

Administrative Best Practices for Monitoring Virtual Courses

Resources for the Adult Education Practitioner



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Institute for the Professional Development of Adult Educators

Administrative Best Practices for Monitoring Virtual Courses

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
6	What are some common questions raised by administrators regarding the monitoring of virtual courses?	
7	Which four previous IPDAE trainings will be referenced throughout this training?	
8	What are the 5 parts that will be addressed in this training in order to set up a successful virtual monitoring program for you school administrators?	
10-12	What is the first highlighted best practice? Describe it.	
13-14	What is the second highlighted best practice? Describe it.	
16-17	What should you look for when you are evaluating course content and design?	
18-19	What should you look for when you are evaluating the delivery of instruction?	
20-21	What should you look for when you are evaluating the virtual processes in your virtual classes? What does this mean?	
25	When should you conduct a full observation of each online course?	
25-27	How do you know what content to target and address with your instructional and administrative teams?	
28-30	What is the suggested method for scheduling virtual support for teachers?	
31-33	What tool can you use to provide ongoing feedback to teachers?	

Slide(s)	Guiding Questions	My Thoughts
34	How will you develop a plan of action for each of your teachers?	
36	Summarize the 6 basic steps to implementing a successful virtual monitoring program for your school site.	
37-39	What are some best practices teachers should be implementing in their virtual classrooms, and what are key expectations that they should be aware of with regard to their virtual courses?	

Introduction

This Companion Resource Handbook supports IPDAE’s live training on “Administrative Best Practices for Monitoring Virtual Courses.” The content is mainly for administrators and is centered around building an effective monitoring program for online classes. This content will reference best practices that will include the development and application of monitoring tools that are specific to a virtual setting.

As administrators, we are familiar with the evaluation of site-based classes; however, monitoring classes in a virtual environment can look a little different than what we are accustomed to. As you read through this handbook, you will acquaint yourself with key information that will assist you as you prepare to conduct virtual observations. I will review multiple resources to help facilitate the online monitoring process. Feel free to adapt these resources to fit the specific needs of your virtual instructors and student as well as online program structures.

Finally, before moving on, I just want to emphasize that even though the title of this handbook is ***Administrative Best Practices for Monitoring Virtual Courses*** and not “teacher” best practices, this doesn’t mean that the content is exclusively for administrators. Teachers need to know what administrators are looking for when they observe online classes. Both can benefit from the information and resources in this handbook, so encourage your teachers to explore the contents within as well.

Setting the Tone

Think about your first experience with an online course. Were you a student, a teacher? Many administrators have never had the need or opportunity to teach an online course which makes it that much more difficult to envision the best way to monitor one. As we set the tone for the webinar training that correlates to this handbook, I asked participants to take a minute to read the scenario below.

Opening Scenario: First Administrative Virtual Monitoring Experience

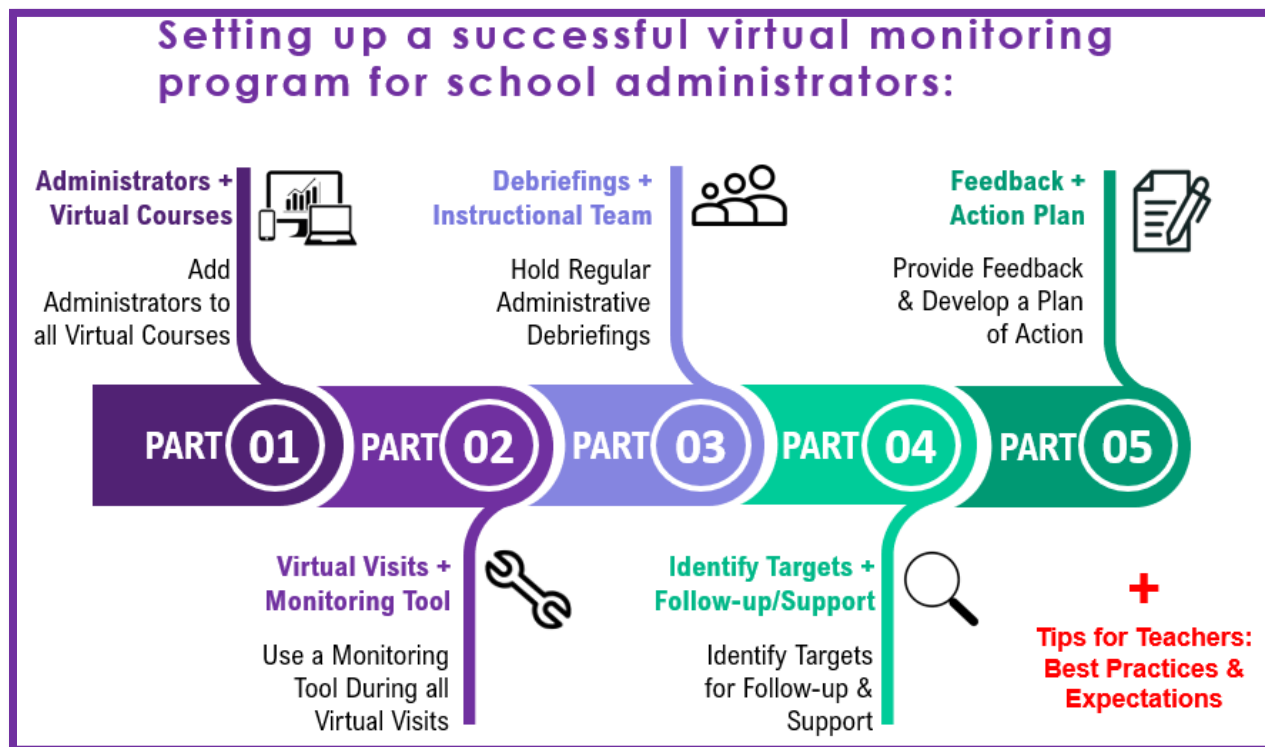
You're monitoring an online ABE class for the first time. You're not sure what you're looking for; however, you see that there is a lot of discussion going on. The teacher has uploaded a lot of documents and web links to outside resources. She is also using a lot of flashy multi-media. You're a little overwhelmed at the number of resources, but you're also wondering if the students know how to access or even use them. As you continue your observation, you notice that the teacher is providing a lot of information, but you don't see much evidence of the students knowing how to use or apply the information. You begin to wonder what else is not as it appears. The use of technology is impressive but are the students really learning?

In past IPDAE webinar trainings, we discussed key components to developing a successful virtual program. In the training *Administrative Best Practices for Monitoring Virtual Courses*, the primary focus is on how to monitor and evaluate the success of individual online courses. Primarily, there are certain logistical aspects that need to be in place as you develop a smooth process for gaining access to online courses without disturbing the learning environment or causing student or teacher anxiety. Once the logistics have been established, it's time to determine the *look fors*. In other words, what should an administrator look for when trying to evaluate the effectiveness of an online course as well as online instruction? Since most of us were forced to transfer instruction to an online venue last year, IPDAE has been providing specific trainings to include

- (1) Using IISPs in a Virtual Setting,*
- (2) Creating a Virtual Student Orientation Course for Online Success,*
- (3) Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms, and*
- (4) Instructional Rigor Online: Staying on the Path of Student Achievement*

The current training and handbook are the culmination of these previous webinars and place emphasis on evaluating previously identified key components and best practices for inclusion in online courses. We will be referring to these previous trainings throughout this handbook, so be sure to keep them on hand. Now, let's take a look at the framework for this handbook.

