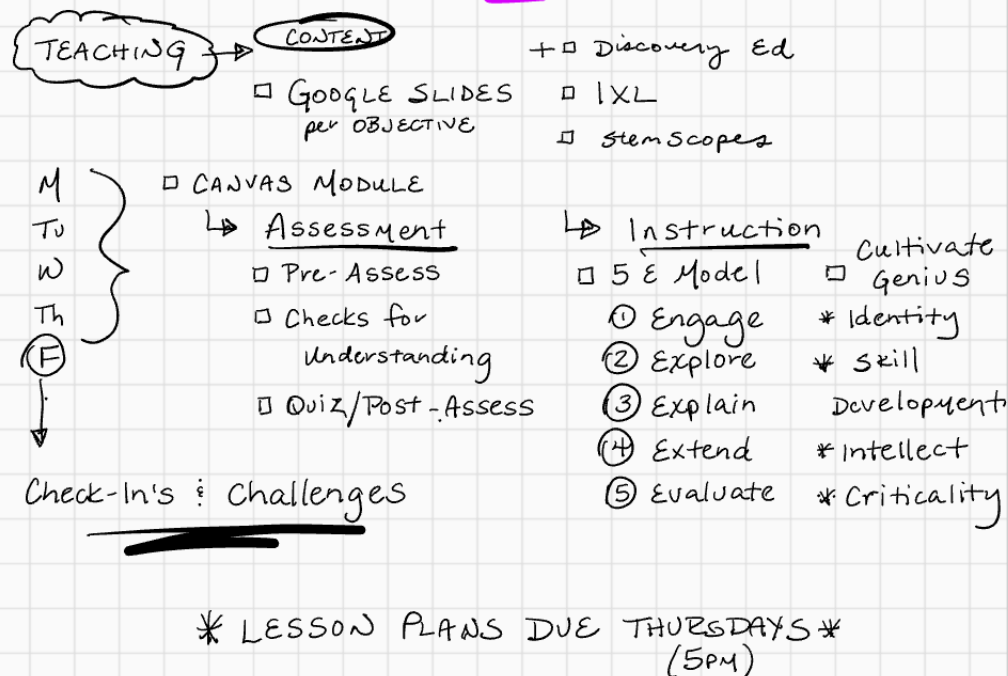
✓ CHECKLIST: PEERS GOALS

A PEERS GOAL IS	✓
Powerful: Makes a big difference children's lives.	
Easy: Simple, clear, and easy to understand.	
Emotionally Compelling: Matters a lot to the teacher.	
Reachable: Identifies a measureable outcome and strategy.	
Student-Focused: Addresses a student achievement, behavior, or attitude outcome.	

MCL Fred Hoffmann used this as a tool with his teaching team, from the book "The Impact Cycle" by Jim Knight (Corwin, 2017).

Setting a Workflow

2020-2021 Setting a Workflow



CAREGIVER, SCHOLAR SUPPORT

* OFFICE HOURS * LIVE TEACHING * SMALL GROUP 1-on-1's

Source: MCL
Fred Hoffman

High-Value Remote Support

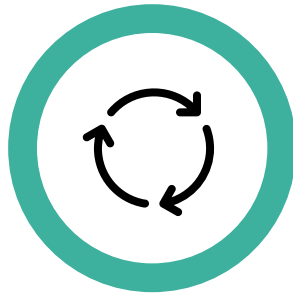
Check in personally

Check in with each teacher individually every day to see how they are doing & if they need help, so teachers do not feel alone



Coaching cycles

Join virtual class or watch recording; Have recurring, virtual meetings to give feedback & plan action steps each week, so teachers know clear steps to take



Lead team meetings

Ensure scheduled team time to co-plan lessons, review student data, adjust teaching & student assignments, & brainstorm challenges & solutions



Give positive praise

Provide specific, positive feedback more frequently than constructive, to boost teachers' emotional states



Model and co-teach

Invite others to your virtual class or share own recording; Teach virtual class alongside teacher. Show what high-standards teaching looks like.



Provide student support

Analyze data, then meet virtually with students 1:1 or in small groups to provide remediation & acceleration that help students learn more



Free Resources Online



Portal User Log-in

Search this website

Opportunity
Culture Explained

Join Opportunity
Culture

What People Are
Saying

Resources for
Educators

Resources for
District Leaders

Data Dashboard

Opportunity Culture: The Vision

States, districts, and schools:

- Reach all students with excellent teaching, consistently
- Reach all educators with outstanding career opportunities for



Visit OpportunityCulture.org for more information on:

- The Opportunity Culture initiative, roles, data, and resources for educators and district leaders
- Instructional Leadership and Excellence
- Leading and teaching during the COVID-19 pandemic
- And more!

OC Professional Learning Cohort

Month	Principal	MCL	TRT	RA
Sep	Launching OC	Observation and Feedback	Problems of Practice	
Oct	Supporting MCLs and TRTs Effectively	Co-Teaching Deep Dive		
Nov	Problems of Practice			
Dec	Midyear Review			Managing Up
Jan	Scheduling Tune-Up		Problems of Practice	
Feb	Selection and Hiring	Culturally Sustaining Pedagogies		
Mar	Problems of Practice			
Apr	Problems of Practice	Leading Difficult Conversations	Increasing Student Participant and Thinking	
May	Year in Review			

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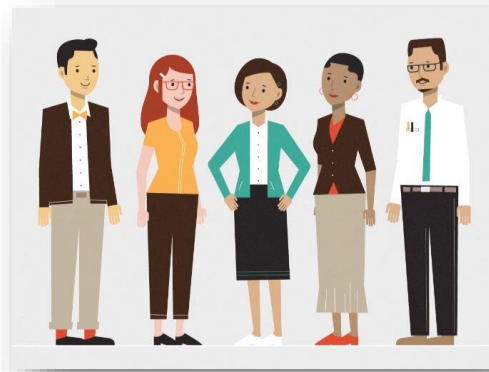
Interested in collaborating with other OC educators across the country?

Join a Facebook group:



[Facebook.com/groups/OpportunityCulturePrincipals/](https://www.facebook.com/groups/OpportunityCulturePrincipals/)
[Facebook.com/groups/OpportunityCultureMCLs/](https://www.facebook.com/groups/OpportunityCultureMCLs/)
[Facebook.com/groups/OpportunityCultureEducators/](https://www.facebook.com/groups/OpportunityCultureEducators/)

These private groups are **open only to OC principals and administrators, MCLs, or other OC educators**, respectively, to connect with peers across districts and states—a place to share advice and materials, collaborate, discuss education topics, and share experiences.



Thank You

Contact Us:

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