



Principal Innovation: Virtual Session

Rethinking Teacher Support

May 19, 2020

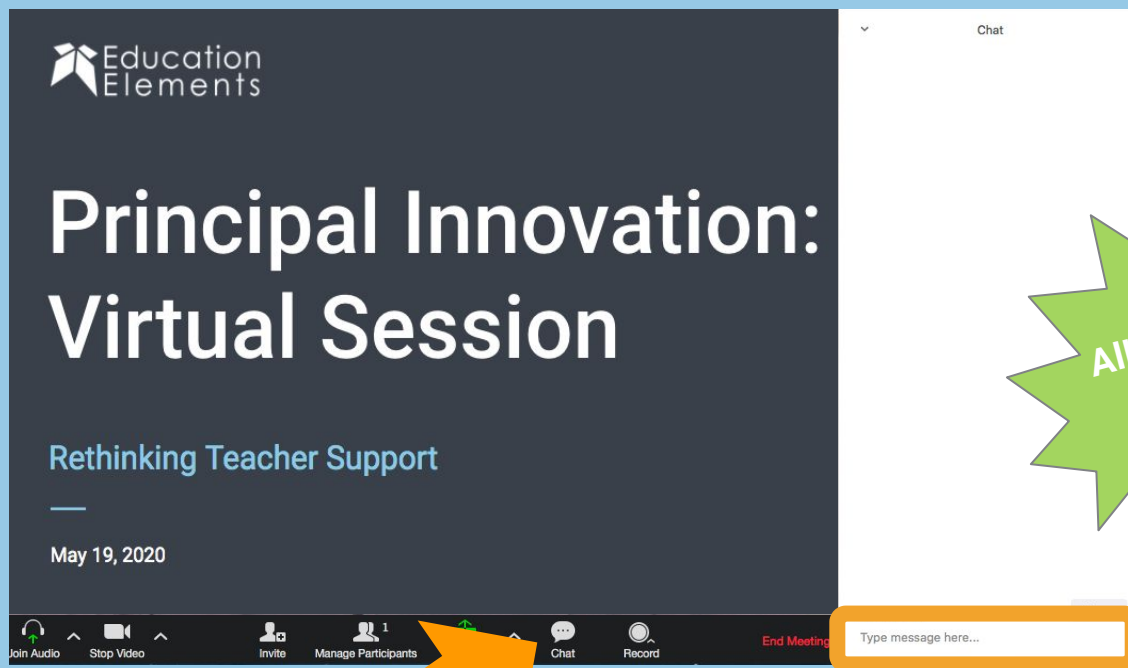
Welcome to our virtual session

We commit to...

- Not talking at you (too much)
- Engaging you as collaborators
- Creating opportunities to share

Let's practice

How to Check-in or Add Questions



Check-in:

Name + location + fill in
the blank

“One thing I want to rethink
around the way I support
teachers is...”

(type a word or short phrase into the chat box)



“Setting an intention gives you an opportunity to declare how you want to be in a situation—and, ultimately, that's all you have true control over. How you show up. How you experience something.”

