

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



Webinar
January 28, 2021

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

Welcome! We will begin shortly.

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


THE PROFESSIONAL LEARNING ASSOCIATION

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](https://twitter.com/@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)

Reflecting on the Journey

Before

- Role Identity
- “Predictable” future

During

- Multiple levels of concerns
- Needs based flexibility
- Professional learning and support

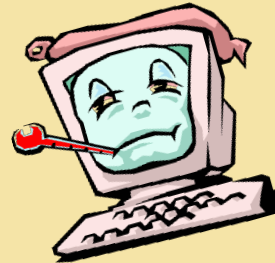
Now

- 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.

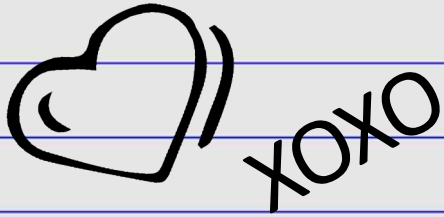
Provide small
breaks during
the lesson.

Keep Them Engaged

$$1 + 2 = 3$$

How do you hold students accountable: Keep them engaged!

Monitoring student understanding requires you to interact with **every student** during **every class**.



Keep Them Engaged

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you to interact with **every student** during
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POPSICLE STICKS

CONSTRUCTIVE RESPONSE

INTERACTIVE BOARD

SMALL GROUPS

CHAT ROOM

JOURNAL WRITING

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



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 2.1%








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






PLC Focus – Language and Student Responsiveness

- 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.






Sentence Starter – Math Example

 QUESTION	 SIGNAL	 STEM	 SHARE	 ASSESS
<p>What is the equation that represents the visual pattern?</p>	<p>Use the reactions button to give a <u>thumbs up</u> when you complete the sentence. Write it in your workbook.</p>	<p><i>In this pattern, each case is increasing by _____.</i> <i>Therefore, the constant is _____.</i> <i>The equation that represents this pattern is _____.</i></p>	<p>Person that has the most siblings shares first and then go around the group in the Breakout Room!</p>	<p>We will <u>spin the wheel</u> to see who will share with the whole class.</p>

QSSSA – Newcomer SLA Example

 QUESTION	 SIGNAL	 STEM	 SHARE	 ASSESS
<p>What happens in the beginning of the article?</p> <p>¿Qué pasa al principio del artículo?</p>	<p>Use the reactions button to give a <u>thumbs up</u> when you complete the sentence. Write it in your workbook.</p>	<p><i>In the beginning of of the article, the author writes that</i></p> <p>_____</p> <p>_____</p> <p><i>Al comienzo del artículo, el autor escribe que</i></p> <p>_____</p> <p>_____.</p>	<p>Person that has the most siblings shares first and then go around the group in the Breakout Room!</p>	<p>We will <u>spin the wheel</u> to see who will share with the whole class.</p>

QSSSA Planning Template

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

Discussion and Questions



Mark your calendars

**Thursday,
February 4
3 pm ET**

**Transforming
Teaching Through
Curriculum-Based
Professional
Learning**

**Thursday
February 11
3 pm ET**

**Culturally
Responsive
Instruction in an
Online World**

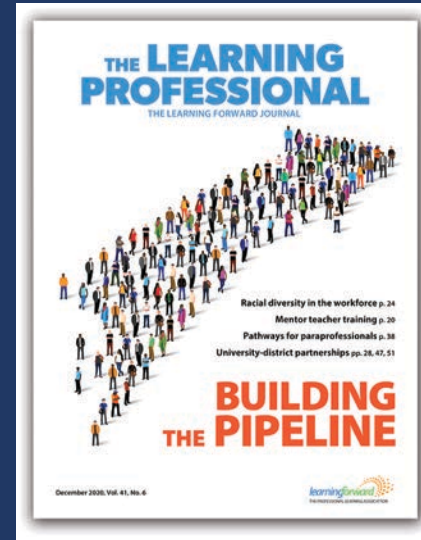
**Thursday
February 25
3 pm ET**

**Assessing Student
Work Online**

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*](https://learningforward.org/webinars)



TOOLS

Making mentoring work online

By [Learning Forward](#)
[AUGUST 2020](#)
VOL. 41, NO. 4



Active mentors set clear expectations for their work with the teachers they support. This is a critical step in the process of building trust between mentor and mentee, and it is ever more important than when mentors conduct observations of teachers as they engage in classroom instruction. With much teaching now occurring online, mentoring is moving online, and setting expectations and building trust should be built into that process.

Search
The Learning Professional



How we can improve hybrid learning, right now

January 21, 2021 | [David Rosenberg](#) | [Online learning](#)

Only a month into the new year, the rollout of COVID-19 vaccines makes it more likely that more students and educators will return to in-person school in 2021. But until then, the year of living and learning with COVID continues. As learning losses accumulate, millions of students remain in hybrid learning models that, despite good intentions, aren't working well for many.