This handbook addresses how to set up a successful virtual monitoring program for your school into five basic parts. Each part, explained below the diagram, contains best practices that have been identified by several successful virtual program administrators throughout Florida.



In Part 1, we address ways in which administrators can gain access to all online courses. In Part 2, we take an in-depth at conducting virtual walk throughs and unveil a simple-to-use monitoring tool that you can easily adapt for your school site. In Part 3, we discuss the significance of debriefing with the school-site administrative team in order to evaluate the monitoring program and address areas of concern. In Part 4, we walk through the process of identifying and setting targets for follow up and providing support to virtual instructors. Finally, in Part 5, we specifically address how to provide explicit feedback to your teachers and how to develop an action plan for each teacher that addresses areas requiring improvement and support.

Upon completion of these 5 parts, I will take a brief moment to share some “Tips for teachers: Best practices & expectations” because teachers need to be aware how their virtual instruction is going to be evaluated. To prepare them for success, I will share some tips that will include best practices and expectations in preparation for administrative virtual classroom visits.

The main focus for this training is to acquaint administrators with elements that need to be included as they develop a successful monitoring program for their online courses as well as guide them through the “how to’s” of implementation, evaluation, and continued improvement of virtual course instruction.

These are the specific objectives:

1. Identify the logistics of the monitoring process as well as best practices and “look fors” when conducting virtual course walk throughs.
2. Identify effective progress monitoring tools and methods for online course observations.
3. Conduct effective online monitoring visits and provide teachers with explicit corrective feedback for continued improvement of virtual instruction.

As we continue through this handbook, you will notice that many of the highlighted best practices at overlap each other. Keep this in mind throughout. At the end of the handbook, I will provide you with a timeline that you can use to guide you in the implementation process of these best practices . This timeline will provide you with a suggested sequence of implementation as well as an at-a-glance view of the ongoing monitoring piece.

Let’s begin with the first highlighted best practice.

Part 1: *Highlighted Best Practice*

Adding Administrators to All Virtual Courses

PART

01

Administrators + Virtual Courses

Adding administrators to all virtual courses



Once the Learning Management System (LMS) platform has been identified, be sure that “all” administrators gain access to every teacher’s online class.

- ✓ **Add administrators as “co-teachers.”**
- ✓ **Provide access links, meeting IDs, and passwords to *all* online classes.**

In step one, first identify the LMS platform being used by your instructors. Since there is a possibility that not all teachers will be using the same LMS platform, it’s important to provide all school administrators with access to all online classes. This way, all will be able to monitor effectively. If the online class uses an LMS like Canvas, I suggest that administrators be added on as “co-teachers” so that they have access to all synchronous and asynchronous online course components. If the class is using Zoom, you may only need to provide an access Zoom link to the administrators in order to access live webinar conferences.

Earlier, I mentioned that this handbook included key components and best practices from four previous webinars with the purpose of ensuring that this content is addressed during the online monitoring process. In each part, I will reference these past trainings in an easy-to-read chart as indicated below.

Part 1: Adding Administrators to All Virtual Courses	
Previous Training Focus	Current Training Application
<ul style="list-style-type: none"> Refer to previous IPDAE training: <i>Creating a Virtual Student Orientation Course for Online Success!</i> Select a primary LMS platform with synchronous & asynchronous components. 	<ul style="list-style-type: none"> Provide all administrators with “co-teaching” access to all virtual courses. Provide all administrators with “links,” meeting codes,” and “password access.”

Above, I have specified that the information presented in Part 1 ties in with information from the previous IPDAE Webinar Training titled “Creating a Virtual Student Orientation Course for Online Success.” In this prior training, it was recommended certain key elements be included when creating a virtual orientation course for your school site. This virtual orientation course was to mirror your online courses as much as possible. That being said, it was also recommended that you select a primary LMS platform for online instructional delivery that contained both synchronous and asynchronous components, and that you select a Plan B as backup for the primary platform.

To apply this information to the current training , refer to the platforms that were selected for your school sites. Remember to make sure that all administrators have access to these platforms. They can be added on as co-teachers to each virtual class or may simply need an access link with ID and password information.

Part 2: *Highlighted Best Practice*

Using a Monitoring Tool During All Virtual Visits

PART

02

Virtual Visits + Monitoring Tool

Monitoring tool used during all virtual visits



Use a standardized “monitoring tool” to regularly visit virtual classrooms and monitor online instruction.


- ✓ Create a virtual visitation calendar.
- ✓ Complete a full observation during the first virtual observation.
- ✓ Use the monitoring tool during each virtual visit.
- ✓ Monitor virtual courses weekly.
- ✓ Only address outstanding issues previously identified on the monitoring tool during subsequent visits.

Since all schools and classrooms are different, we need to have a tool that keeps us focused on the elements that our administrative team feels is most critical to our particular school site. That being said, I will try to simplify this process by providing you with a sample monitoring tool that you can easily adapt to best serve your situation. Let’s take a closer look at a snip of the monitoring tool on the following page, but let’s first address a few items that need to be in place as you conduct virtual classroom visits.


First, be sure to create a virtual visitation calendar to ensure that every online course gets at least one administrative visit per week. Remember, the purpose of these visits isn’t an “I got you” one. The purpose is to identify areas of weaknesses so that they can be addressed with the ultimate goal of consistently improving the online course. To make a positive impact, consistency is critical. This means consistency in virtual visits, in using the same monitoring tool, in following the same process from visit to visit.

When you first visit an online course, complete a full observation using all of the selected information on the monitoring tool. Remember, I will be providing you with a sample tool on the next page; however, you will need to make it your own. Once you have done a full observation, target areas of deficiencies or weakness in subsequent visits. It’s best to limit these targets to 1-2 per visit. You do not want to overwhelm the instructor. Instead, you want to be methodical in your process by targeting a minimal number of issues so that you can effectively address them, provide the

appropriate resources to correct these deficiencies, and then follow up with a re-evaluation until the instructor is comfortable with the adjusted change.



ADMINISTRATIVE MONITORING TOOL FOR THE VIRTUAL CLASSROOM




Teacher:
[Click or tap here to enter text.](#)

Course:
[Click or tap here to enter text.](#)

Date:
[Click or tap to enter a date.](#)

Observer's Name & Title:
[Click or tap here to enter text.](#)


Select the focus for current visit/observation in this column.