-Elena Aguilar

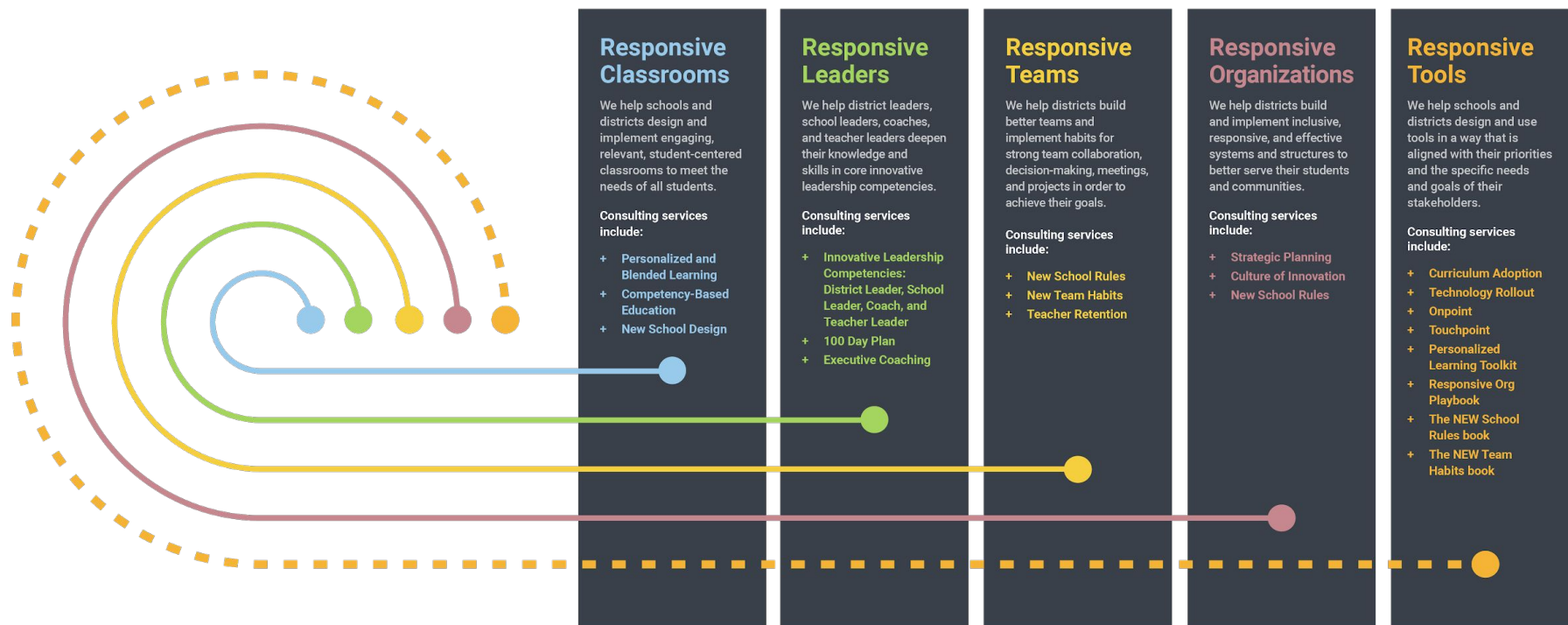


Remember to breathe!

All of a sudden, we are navigating unknown territory.

We are learning and figuring this out together.

Responsive Ecosystem





Justin de Leon

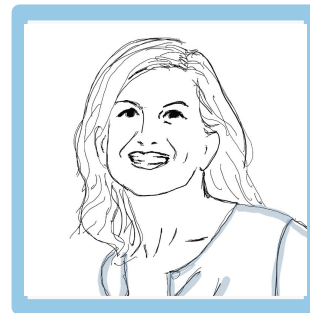
Partner

justin@edelements.com



Jethro Jones

Principal + Host of
Transformative Principal
jethro.jones@gmail.com



Megan Campion

Associate Partner
megan.campion@edelements.com

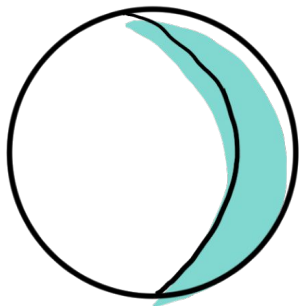


www.edelements.com



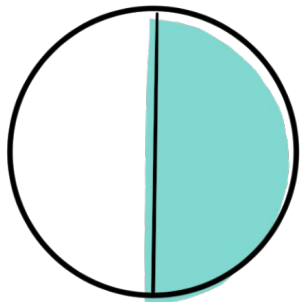
[@edelements](https://twitter.com/edelements)