This is likely to be an ongoing issue. Families are expected to keep demanding remote options, especially if their communities are at high risk for the virus. Schools may need to continue limiting the number of students in buildings at one time in order to follow public health guidance to continue physical distancing measures even after vaccinations have begun. Hybrid models are likely to remain a part of our K-12 ecosystem some time to come.

Learning Forward Supports Coaches and Mentors

- Coaches Academy
- Mentor Teacher Academy
- Content Based Coaching

<https://services.learningforward.org>

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PROFESSIONAL SERVICES

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LEARNING FORWARD
Coaches Academy
Now offered virtually!

Empower your coaches and the leaders who support them

Effective coaches influence teaching, student learning, and school culture. Learning Forward is the leader in developing school- and district-based coach expertise around the critical skills of building relationships, leading professional learning, and providing effective coaching to individuals and teams.

Our Coaches Academy help school- and district-based coaches apply knowledge, skills, and practices to increase student success through effective instruction, collective responsibility, and continuous improvement. We help coaches understand their roles as change agents in their schools and drives of equitable outcomes for students, and ensure their work directly impacts teaching and learning.

WHAT WE DO: Coaches Academy helps coaches embrace their roles as learning leaders and better understand their relationships with teachers and principals. The academy also helps teachers develop skills in:

- Understanding mentorship, professional learning, and equity
- Applying a three-...
- Establishing and...
- Coaching...
- Mentoring...
- Analysing...

SERVICES

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LEARNING FORWARD'S
Mentor Teacher Academy
Now offered virtually!

Give your new teachers the support they need from a highly qualified mentor.

Learning Forward's Mentor Teacher Academy is a customized, multi-day, blended learning experience for districts seeking to provide beginning teachers with an experienced, knowledgeable mentor to support them through their first three years in the classroom. The Academy is grounded in a Mentoring Cycle of diagnosing mentee needs, providing coaching support to address those needs, and monitoring progress to measure growth and evaluate impact utilizing a "Plan, Do, Study, Act" process for growth and improvement.

The Academy helps mentees build strong relationships and effectively communicate with mentees, apply adult learning theory and understanding of new teacher mindset to the mentoring role, diagnose and prioritize mentee's strengths and areas for growth in the areas of classroom management, instruction, and content-specific pedagogy; design and implement a mentoring support plan to develop mentee knowledge and skills; monitor mentee progress and determine next steps for ongoing mentoring; and support mentees to understand the unique needs of the students and families they serve.

WHAT WE DO: Our support for mentor teachers includes:

For more information, contact Tom Manning, vice president of consulting management & services tom.manning@learningforward.org | consulting@learningforward.org

- Understanding mentorship, professional learning, and equity
- Applying a three-...
- Establishing and...
- Coaching...
- Mentoring...
- Analysing...

CONSULTING SERVICES

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LEARNING FORWARD CONSULTING
Virtual Professional Learning
Now offered virtually!

Ensure equity and excellence in teaching and learning... virtually!

As we prepare for the unique challenges of this new school year, we need to equip leaders at all levels with the tools to meet educator and student learning needs head-on.

Just as teachers are designing new models of learning to meet their students' success, schools and systems need to provide professional learning support for teachers, coaches, and leaders to ensure they are not working in isolation, but are collaboratively adapting and continuing to work toward a common vision of excellent teaching and learning every day.

WHAT WE DO: Our virtual consulting support includes:

- Use facilitated professional learning models
- Continuously focused opportunities with expert coaches and facilitation
- One-on-one and team learning opportunities with expert coaches and facilitation
- Strategies to support and facilitate virtual adult learning
- Tools, resources and protocols to support virtual learning communities in schools
- Strategies for coaches and mentors to support teacher readiness

CONSULTING SERVICES

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LEARNING FORWARD CONSULTING
Content-Based Coaching Program
Now offered virtually!

Our content-based coaching program is now being offered virtually.

Learning Forward has expanded our current instructional coaching services through the addition of a content-specific coaching program. This program is designed to integrate deep content knowledge and pedagogy with best practices in instructional coaching in an effort to support the growth, development, and support of mathematics and ELA coaches, teachers, and teacher leaders to best meet the needs of their students.

WHAT WE DO: Our support for content-based coaches includes:

- Applying a content-based coaching cycle
- Modeling expert mathematics/ELA instruction
- Coaching for equity
- Content-specific coaching skills, methods, and cycles to facilitate student learning
- Adapting coaching support to meet individual and district content needs
- Effective partnerships with principals and district content specialists to support teacher growth

Thank you!