Follow-up Date:
[Click or tap to enter a date.](#)

Focus for Follow-up:
[Click or tap here to enter text.](#)

CATEGORY:	LOOK FORs (Check those observed.)	FEEDBACK / RECOMMENDATIONS
SECTION 1: STRUCTURE (Course Content & Design)		
<input type="checkbox"/> Scope & Sequence / Instructional Mapping	<input type="checkbox"/> Scope & Sequence in Place <input type="checkbox"/> Instructional Map in Place	Click or tap here to enter text.
<input type="checkbox"/> Instructional Framework	<input type="checkbox"/> Instructional Framework Posted <input type="checkbox"/> Instructional Framework Implemented	Click or tap here to enter text.
<input type="checkbox"/> Variety of Assignments	<input type="checkbox"/> Discussions <input type="checkbox"/> Assignments <input type="checkbox"/> Vocabulary <input type="checkbox"/> Quizzes <input type="checkbox"/> Polls <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Online Gradebook / IISPs	<input type="checkbox"/> Evidence of Updated Grade Book <input type="checkbox"/> Evidence of Updated IISPs	Click or tap here to enter text.
<input type="checkbox"/> Feedback Method	<input type="checkbox"/> Teacher-Student Verbal Feedback <input type="checkbox"/> Teacher-Student Written Feedback <input type="checkbox"/> Student-Student Verbal Feedback <input type="checkbox"/> Student-Student Written Feedback	Click or tap here to enter text.
<input type="checkbox"/> Learning Resources	<input type="checkbox"/> Uploaded Files <input type="checkbox"/> Website Links <input type="checkbox"/> Multi-media Links <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Online Learning Community	<input type="checkbox"/> Chats <input type="checkbox"/> Discussion Posts <input type="checkbox"/> Polls <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Use of Technology	<input type="checkbox"/> Synchronous (Canvas, Zoom, GoTo Meeting, Microsoft Teams, etc.) <input type="checkbox"/> Asynchronous (Canvas, Email, Chat, Posted Media, etc.)	Click or tap here to enter text.
SECTION 2: DELIVERY OF INSTRUCTION (Methods/Tools Used)		
<input type="checkbox"/> Course Syllabus / Modules	<input type="checkbox"/> Course Syllabus with Objectives, Standards/Skills, Assignments & Due Dates, etc. <input type="checkbox"/> Course Modules follow Syllabus & include Objectives, Standards/Skills, Assignments & Due Dates, etc.	Click or tap here to enter text.
<input type="checkbox"/> Learning Content	<input type="checkbox"/> Relevant to Objectives/Competencies /Stds <input type="checkbox"/> Lacks Relevance <input type="checkbox"/> Inconsistent from Module to Module	Click or tap here to enter text.
<input type="checkbox"/> Discussions	<input type="checkbox"/> Specific Instructions Provided <input type="checkbox"/> Time Limitation Provided <input type="checkbox"/> Outcome/Product Required <input type="checkbox"/> Opportunity for Students to Share Out <input type="checkbox"/> Students Required to Support Responses with Evidence <input type="checkbox"/> Activity Monitored by Instructor <input type="checkbox"/> Explicit Corrective Feedback Provided	Click or tap here to enter text.
<input type="checkbox"/> Links	<input type="checkbox"/> Appropriate & Credible <input type="checkbox"/> Live & Updated	Click or tap here to enter text.
<input type="checkbox"/> Instructor Knowledge	<input type="checkbox"/> Limited Expertise <input type="checkbox"/> Content Expertise Evident <input type="checkbox"/> Evidence of Explicit Corrective Feedback	Click or tap here to enter text.

Snip of Administrative Monitoring Tool for the Virtual Classroom

Above is a snip of IPDAE's *Administrative Monitoring Tool for the Virtual Classroom*. This tool consists of four sections: (1) Structure, (2) Delivery of Instruction, (3) Processes, and (4) Outcomes. We will explore each section in detail. Begin by checking out the at-a-glance chart for Section 1 on the following page.

IPDAE's Administrative Monitoring Tool for the Virtual Classroom

Section 1: Structure (Course Content & Design)

Administrative Monitoring Tool for the Virtual Classroom Section 1 At-a-Glance	
Previous Training Focus	Current Training Application
<ul style="list-style-type: none"> Refer to previous IPDAE trainings: <p><i>Creating a Virtual Student Orientation Course for Online Success!</i></p> <p><i>Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms</i></p>	<p>SECTION 1: Structure <i>(Course Content & Design)</i></p> <ul style="list-style-type: none"> Scope & Sequence/Instructional Mapping Instructional Framework Variety of Assignments Online Gradebook/IISPs Feedback Method Learning Resources Online Learning Community Use of Technology

Each section of the *Administrative Monitoring Tool for the Virtual Classroom* evaluates the application of content and best practices that were covered in previous IPDAE webinar trainings. You can see that two previous webinar trainings are referenced in the above chart. Take the time to review the content provided in these webinars for additional information or clarification on the information included in Section 1 of the monitoring tool.

Let's take a closer look at Section 1: Structure. *Structure* refers to *course content and design*. In other words, how was your course initially set up. In the training titled *Creating a Virtual Student Orientation Course for Online Success*, we addressed key components and best practices recommended for inclusion in your virtual courses. This section of the monitoring tool takes that information into consideration. Let's expand on each bullet.

Scope & Sequence/Instructional Mapping

Did you create a Scope & Sequence or Instructional Map with a calendar of instructional targets for the trimester? If so, are these reflected on the course syllabus and are they being addressed in a timely manner as scheduled?

Instructional Framework

What does the Instructional Framework for the class look like? For example, what should be the instructional focus for the first 10 minutes of class, the next 20 minutes, and so on? There

should be a set framework so that the teacher knows what activities to cover as well as content throughout the virtual instructional day.

Variety of Assignments

Is there a variety of assignments? You may wish to refer back to the previous webinar training titled, *Keeping Students Connected: Engaging Activities for the Virtual ABE Reading and Language Classrooms*. In this webinar, we shared numerous types of activities to help keep your students engaged. Does the virtual classroom that you are visiting engage students with a variety of activities?

Online Gradebook / IISPs

Is the online grade book being used? Are students Individualized Instructional Student Plans (IISPs) being updated regularly to reflect ongoing mastery of course content?

Feedback Method

How is feedback being provided? Is it verbal or written? Is feedback being provided only by the teacher, or are students also given the opportunity to share feedback?

Learning Resources

What about learning resources? Are there uploaded files, website links or other multi-media links on the platform?

Online Learning Community


What about the online learning community? Is there one? Do students communicate via chats or discussion posts? Does the teacher engage students with polls or surveys?

Use of Technology

What technology is in use? Is the platform a synchronous or asynchronous platform? What synchronous platform or platforms is/are being used? What about the asynchronous piece? What is being used for asynchronous instruction and learning?

On the following page, you have a snip of Section 1. You can find a full copy of the document in the Appendix of this handbook. You can also download a fillable Word document from the IPDAE website. We wanted to provide this fillable option that you could easily edit and adapt to fit the specific needs of your online courses.



Teacher: Click or tap here to enter text.	Course: Click or tap here to enter text.	Date: Click or tap to enter a date.	Observer's Name & Title: Click or tap here to enter text.
 Select the focus for current visit/observation in this column.		Follow-up Date: Click or tap to enter a date.	Focus for Follow-up: Click or tap here to enter text.

CATEGORY:	LOOK FORS (Check those observed.)		FEEDBACK / RECOMMENDATIONS
SECTION 1: STRUCTURE (Course Content & Design)			
<input type="checkbox"/> Scope & Sequence / Instructional Mapping	<input type="checkbox"/> Scope & Sequence in Place	<input type="checkbox"/> Instructional Map in Place	Click or tap here to enter text.
<input type="checkbox"/> Instructional Framework	<input type="checkbox"/> Instructional Framework Posted	<input type="checkbox"/> Instructional Framework Implemented	Click or tap here to enter text.
<input type="checkbox"/> Variety of Assignments	<input type="checkbox"/> Discussions <input type="checkbox"/> Assignments <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Quizzes <input type="checkbox"/> Polls <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Online Gradebook / IISPs	<input type="checkbox"/> Evidence of Updated Grade Book	<input type="checkbox"/> Evidence of Updated IISPs	Click or tap here to enter text.
<input type="checkbox"/> Feedback Method	<input type="checkbox"/> Teacher-Student Verbal Feedback <input type="checkbox"/> Teacher-Student Written Feedback	<input type="checkbox"/> Student-Student Verbal Feedback <input type="checkbox"/> Student-Student Written Feedback	Click or tap here to enter text.
<input type="checkbox"/> Learning Resources	<input type="checkbox"/> Uploaded Files <input type="checkbox"/> Website Links	<input type="checkbox"/> Multi-media Links <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Online Learning Community	<input type="checkbox"/> Chats <input type="checkbox"/> Discussion Posts	<input type="checkbox"/> Polls <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Use of Technology	<input type="checkbox"/> Synchronous (Canvas, Zoom, GoTo Meeting, Microsoft Teams, etc.)	<input type="checkbox"/> Asynchronous (Canvas, Email, Chat, Posted Media, etc.)	Click or tap here to enter text.

Snip of Section 1 of the Administrative Monitoring Tool for the Virtual Classroom

At the top of the document, you can type in the teacher, course name, date, and name and title of the administrator making the virtual visit or observation. Underneath that, you have a section in **red** which is for follow-up visits or observations. This section allows you to input a follow-up date with a focus. You can also check the red boxes (☐) next to those areas that you want to be sure to observe during your follow up. Remember, though you are completing a full observation the first time around, it is strongly recommended that you focus on no more than 2-3 new areas per week so that teachers and instructional coaches do not become overwhelmed with the process.

Above, in the column on the left, you have the section subcategories. In the center, you have specific “look fors” under each subcategory. Use the column on the right to make notes or provide feedback or recommendations.

Let’s continue with Section 2 of the monitoring tool on the following page.

IPDAE's Administrative Monitoring Tool for the Virtual Classroom

Section 2: Delivery of Instruction (Methods/ Tools Used)

Administrative Monitoring Tool for the Virtual Classroom Section 2 At-a-Glance	
Previous Training Focus	Current Training Application
<ul style="list-style-type: none"> Refer to previous IPDAE training: <p><i>Creating a Virtual Student Orientation Course for Online Success!</i></p>	<p>SECTION 2: Delivery of Instruction <i>(Methods/ Tools Used)</i></p> <ul style="list-style-type: none"> Course Syllabus / Modules Learning Content Discussions Links Instructor Knowledge

Section 2, *Delivery of Instruction*, addresses the methods and tools used during instructional delivery. The content included in Section 2 addresses content from the previous webinar training titled *Creating a Virtual Student Orientation Course for Online Success!* Let's expand on each bullet.

Course Syllabus / Modules

Is there a posted syllabus? Does this match the *Scope and Sequence* or *Instructional Map* addressed in Section 1? How are the lessons organized? Are they clearly organized in modules with listed objectives, standards/skills, assignments with due dates, etc.?

Learning Content

Is the learning content relevant to the objectives of the course? Is there consistency from module to module?

Discussions

What do classroom discussions look like? Have specific instructions been provided with time limitations? What is the anticipated outcome of the discussion? Is there a required product? Do students have opportunities to share out with the rest of the class? Are they required to support their responses with evidence? How closely does the instructor monitor discussion activities, and does he or she provide explicit corrective feedback and guidance?

Links

Are there included links for students to access? Are these appropriate and credible? Are they live and updated, or are they expired links?

Instructor Knowledge

Does the teacher have content expertise, or not? Again, is there evidence of explicit corrective feedback being provided to students?

Let's take a look below at a snip of Section 2. Again, you can check the red boxes next to those areas that you want to be sure to observe during your follow up. You have the subcategories for this section in the column on the left. In the center, you have specific "look fors" under each subcategory. Use the column on the right to make notes or provide feedback or recommendations.

SECTION 2: DELIVERY OF INSTRUCTION (Methods/Tools Used)		
<input type="checkbox"/> Course Syllabus / Modules	<input type="checkbox"/> Course Syllabus with Objectives, Standards/Skills, Assignments & Due Dates, etc. <input type="checkbox"/> Course Modules follow Syllabus & include Objectives, Standards/Skills, Assignments & Due Dates, etc.	Click or tap here to enter text.
<input type="checkbox"/> Learning Content	<input type="checkbox"/> Relevant to Objectives/Competencies /Stds <input type="checkbox"/> Lacks Relevance	<input type="checkbox"/> Lacks Relevance <input type="checkbox"/> Inconsistent from Module to Module Click or tap here to enter text.
<input type="checkbox"/> Discussions	<input type="checkbox"/> Specific Instructions Provided <input type="checkbox"/> Time Limitation Provided <input type="checkbox"/> Outcome/Product Required <input type="checkbox"/> Opportunity for Students to Share Out	<input type="checkbox"/> Students Required to Support Responses with Evidence <input type="checkbox"/> Activity Monitored by Instructor <input type="checkbox"/> Explicit Corrective Feedback Provided Click or tap here to enter text.
<input type="checkbox"/> Links	<input type="checkbox"/> Appropriate & Credible	<input type="checkbox"/> Live & Updated Click or tap here to enter text.
<input type="checkbox"/> Instructor Knowledge	<input type="checkbox"/> Limited Expertise <input type="checkbox"/> Content Expertise Evident	<input type="checkbox"/> Evidence of Explicit Corrective Feedback Click or tap here to enter text.

Snip of Section 2 of the Administrative Monitoring Tool for the Virtual Classroom

Let's move on to Section 3 on the following page.

IPDAE's Administrative Monitoring Tool for the Virtual Classroom

Section 3: Processes (Human Aspect, Relationships, Culture & Quality)

Administrative Monitoring Tool for the Virtual Classroom Section 3 At-a-Glance	
Previous Training Focus	Current Training Application
<ul style="list-style-type: none"> Refer to previous IPDAE training: <p><i>Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms</i></p>	<p>SECTION 3: Processes <i>(Human Aspect, Relationships, Culture & Quality)</i></p> <ul style="list-style-type: none"> Student-Teacher Interactions Student-Student Interactions Student-Content Interactions Access to Teachers Instructional/ Technological Support

Section 3, Processes, addresses the human aspect, relationships, culture & quality of virtual instruction. The content included in Section 3 addresses content from the previous webinar training titled *Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms*. In this training, I specifically addressed Student-Teacher, Student-Student and Student-Content Interactions which together supported active learning. This section evaluates these active learning components. Let's expand on each bullet.

Student-Teacher Interactions

Look at the exchange of information and ideas. Is this an in-depth exchange, or is it superficial? Is there evidence of dynamic and thoughtful interactions? Is there evidence of student accountability talk?

Student-Student Interactions

What about with student-student interactions? What does this look like? Do all students have equal opportunities to participate in classroom activities? Again, are dynamic and thoughtful interactions taking place? Again, is there evidence of student accountability talk?

Student-Content Interactions

Is the teacher providing specific instructions with time limitations and expected outcomes? Do students have an opportunity to share out their responses and ideas with other students? Does the instructor monitor these types of interactions, and is he/she providing explicit corrective feedback as necessary?

Access to Teachers

What type of access do students have to that enables them to connect with their teachers? Does the instructor have scheduled office hours? Is there evidence of WhatsApp or email communications? It is also very important to check whether the instructor has scheduled and ongoing data chats with students to discuss progress and mastery of content.

Instructional / Technological Support

Is there instructional and tech support available? What does the instructional support look like? Does it include tutoring or individual assistance? What about technical support? Is it ongoing? What specific support is available to students when they have issues with submitting assignments, uploading reports, downloading information, using phone apps, etc.?

Before moving on to Section 4, I want to bring something to light regarding Section 3. Take a look at a snip of Section 3 below. Note that there is a brief checklist of sample activities that you can check off under the student-teacher, student-student, and student-content interactions subcategories. It's all there, so you don't have to go crazy trying to remember what types of activities fall under each subcategory. Also, be sure to refer back to the previous training titled *"Keeping Students Connected: Engaging Activities for the Virtual ABE Reading and Language Classrooms"*, for more in depth information on the three interactions. As with the previous two sections, you can check the red boxes next to those areas that you want to be sure to observe during your follow up. The subcategories for this section are in the column on the left, and the specific "look fors" under each subcategory are in the center column. You have the column on the right to make notes or provide feedback or recommendations.

CATEGORY:	LOOK FORS (Check those observed.)	FEEDBACK / RECOMMENDATIONS
SECTION 3: PROCESSES (Human Aspect, Relationships, Culture & Quality)		
<input type="checkbox"/> Student- Teacher Interactions	<input type="checkbox"/> Exchange of Info. & Ideas Is Superficial <input type="checkbox"/> Dynamic/Thoughtful Interactions Evident <input type="checkbox"/> Student Accountability Talk Evident ACTIVITIES OBSERVED: <input type="checkbox"/> Discussion forums, chats, social networks <input type="checkbox"/> Teacher feedback via emails, journals, etc. <input type="checkbox"/> Individual mentoring/tutoring <input type="checkbox"/> Peer teaching via web conferencing <input type="checkbox"/> Announcements <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Other	Click or tap here to enter text.
<input type="checkbox"/> Student-Student Interactions	<input type="checkbox"/> Equal Opportunity for Student Participation <input type="checkbox"/> Exchange of Information & Ideas Is Superficial <input type="checkbox"/> Dynamic & Thoughtful Interactions Evident <input type="checkbox"/> Student Accountability Talk Evident ACTIVITIES OBSERVED: <input type="checkbox"/> Group projects with presentations <input type="checkbox"/> Peer review <input type="checkbox"/> Role Playing <input type="checkbox"/> A/Synchronous discussions/debates <input type="checkbox"/> Social networking <input type="checkbox"/> Collaborative brainstorming <input type="checkbox"/> Polls/surveys <input type="checkbox"/> Other	Click or tap here to enter text.
<input type="checkbox"/> Student-Content Interactions	<input type="checkbox"/> Specific Instructions Provided <input type="checkbox"/> Time Limitation Provided <input type="checkbox"/> Outcome/Product Required <input type="checkbox"/> Opportunity for Students to Share Out <input type="checkbox"/> Activity Monitored by Instructor <input type="checkbox"/> Explicit Corrective Feedback Provided ACTIVITIES OBSERVED: <input type="checkbox"/> Computer Assisted Instruction (CAI) <input type="checkbox"/> Tutorials <input type="checkbox"/> Quizzes <input type="checkbox"/> Web links to external sites <input type="checkbox"/> Text/video discussions or reflections <input type="checkbox"/> Mobile learning <input type="checkbox"/> Other	Click or tap here to enter text.
<input type="checkbox"/> Access to Teachers	<input type="checkbox"/> Scheduled Office Hours <input type="checkbox"/> Scheduled Data Chats <input type="checkbox"/> WhatsApp Communications <input type="checkbox"/> Email Communications <input type="checkbox"/> Other:	Click or tap here to enter text.
<input type="checkbox"/> Instructional/Tech. Support	<input type="checkbox"/> Evidence of Instructional Support <input type="checkbox"/> Evidence of Tech/IT Support	Click or tap here to enter text.

IPDAE's Administrative Monitoring Tool for the Virtual Classroom

Section 4: Outcomes (Mastery of Content & Course Evaluation)

Administrative Monitoring Tool for the Virtual Classroom Section 4 At-a-Glance	
Previous Training Focus	Current Training Application
<ul style="list-style-type: none"> Refer to previous IPDAE trainings: <p><i>Keeping Students Connected: Engaging Activities for the Virtual ABE Reading & Language Classrooms</i></p> <p><i>Instructional Rigor Online: Staying on the Path of Student Achievement</i></p> <p><i>Using the IISPs in a Virtual Setting</i></p>	<p>SECTION 4: Outcomes <i>(Mastery of Content & Course Evaluation)</i></p> <ul style="list-style-type: none"> Student work reflects master of course objectives Student work reflects analysis, synthesis, and evaluation Online course evaluation / feedback

The fourth and final section of the monitoring tool addresses Outcomes. In other words, it addresses *mastery of course content* and looks at whether or not students are provided with an opportunity to evaluate their online course. Remember to refer to the three prior webinar trainings listed on the chart above. Let's now expand on each bullet.

Student Work Reflects Mastery of Course Objectives

Look at whether student work reflects mastery of course objectives. In other words, does the work or do student interactions reflect an understanding and achievement of course standards and objectives? Do they reflect mastery? Are students' IISPs being regularly updated to document this mastery of content and course objectives?

Student Work Reflects Analysis, Synthesis, and Evaluation

What is the level reflected by students' work? Is it basic, or is it complex? Do the majority of assignments encompass activities that reflect Webb's DOK level 3- or 4-type activities? In other words, do they reflect analysis, synthesis, or evaluation?

Online Course Evaluation / Feedback

Finally, is there an online evaluation for the course where students can provide valuable feedback that can be taken into consideration in order to make improvements to the course?

Let's take a look below at a snip of Section 4. As with the other three sections, check the red boxes next to those areas that you want to be sure to observe during your follow up. The subcategories are in the column on the left with the "look fors" for each subcategory in the middle. Like Section 3, this section is a little different. We included a checklist of the 4 DOK levels so that you can easily note the level of rigor observed in the online class. As with any other section of this document, adapt it to fit your needs. The right column is the same and can be used to make notes or provide feedback or recommendations

SECTION 4: OUTCOMES (Mastery of Content & Course Evaluation)			
<input type="checkbox"/> Student Work Reflects Mastery of Course Objectives	<input type="checkbox"/> IISPs (Individualized Instructional Student Plans) are Regularly Updated <input type="checkbox"/> Student Work/Interactions Reflect <i>Understanding</i> & Achievement of Course Stds./Objectives <input type="checkbox"/> Student Work/Interactions Reflect <i>Mastery</i> & Achievement of Course Standards/Objectives		Click or tap here to enter text.
<input type="checkbox"/> Student Work Reflects Analysis, Synthesis, & Evaluation	<input type="checkbox"/> Student Work Reflects Basic Knowledge & Understanding <input type="checkbox"/> Student Work Demonstrates Complexity with Majority of Assignments Reflecting Analysis, Synthesis or Evaluation.	INSTRUCTIONAL RIGOR: <input type="checkbox"/> DOK Level 1 Activities Observed <input type="checkbox"/> DOK Level 2 Activities Observed <input type="checkbox"/> DOK Level 3 Activities Observed <input type="checkbox"/> DOK Level 4 Activities Observed	Click or tap here to enter text.
<input type="checkbox"/> Online Course Eval./Feedback	<input type="checkbox"/> Evidence of Course Evaluation/Feedback <input type="checkbox"/> No Course Evaluation/Feedback		Click or tap here to enter text.

Part 3: *Highlighted Best Practice*

Holding Regular Administrative Debriefings

PART 03

Debriefings + Instructional Team

Regular administrative debriefings held



Hold weekly debriefings with your administrative and instructional teams to address strengths and weaknesses.

- ✓ Conduct one full virtual observation at the beginning.
- ✓ Gather data from the monitoring tools and identify areas of strengths and weaknesses.
- ✓ Decide what weaknesses will be targeted in the upcoming week or weeks, what type of support will be provided, and who will provide it.
- ✓ As the trimester progresses and you continue subsequent virtual visits, hold debriefings with your administrative and instructional teams and discuss each administrator's virtual visitation. Do this on a weekly basis.

Part 3 has to do with holding regular debriefings with your administrative team/instructional Team to address strengths, weaknesses, and any outstanding instructional issues. Your first debriefing should take place after you have made an initial visit to all virtual classes and have completed a full observation using the provided monitoring tool. During this debriefing with your team, gather and aggregate the data from all visits so that you can get an overall picture of what's happening in your virtual classrooms. Next, discuss which are the weakest areas and how you will provide support to the teachers in addressing these weaknesses. Once this general plan has been formulated, you can then break it down by week.

I also want to make an additional note regarding these debriefings. You should continue to hold weekly debriefings with administrative and instructional team members as the trimester progresses and you continue subsequent virtual visits. This will ensure that you continue to address the ongoing needs of your teachers and students.

Use a blank form of the *Administrative Monitoring Tool for the Virtual Classroom* to aggregate your data. Make tally marks and focus on the weakest areas (those with the most tally marks.) Remember, your initial observation should be a comprehensive one where you address all four sections of the monitoring tool. Once you have an overall picture of where these weaknesses lie, then you can schedule subsequent visits to target them. We will further address this scheduling piece in Step 4, but let's look first at a sample calendar (below) based on collected data.

Week 4 Target(s): Section 2 – Delivery of Instruction <ul style="list-style-type: none"> • Course Syllabus & Modules in Place • Discussions: Specific Instructions & Time Limitation in Place • Opportunities for Students to Share Out • Support of Responses with Evidence 				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Course Syllabus & Modules in Place</i>	<i>Discussions: Specific Instructions & Time Limitation in Place</i>	<i>Opportunities for Students to Share Out</i>	<i>Support of Responses with Evidence</i>	
(FU) Smith/ABE Reading	(FU)Smith/ABE Reading	Smith/ABE Reading	Smith/ABE Reading	Williams/ABE Reading
Diaz/ABE Reading	Blanco/ABE Lang		Blanco/ABE Language	
Kohn/ABE Language	Williams/ABE Reading		Kohn/ABE Language	

(FU) = Follow-up Visit

NOTE: The teacher's name is listed. You may want to add room numbers and coaches' names.

Once you know what you want to target, create a calendar similar to the one on the previous page. All you need to do is spread out the areas you want to focus on throughout the week, and then schedule in to visit those teachers who demonstrated weaknesses in these areas. I do want to make note, yet again, that you should target no more than one to two areas of weakness per teacher per week. This will allow you to address the weaknesses, model the appropriate behavior, and then return for a re-evaluation the following week. If you are making a follow-up visit to confirm progress made, then be sure to mark this on the calendar as they should be quick *look fors* that can be easily confirmed or evaluated. (See the examples in red.)

One more thing I'd like to reiterate before moving to Step 4 is that your "team" should meet regularly, say weekly, to discuss targets met and targets pending. The main purpose for these virtual monitoring visits is to be able to address areas where teachers and students may need assistance. You will always want to address those areas that are the most critical first, and you always want to go into a visit with a clear purpose or outcome in mind. This is the reason you should meet with your team. Together, you can work to identify and provide the necessary support or resources to address these areas of need.

Part 4: *Highlighted Best Practice*

Identifying Targets for Follow-up and Support

PART

04

Identify Targets + Follow-up Support

Regular administrative debriefings held



Couple identified target areas for improvement with the required resources and provide the necessary support.

- ✓ Set targets using the aggregated data from weekly debriefings.
- ✓ Select specific target areas for improvement for the following week.
- ✓ Assign instructional support staff to identified teachers.
- ✓ Be sure to follow up on support provided and improvements made.
- ✓ Be aware that teachers do not regress to previous behaviors.

In Part 3, you aggregated your data in order to identify areas of deficiencies. As we move to Part 4, we hone in on specific targets by week. We schedule resources around these targets to include technical

support and/or instructional coaching support. Once the visitation schedule is set, share this with the teachers so that they are not caught off guard. Remember, the purpose for monitoring virtually is the same as for face-to-face visits: to identify issues and provide support with the goals of improved classroom instruction and student outcomes. Be sure to assign support instructional staff to teachers in order to clearly share support to be provided and expectations that need to be met on the part of the teacher. Always go back and recheck previously observed behaviors and corrected behaviors to ensure that teachers do not regress.

You may adapt the calendar you created to include the person and resources assigned for support. In the example below, we added the instructional coach who would be visiting each classroom in order to model the desired behavior and provide resources. We also added the room number. Remember, **FU** stands for follow-up which means this is a follow-up visit. During follow-up visits, the teacher may be receiving instructional support from an instructional coach as depicted on this slide. Another purpose for a follow-up visit might be for an administrator to re-evaluate a specific target to make sure that the teacher has made improvements in this area.

Week 4 Target(s): Section 2 – Delivery of Instruction				
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Course Syllabus & Modules in Place</i>	<i>Discussions: Specific Instructions & Time Limitation in Place</i>	<i>Opportunities for Students to Share Out</i>	<i>Support of Responses with Evidence</i>	
(FU) Smith/ABE Reading Coach: Garcia Room: 157	(FU) Smith/ABE Reading Coach: Garcia Room: 157	Smith/ABE Reading Administrator: Kiln Room: 157	Smith/ABE Reading Administrator: Kiln Room: 157	Williams/ABE Reading Administrator: Kiln Room: 163
Diaz/ABE Reading Administrator: Kiln Room: 229	Blanco/ABE Lang Administrator: Krantz Room: 201		Blanco/ABE Language Administrator: Krantz Room: 201	
Kohn/ABE Language Administrator: Krantz Room: 229	Williams/ABE Reading Administrator: Kiln Room: 163		Kohn/ABE Language Administrator: Krantz Room: 229	

(FU) = Follow-up Visit

Part 5: *Highlighted Best Practice*

Providing Feedback & Developing a Plan of Action

PART 05

Feedback + Action Plan

Feedback provided and Plan of Action developed




Communicate your Feedback Plan!

- ✓ Keep it simple.
- ✓ Provide advance notice (One week minimum suggested.)
- ✓ Use a standardized format for all teachers. (Oral debriefing followed by an email communication is suggested.)
- ✓ Stress the positive.
- ✓ Be clear about expected improvement outcomes.
- ✓ Stick to the plan!


Providing feedback and developing a plan of action for each teacher is critical to any improvement plan. By providing constructive feedback after an administrative visit and incorporating the feedback into the teacher's plan of action, you are taking key steps toward improving that teacher's virtual classroom instruction as well as the virtual class setting. This action plan provides you and the virtual teacher with an opportunity to establish momentum points or shorter milestones throughout the trimester that identify and address observed opportunities for improvement. Ongoing discussions regarding follow-up visits are opportunities to chart gains and identify any required additional support or resources.

Look at the bullets above. Communication is key! Be sure to keep the plan simple. Give teachers a minimum one –week advance notice prior to visiting their virtual classrooms. Use the same format for all teachers when debriefing. I suggest a brief oral debriefing followed by an email communication. Begin with the positive. You do not want to discourage your teachers. You want to motivate them to improve, so be clear about expected improvement outcomes. And the second key to success is to stick to the plan! Surprises cause discouragement and frustration.


Take a moment to explore the sample *Virtual Visit Feedback Tool* on the following page. Remember, we need to use a tool that is effective, but we also want to keep things as simple and consistent as possible. This tool ties in very well with the monitoring tool that we introduced in Part 2.



VIRTUAL VISIT FEEDBACK TOOL



Teacher:	Course:	Date of Virtual Visit:	Focus/Purpose of Current Visit:	Observer's Name & Title:
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Select the section observed.


Follow-up Visit:

Focus for Follow-up:

CATEGORIES/SECTIONS:	STRENGTHS OBSERVED (2-3):	OPPORTUNITIES FOR IMPROVEMENT (2-3):	ASSIGNED INSTRUCTIONAL COACH/ RESOURCE(S)	FOCUS/ PURPOSE FOR FOLLOW-UP VISIT:	FOLLOW-UP DATE:
<input type="checkbox"/> Section 1: Structure <small>(Course Content & Design)</small>					
<input checked="" type="checkbox"/> Section 2: Delivery of Instruction <small>(Methods/Tools Used)</small>	Write 2-3 strengths.	Write 2-3 weaknesses.	Coach Garcia DOK Chart	Model rigorous activity	3/2/2021
<input type="checkbox"/> Section 3: Processes <small>(Human Aspect, Relationships, Culture & Quality)</small>					
<input type="checkbox"/> Section 4: Outcomes <small>(Mastery of Content & Course Evaluation)</small>					

At the top, you put in basic information such as the teacher and course names, date of visit, purpose of visit, and the name and title of the person making the observation. Skip the red for now and let's move on to the chart. In the chart, you have the four sections of the monitoring tool on the left. You just need to place a check next to the section that you are emphasizing in this observation. The next column to the right provides a space for you to jot down two to three strengths observed during your visit. Remember, you should be focusing on observing no more than two to three items, so you only fill in the section that corresponds to your observation focus. In the third column, you are going to list two to three things you observed that didn't look too good. These will be focus areas that you will identify as opportunities for improvement. The fourth column allows you to list any people or material resources that you are providing. In this example, Coach Garcia has been assigned to model an activity for the teacher. Coach Garcia is also to provide the teacher with a copy of the DOK chart. In Column 5, write the focus or purpose for the next visit. This could be a coaching-modeling session, a 2nd or 3rd observation, a discussion on progress made/not made, etc. You decide and write it in this section. Again, this example shows that Coach Garcia is scheduled to model a specific activity during the next virtual visit. And finally, Column 6 is where you will write the scheduled date of this next virtual visit. In this example, the next virtual visit is scheduled for March 2nd.

Let's go back for a minute to the two titles in red. This information is redundant; however, you may wish to highlight it because it emphasizes the date for the next follow up visit as well as the focus for that visit. If you wish, you can delete this section.

VIRTUAL VISIT FEEDBACK TOOL




Teacher: <small>Click or tap here to enter text.</small>	Course: <small>Click or tap here to enter text.</small>	Date of Virtual Visit: <small>Click or tap to enter a date.</small>	Focus/Purpose of Current Visit: <small>Click or tap here to enter text.</small>	Observer's Name & Title: <small>Click or tap here to enter text.</small>	
Follow-up Visit: <small>Click or tap to enter a date.</small>			Focus for Follow-up: <small>Click or tap here to enter text.</small>		
CATEGORIES/SECTIONS:	STRENGTHS OBSERVED (2-3):	OPPORTUNITIES FOR IMPROVEMENT (2-3):	ASSIGNED INSTRUCTIONAL COACH/ RESOURCE(S)	FOCUS/ PURPOSE FOR FOLLOW-UP VISIT:	FOLLOW-UP DATE:
<input type="checkbox"/> Section 1: Structure <small>(Course Content & Design)</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap to enter a date.</small>
<input type="checkbox"/> Section 2: Delivery of Instruction <small>(Methods/Tools Used)</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap to enter a date.</small>
<input type="checkbox"/> Section 3: Processes <small>(Human Aspect, Relationships, Culture & Quality)</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap to enter a date.</small>
<input type="checkbox"/> Section 4: Outcomes <small>(Mastery of Content & Course Evaluation)</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap here to enter text.</small>	<small>Click or tap to enter a date.</small>


At IPDAE we strive to provide our training participants with as much information and as many “useful” resources as possible. If you wish to have a fillable Word document of the sample *Virtual Visit Feedback Tool*, just log onto the IPDAE website and it will be available for you to download. Again, the document is provided in a Word format for easy editing should you wish to make any changes. A full print version of the document is also included in the Appendix section of this handbook.

Now that we’ve addressed how to provide feedback after our virtual visits, let’s look at how we can create an action plan for each of our teachers that helps them to focus on areas for improvement. We have to refer back to the initial observation that we conducted for each teacher. You can use the first completed form to develop the action plan. It is recommended that you select a maximum of five items under each section per trimester. Making sustainable improvements takes time, so don’t go crazy trying to address all key virtual components in one trimester. Refer the visual on the following page.

VIRTUAL CLASS ACTION PLAN FOR KAREN JONES



ADMINISTRATIVE MONITORING TOOL FOR THE VIRTUAL CLASSROOM



Teacher:
Click or tap here to enter text.

Course:
Click or tap here to enter text.

Date:
Click or tap to enter a date.

Observer's Name & Title:
Click or tap here to enter text.

Select the focus for current visit/observation in this column.

Follow-up Date:
Click or tap to enter a date.

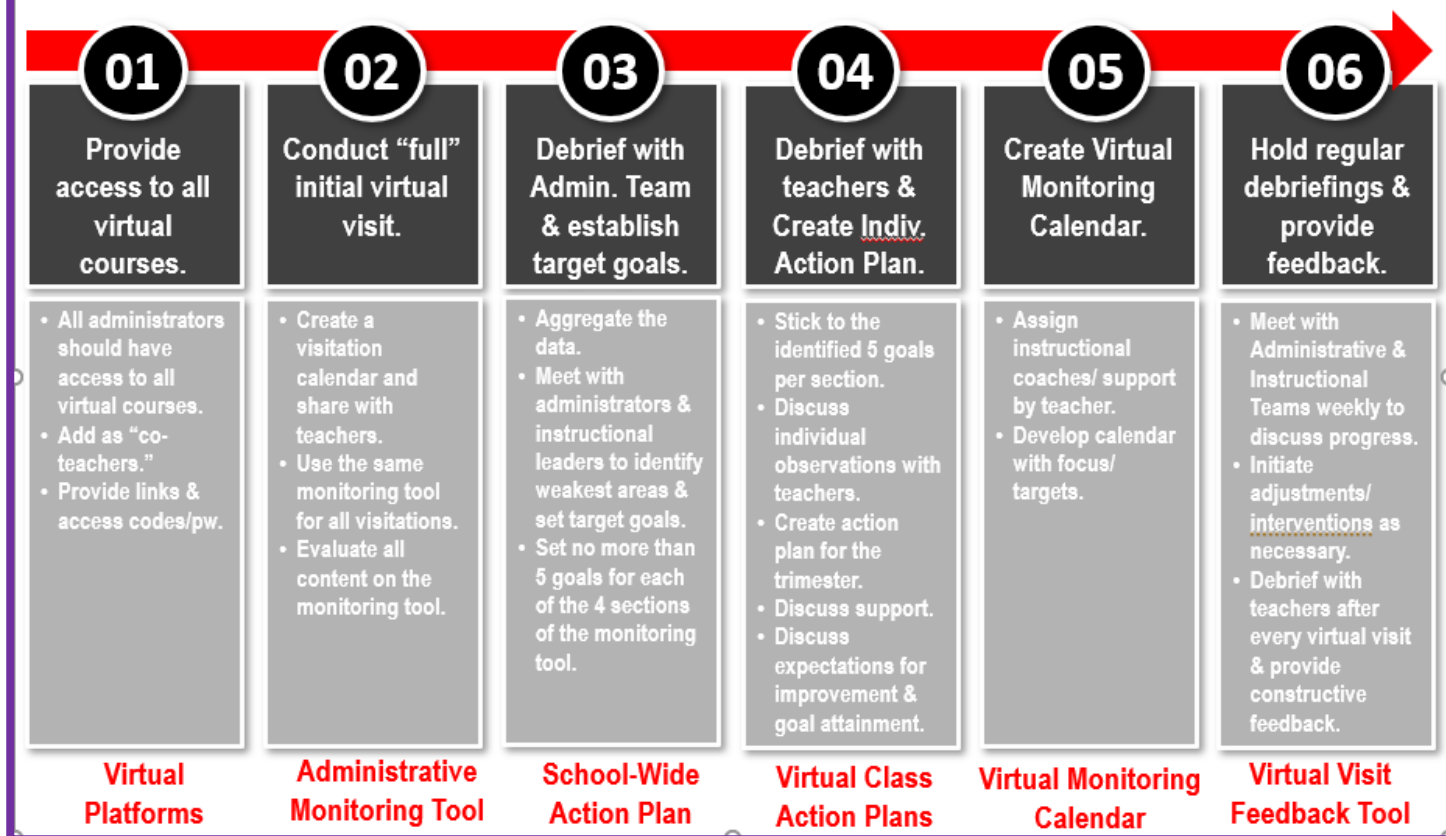
Focus for Follow-up:
Click or tap here to enter text.

CATEGORY:	LOOK FORS (Check those observed.)	FEEDBACK / RECOMMENDATIONS
SECTION 1: STRUCTURE (Course Content & Design)		
<input type="checkbox"/> Scope & Sequence / Instructional Mapping	<input type="checkbox"/> Scope & Sequence in Place <input type="checkbox"/> Instructional Map in Place	<small>Click or tap here to enter text.</small>
<input checked="" type="checkbox"/> Instructional Framework	<input type="checkbox"/> Instructional Framework Posted <input checked="" type="checkbox"/> Instructional Framework Implemented	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> Variety of Assignments	<input type="checkbox"/> Discussions <input type="checkbox"/> Assignments <input type="checkbox"/> Vocabulary <input type="checkbox"/> Quizzes <input type="checkbox"/> Polls <input type="checkbox"/> Other:	<small>Click or tap here to enter text.</small>
<input checked="" type="checkbox"/> Online Gradebook / IISPs	<input type="checkbox"/> Evidence of Updated Grade Book <input checked="" type="checkbox"/> Evidence of Updated IISPs	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> Feedback Method	<input type="checkbox"/> Teacher-Student Verbal Feedback <input type="checkbox"/> Teacher-Student Written Feedback <input type="checkbox"/> Student-Student Verbal Feedback <input type="checkbox"/> Student-Student Written Feedback	<small>Click or tap here to enter text.</small>
<input checked="" type="checkbox"/> Learning Resources	<input checked="" type="checkbox"/> Uploaded Files <input type="checkbox"/> Website Links <input type="checkbox"/> Chats <input type="checkbox"/> Multi-media Links <input type="checkbox"/> Other:	<small>Click or tap here to enter text.</small>
<input checked="" type="checkbox"/> Online Learning Community	<input checked="" type="checkbox"/> Discussion Posts <input type="checkbox"/> Synchronous (Canvas, Zoom, GoTo Meeting, Microsoft Teams, etc.) <input type="checkbox"/> Asynchronous (Canvas, Email, Chat, Posted Media, etc.)	<small>Click or tap here to enter text.</small>
<input checked="" type="checkbox"/> Use of Technology		<small>Click or tap here to enter text.</small>

Again, select five key targets per section, per trimester. Use a blank form of this *Administrative Monitoring Tool for the Virtual Classroom* and check off five targets maximum per section. Provide this to each teacher and have a discussion explaining how you are going to provide the necessary support to assist them in making improvements in these checked off areas. Be sure to provide a timeline or tentative timeline at least that addresses these areas of deficiencies with the timeline of a trimester. Remember, your action plan doesn't need to be complicated. This simple process will suffice. It will serve the required purpose without overwhelming you, your administrative or instructional teams, or your teachers.

Let's take a moment to review the virtual monitoring process so that you end this training with a clear picture of the steps involved and the progression of these steps. Look at the visual on the following page. We will address each numbered step individually.

Summary Overview of the Virtual Monitoring Process



1. Your first step is to ensure that all administrators access to all virtual platforms being used by all virtual teachers. You can add them as co-teachers to each class, or you can provide a link with access information such as meeting codes and passwords. I prefer to add them as “co-teachers” because this will give them open access to all synchronous and asynchronous components for every virtual course.
2. Once administrative access has been provided, it’s time to schedule your first round of virtual visitations or observations. Create a visitation calendar and use the Administrative Monitoring Tool provided in this training. Remember, you can adapt the tool to fit your needs and address your target goals. Remember that these “initial visits” need to be as comprehensive as possible because you want to get an overall feel for the strengths and weaknesses of your online classes. That being said, as soon as you’ve concluded all visits, you’re ready for Part 3.
3. Sit with your administrative team and aggregate the data. See where your weakest areas lie so that you can address these first. Remember, the whole point of aggregating data in this way is to make sure that you use that data to make the biggest impact on making improvements to your virtual classes. You can use a blank Monitoring Tool and just mark the heaviest deficiencies. Once this is done, work with the team to select no more than five target areas under each

section of the monitoring tool. These are the five areas that will transfer to the teachers' action plans in Step 4.

4. At the onset of Part 4, schedule to meet with all of your teachers individually. Discuss your initial observation and findings. Identify the areas that need to be targeted for improvement. Discuss the process with the teachers. Be sure that they understand the main purpose for these virtual observations: to identify weaknesses, provide support, and make improvements. As you discuss this information with each teacher, highlight the areas that you want to target. The easiest way to do this is to just highlight these areas on the monitoring tool. Give the teacher a copy so that he/she knows the expectations.
5. After debriefing with every teacher, it's time to create a virtual monitoring calendar. Don't stress over this because this should be a fluid calendar. You will need to make frequent adjustments to the calendar based on teacher progress. Share this calendar with all administrators, instructional support personnel, IT support, and virtual instructors. Everyone needs to be on the same page.
6. