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.
Please introduce yourselves in the chat box. Share:

- Name
- Location
- Role in the education sector
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

A National Crisis

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, lives interrupted or lives cut short. As the country nears a grim milestone of 100,000 documented deaths attributed to the virus, The New York Times scored obituaries and death notices of the victims. The 10,000 people here reflect just 1 percent of the toll. None were mere numbers.

Patricia Dowd, 57, San Juan, Calif., auditor in Silicon Valley; Marion Krueger, 85, Kirkland, Wash.; great-grandmother with an easy laugh—Jeanette Ferre, 77, Lee County, Fla., wife with little time to enjoy a new marriage—Caroline Lawyer, 84, Billerica, Mass., wishing her sharecropper's son—Loreen Tindal Brown, 68, Los Angeles, cancer survivor born in the Philippines—Jordan Driver Haynes, 27, Cedar Rapids, Iowa, generous young man with a delightful grin—Patricia

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

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Maslow’s Hierarchy of Needs

- Physiological Needs
- Safety Needs
- Love and Belonging
- Esteem
- Self-actualization
## Instructional Excellence Summary

<table>
<thead>
<tr>
<th>Deliver Instruction</th>
<th>Improve Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLAN AHEAD</strong> to raise sights, quality, and consistency of instructional delivery and improvement—e.g., choose excellent curricula, ways to engage students</td>
<td></td>
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<tr>
<td><strong>CONNECT</strong> with students and families to cultivate a culture of learning</td>
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<tr>
<td><strong>LEAD</strong> the classroom with purpose and compassion, setting and reinforcing norms for routines and engagement</td>
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<tr>
<td><strong>EXECUTE</strong> rigorous, personalized lessons for mastery and growth</td>
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<tr>
<td><strong>MONITOR</strong> student learning data during year</td>
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<tr>
<td><strong>ADJUST</strong> instruction to meet each student’s needs</td>
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<tr>
<td><strong>SHARE</strong> data with students &amp; families</td>
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The Goal of Support: Student Learning

MCLs Support Teachers: Emotional, Instructional

Teachers Support Students: Emotional, Instructional

Students Feel Better, Learn More
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

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.
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.

<table>
<thead>
<tr>
<th>Area</th>
<th>CONTENT LOOK-FORS</th>
<th>Where to Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>- Content consists of high-quality texts, problems, and tasks to support the most important standards and skills within the grade level/content area.</td>
<td>• Assignments&lt;br&gt;• Student tasks</td>
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<td></td>
<td>- 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!).</td>
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<td></td>
<td>- 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).</td>
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<td></td>
<td>- 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.</td>
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<td>- Workload is manageable and students can complete tasks independently within given time frames.</td>
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</table>

| Clarity of Instructions  | - 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.          | • Assignments<br>• Student tasks  
• Learning platform (e.g., Google Classroom)  
• Rubrics  
• Teacher-student communication |
|                          | - Assignments include clearly defined instructions, required steps, and the amount of time it should take students to complete.                                                                      |                                                   |
|                          | - Tasks include success criteria, and rubrics or other tools are available for students to self-assess.                                                                                                  |                                                   |
|                          | - How and when work will be reviewed is clearly defined.                                                                                                                                                  |                                                   |

<table>
<thead>
<tr>
<th>Area</th>
<th>TEACHER LOOK-FORS</th>
<th>Where to Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>The teacher:</td>
<td>• Lesson plans&lt;br&gt;• Virtual collaborative planning meetings</td>
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<td>- uses feedback from a variety of stakeholder groups to plan for the week ahead.</td>
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<td>- effectively sequences assignments so that students build and maintain key knowledge and skills.</td>
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<td>- 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.</td>
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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
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

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

TEACHING

CONTENT

+ Discovery Ed

- Google Slides
- IXL
- Stemsscopes

GRADING

Objective

- 1-2 Assignments
- 1 Hands-On
- 1 Quiz

UNIT

Post Assessment

Check-In’s & Challenges

* LESSON PLANS DUE THURSDAYS *
(5pm)

DATA

SEL

1. Self Aware
2. Self Manage
3. Social Aware
4. Relationships

ACADEMIC

Exit Tickets

- Weekly IXL

Caregiver, Scholar Support

* Office Hours * Live Teaching * Small Group 1-1’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.

**Give positive praise**
Provide specific, positive feedback more frequently than constructive, to boost teachers’ emotional states.

**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.

**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.

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

**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.
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

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<thead>
<tr>
<th>Month</th>
<th>Principal</th>
<th>MCL</th>
<th>TRT</th>
<th>RA</th>
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<tbody>
<tr>
<td>Sep</td>
<td>Launching OC</td>
<td>Observation and Feedback</td>
<td></td>
<td>Problems of Practice</td>
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<tr>
<td>Oct</td>
<td>Supporting MCLs and TRTs Effectively</td>
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<td>Co-Teaching Deep Dive</td>
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<td>Nov</td>
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<td>Problems of Practice</td>
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<tr>
<td>Dec</td>
<td></td>
<td>Midyear Review</td>
<td>Managing Up</td>
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<tr>
<td>Jan</td>
<td>Scheduling Tune-Up</td>
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<td>Problems of Practice</td>
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<tr>
<td>Feb</td>
<td>Selection and Hiring</td>
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<td>Culturally Sustaining Pedagogies</td>
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<tr>
<td>Mar</td>
<td></td>
<td>Problems of Practice</td>
<td></td>
<td></td>
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<tr>
<td>Apr</td>
<td>Problems of Practice</td>
<td>Leading Difficult Conversations</td>
<td>Increasing Student Participant and Thinking</td>
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<tr>
<td>May</td>
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<td>Year in Review</td>
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Interested in collaborating with other OC educators across the country?

Join a Facebook group:

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Facebook.com/groups/OpportunityCultureMCLs/
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:

Kendall King, kendall.king@publicimpact.com