Elements of Building Knowledge



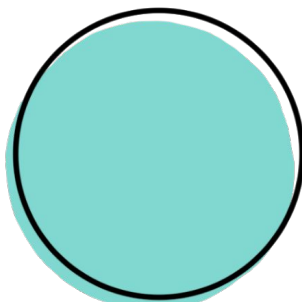
SPARK

Inspiration to
illustrate the
need for change



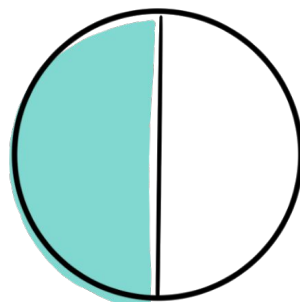
EXPAND

Resources or
tool to build
understanding of
the change



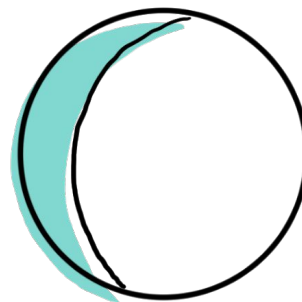
PRACTICE

Activity to
practice the
change in a safe
environment



APPLY

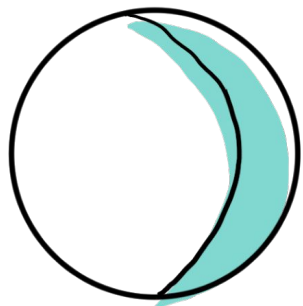
Plan for trying
the learning in
the
real world



DEBRIEF

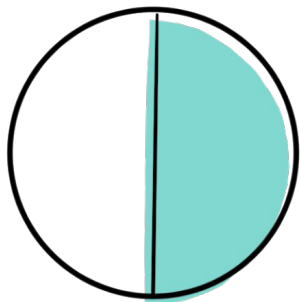
Reflection on
trying the new
learning + future
iterations

Elements of Building Knowledge



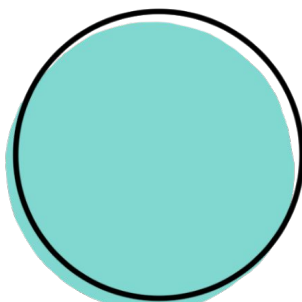
SPARK

How other industries have pivoted to support from a distance



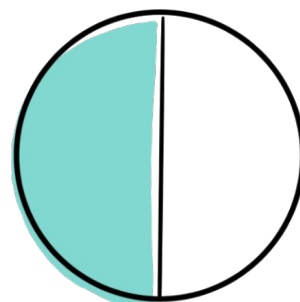
EXPAND

Examples of new practices for teacher support



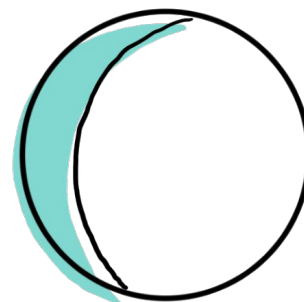
PRACTICE

Plan for improving virtual teacher support



APPLY

Commit to your plan



DEBRIEF

Share your learning from today



Spark: Telehealth and Remote Medical Care



Spark: Distance Learning through Text Messages

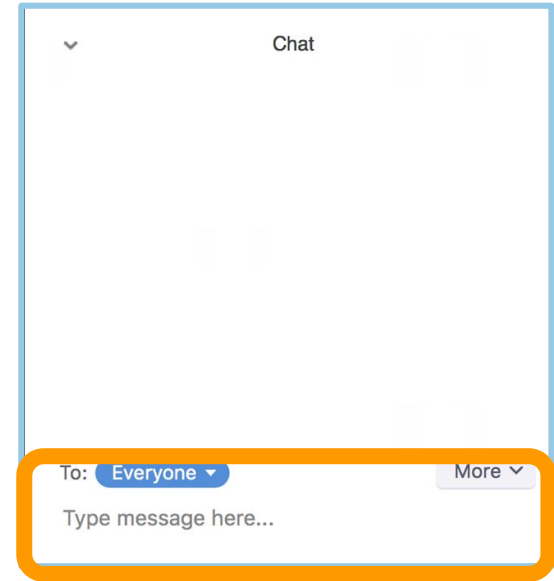
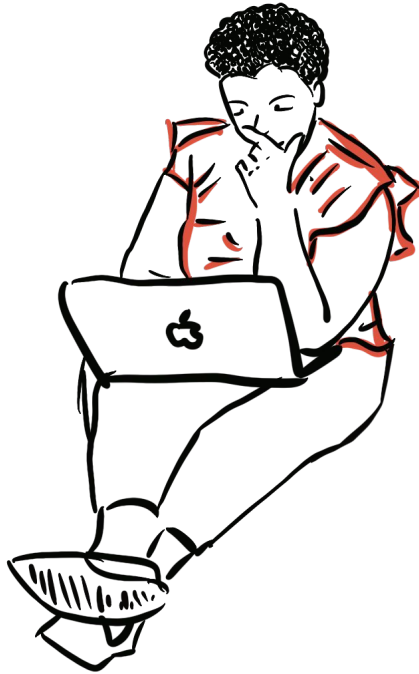
How does a course work?

Most text message courses are 5 - 30 days long. Let's break down a typical course day, which usually takes **just 5 minutes** to complete:

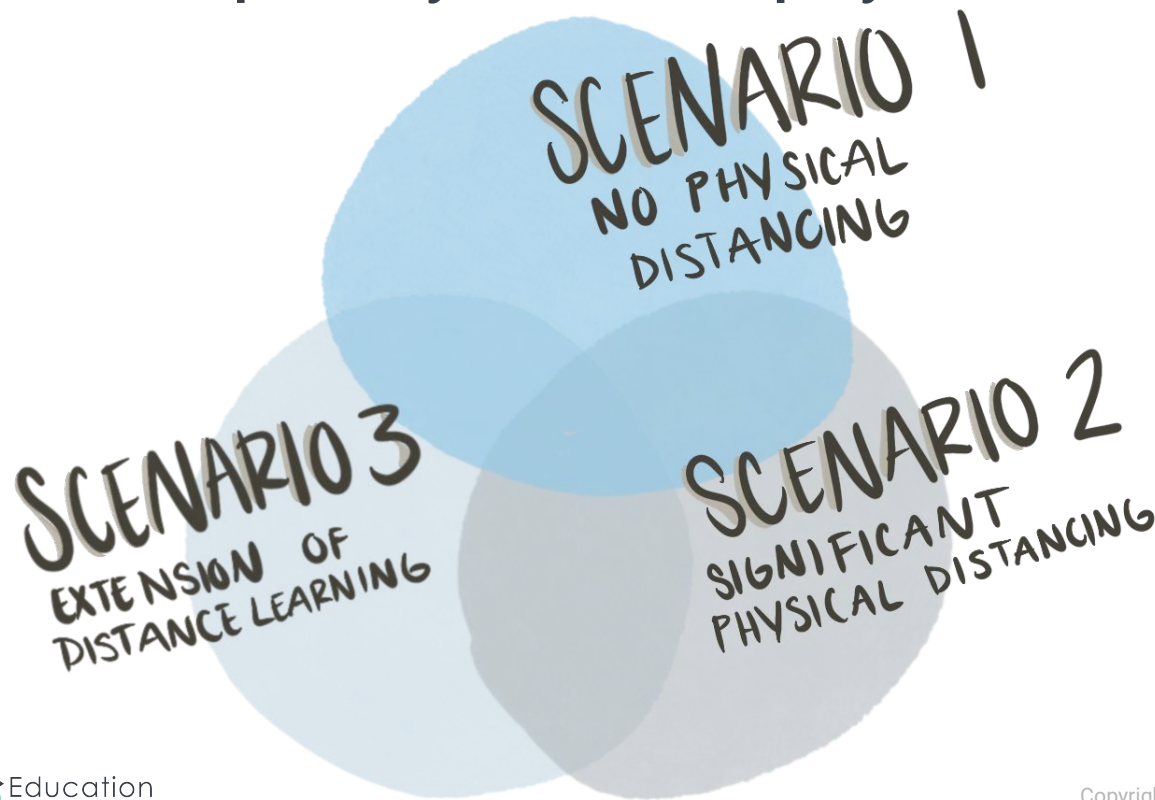


Share in the Chat:

What is a new way
you are getting
support or
supporting others
at a distance? (in
life, at school)



Scenarios that are emerging are complex, and the reality is that multiple may come into play in the next school year.



Thoughts + Considerations

- Scenarios Overlap
- Elementary v. Secondary
- Staff Allocations
- Location of Services
- Common Conditions
- All scenarios in 2020-2021

Teacher Support at a Distance

- Initial reaction and triage, in response to COVID, is behind us, most schools have stabilized distance learning for the majority of their learners
- Access to devices + wifi; transitioning to online or distance learning; and unresponsive families continue to be a challenge
- Schools must continue to support teachers from a distance
- New or adapted strategies for teacher support can help meet immediate and long term needs
- The image on the right shows focus areas to guide teacher support (during distance learning and “normal” times)

Teaching and Learning

“I have the curriculum, practices, and materials needed to facilitate student learning.”

Operations

“I am clear on the routines and procedures that guide my classes, my team, my school.”

Belonging + Identity

“I feel valued, connected to my school, and have a sense of purpose.”

Safety + Needs

“I am secure and healthy.”

Opportunities

Teaching and Learning

- New, unknown situation encourages “safer” risk taking
- Increased fluency with digital applications and work flows
- Time to reflect on core learning experiences
- Short cycle iterations to drive innovation

Operations

- Short term project management
- Reduced distractions (b/c out of building)
- Increased meeting presence

Belonging + Identity

- Shared purpose, focused team
- Lower inter-staff tension
- Self-organized teams

Safety + Needs

- Detached from peer group (“work friends”)
- No F-2-F culture building rituals
- Isolated at home

- Limited to virtual meetings
- Asynchronous
- Limited whole group culture building activities

- Virtual meetings and decision making
- Shorter classes; shorter meetings

Constraints

Distance learning introduces new constraints and opportunities for teacher growth and support:

How can school leaders leverage these conditions to drive short and long term innovations to teacher support and growth?

Expand: Constraints in Education



PROCEDURAL:

Time,
processes,
operations



PHYSICAL:

Space,
Geography



INSTRUCTIONAL:

Teaching + learning
strategies; content;
student/staff
support



TECHNOLOGICAL:

Devices, materials,
internet



FINANCIAL:

Budget

CULTURE

Realities with Teacher Support

- PD might be lifted / waivers in place
- Doesn't mean teachers shouldn't be learning
- Example
 - Everyone hates Blood borne pathogen training!
 - With standard union work day and district norms we're fine with wasting 90 minutes for this, but things are different now.



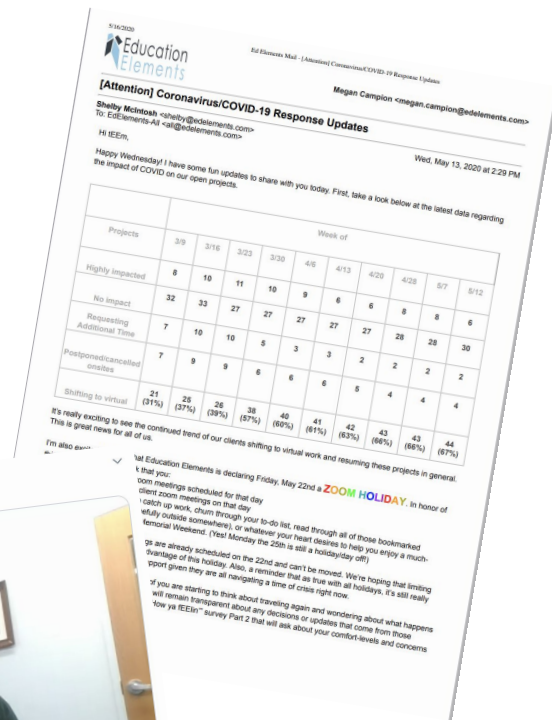
Expand: Safety and Needs

Context: COVID-19 has created a threat to everyone's most basic safety--the potential to get ill by living life in a way we are all used to. Information about best practices is evolving as we learn more about the virus, leaving people uncertain about what to do next.

Constraints: Procedural, physical, financial

Sample Innovation:

- Sharing out best practices for staying healthy
- Regular cadence of updates to all teachers, including resources available



Rochester Schools @RochNHSchool · May 15
May 15th update from Superintendent Repucci



Expand: Belonging and Identity

Context: Isolating because of COVID leads to a detachment from peer groups, and a suspension of culture-building rituals.

Constraints: Procedural, physical, financial

Sample Innovation:

- Use virtual meeting software (Zoom, Google Hangouts)
- Create virtual rituals to replace the face-to-face that we are missing



Expand: Operations

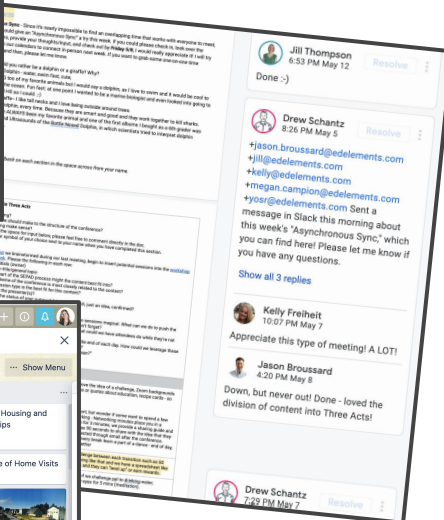
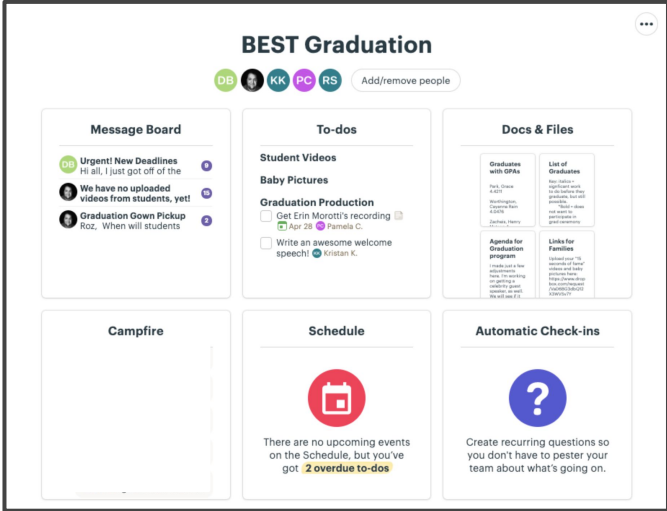
Context: Planning for school operations and teacher support will likely be different given physical limitations on meeting in person.

Constraints: Procedural, instructional, physical

Sample Innovation:

- Consider asynchronous team meetings, managed through a google doc, trello, or project management tool.

Flexible vs. fixed schedule



Expand: Teaching and Learning

Context: Limited learning and teaching time, unpredictable conditions at home for some students

Constraints: Procedural, instructional, physical

Sample Innovation:

- Prioritize the most essential competencies, professional skills, and development objectives
- Teachers chart their own learning path, and advance based on mastery

RSD PERSONALIZED LEARNING PLAYLIST

RSD PARAEducATOR PD PLAYLIST MAY 2020

Directions: Explore these resources as you have time! Once you are finished, fill out this [google form](#) with your reflections and questions.

Table of Contents: Click on any of the following titles to bring you to that section.

- Instruction:
 - [Math](#)
 - [Reading/Writing](#)
 - [Personalized Learning](#)
- [Social Emotional Learning](#)
- [Special Education](#)
- [Technology](#)

MATH RESOURCES

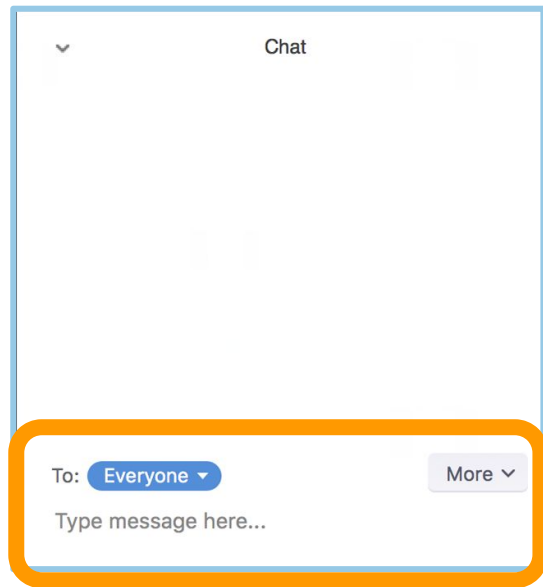
| Resources |
|---|
| Join the SAM Visual Learning Community for videos and resources |
| MATH Modules |
| Edgenuity Math Resources |

READING/Writing RESOURCES

| Resources |
|--|
| Reading Street , remote resources |
| Reading Street Videos sorted by topic |
| Author Collection Portal various resources |
| Page to Literacy K-12 Literacy Resources |
| WRITING Resources |
| 2020 Edgenuity Webinars |
| Edgenuity Webinar |
| Edgenuity Webinars for struggling readers |

Share in the Chat:

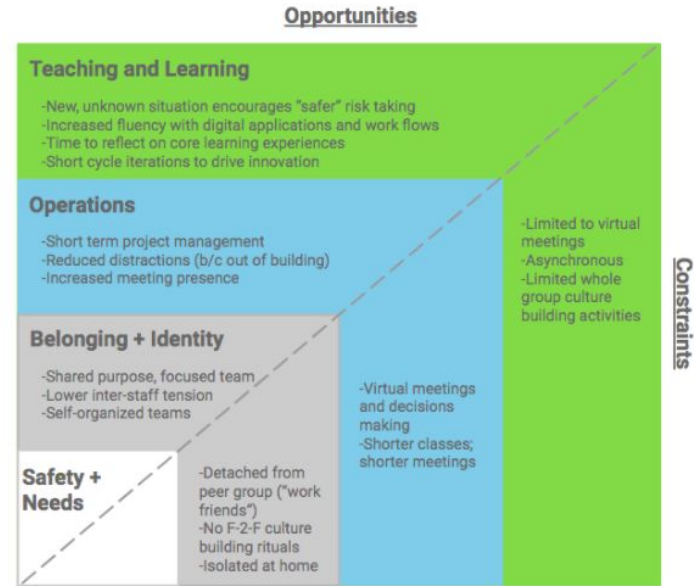
How has your team innovated within distance learning constraints to better meet teachers' needs?



Practice:

1. Reflect and Identify Need
2. Select a Strategy
3. Create Action Plan
4. Commit

Step One: Reflect and Identify a Teacher Need



Reflect: Think about an individual teacher or group of teachers you support. What opportunity can you capitalize on to improve virtual teacher support? What constraint might you address to meet a specific need of a teacher or group of teachers? Use the graphic above as a jumping off

Planning Tool

Apply

1. Complete your plan for rethinking the way you support teachers
2. Commit -- add actions from your plan to your calender
3. Share what you hope to do with a colleague or the teacher(s) you want to help

Debrief

What aspect of today's session was most useful to you?



Additional Support



Leadership can be Lonely

The Mastermind helps.

jethrojones.com/mastermind



VIRTUAL EVENTS 2020

Go Here to Learn More and Register:
bit.ly/virtual-events-2020

MAY 13 - 14

Designing Student-Centered Learning

JUNE 3 - 4

Responsive Team Habits in the Age of COVID-19

JUNE 16 - 18

Designing Schools for Learning Continuity Conference