Virtual Professional Development Look-Fors

Virtual Professional Development Plan

| Look-fors | Resources | Notes |
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| **Before PD** * Email participants *one week* before the session (or support the district in writing a pre-PD email)
	+ Introduce yourself
	+ State session purpose and intended outcomes
	+ Send session pre-work if applicable
	+ List any curricular materials and technology participants will need to bring to the training
	+ Include your commitment to equitable instruction for all students
	+ *Optional*: Include pre-recorded training videos for digital tools used in virtual classrooms (e.g., record mini-instructional videos with step-by-step instructions and screen recordings)
* Email participants *48 hours* before the session
	+ Include a reminder of meeting with agenda and session welcome
	+ Send any session handouts/tools
	+ Ask participants to check technology devices ahead of session (e.g., working volume, camera)
	+ Ask participants to:
		- keep cameras on during the session
		- be in separate rooms on their own devices

(Provide rationale for these logistical asks)**PD Planning*** Hold a district- or school-based meeting to determine the learning agenda including session outcomes and activities
	+ Analyze any data to identify trends, patterns, and areas of focus.
		- If there is no current data, push for that to be gathered prior to PD session
	+ Ask questions to understand the current learning landscape and identify educator/student needs including:
		- Mindsets—particularly around equitable outcomes for all students
		- Curriculum/content learning
		- Virtual learning
* Ensure the professional development plan includes:
	+ Real and perceived learning needs, orientation, and culture of participants
	+ Research and evidence-based virtual learning best practices embedded in curriculum/content learning
	+ Focused session outcomes with points during the training to revisit the outcomes and stamp learning for participants
	+ Sequenced, coherent, focused session activities
	+ Potential misunderstandings (in order to consistently hold a high bar for responses from participants)
	+ Checks for understanding that align with the session outcomes
	+ Small-group and whole-group virtual learning considerations.
	+ Focused reflection time structured to capture big takeaways and help participants plan next steps
	+ Follow-up activities for teachers to apply their learning
	+ Good facilitator notes
* PD Plan Feedback
	+ Send professional development plan to a colleague for feedback and make necessary adjustments to the plan
	+ Set up a practice session with a colleague for the purpose of feedback before your session with participants

**PD Follow-up*** Email participants within 24 hours after the session
	+ Identify session trends summary and name next steps
	+ Include the presentation from the training, digital handouts, and access to recorded meeting video
 | * [**Ghost Written Pre-Email Example: Coach Facing Virtual PD**](https://instructionpartners.org/wp-content/uploads/2020/10/Ghost-Written-Pre-Email-Example_-Coach-Facing-Virtual-PD.docx)
* [**ELA Virtual PD Planning Example**](https://instructionpartners.org/wp-content/uploads/2020/10/ELA-Virtual-PD-Planning-Example.docx)
* [**Arc of Learning Example: Community of Practice Math PD Overview**](https://instructionpartners.org/wp-content/uploads/2020/10/Arc-of-Learning-Example_-Community-of-Practice-Math-PD-Overview.docx)
* [**Follow-up Email Example: Teacher Facing Virtual PD**](https://instructionpartners.org/wp-content/uploads/2020/10/Follow-up-Email-Example_-Teacher-Facing-Virtual-PD.docx)
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Culture and Community of Trust, Respect, and Shared Responsibility

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| **Establishing Clear Expectations** * Establish, communicate, and maintain norms for virtual learning environments (e.g., cameras on, mute, participation expectations)—revisit when necessary

**Cultivating a Growth Mindset Culture*** Poll teachers about their comfortability and interest in different elements of virtual learning tools and platforms
* Build in time for reflection
* Revisit the research behind growth mindset deliberately

**Building Community** * Allocate sacred time for participants to engage in team building, games, and sharing activities
* Consider opportunities for casual social interaction during breaks

 **Motivating Participants*** Build time and systems that encourage participants to shout out each other (e.g., synchronous shout-outs, message boards, paper plate awards, celebrate the wins)
 | * [**Relationship Building: Virtual PD**](https://instructionpartners.org/wp-content/uploads/2020/10/Building-Relationships_-Virtual-PD.docx)
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Relevant, Rigorous Content

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| **Purposeful starts*** Set expectations
	+ Establish clear norms for the learning community and tech needs
	+ Provide written and oral directions (especially for new tech tools and platforms)
		- Repeat norms and directions as often as needed
	+ Provide an agenda so participants can anticipate activities, breaks, and opportunities for collaboration
* Frame the learning
	+ Explain how the learning opportunity is situated in the arc of learning for the year—coherence
		- If an arc of learning is not feasible, how is the session connected to previous learning?
	+ State rationale for learning
		- Why are the virtual tools/platforms and content learning timely and relevant to the current reality of participants?
	+ Set the purpose for the learning beyond what they will experience in the session and make connections to everyday classroom experiences

**Facilitation of standards-aligned, technology-enhanced, appropriately sequenced virtual learning activities*** Model learning (virtual and content) for participants (e.g., model lesson using Nearpod, Guidebooks using Google Classrooms)
* Respond to preconceptions or misconceptions respectfully and strategically
* Provide exemplars, visual anchors, virtual manipulatives, etc. for participants to use and reference for preview/review
* Provide opportunities for participants to apply digital and content learning

**Meaningful Discussion*** Facilitate whole-group engagement
	+ Cold call/warm call to check for engagement and understanding
	+ Provide wait time so participants have think time
	+ Use polls for quick responses to engage students
	+ Call for fist to five or other types of hand participants
	+ Use emojis (e.g., Zoom’s reactions)
	+ Incorporate verbal celebrations (e.g., shoutouts, all calls)
* Use strategies for collaborative partnerships/groups
	+ Use breakout rooms to encourage discourse in small groups
	+ Explain any small-group protocols and directions prior to sending participants to break out rooms and include the protocol/directions in the chat feature for participants to reference as needed
	+ Consider Google Sheets as a way for participants to record thinking/answers to questions
	+ Provide sentence starters for debates, discussions, and turn and talks to support participant thinking
	+ Check pulse of group progress: check for understanding and adjust times
 | * [**Agenda and Virtual Norms Example**](https://instructionpartners.org/wp-content/uploads/2020/10/Agenda-and-Virtual-Norms-Example.pptx)
* [**Math Model Lesson Example**](https://instructionpartners.org/wp-content/uploads/2020/10/Math-Model-Lesson-Example.docx)
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**About Instruction Partners**

[**Instruction Partners**](http://instructionpartners.org/) works alongside educators to support great teaching, accelerate student learning, name and address unconscious bias, and ensure equitable access to great instruction—particularly for students in poverty, students of color, students learning English, and students with disabilities.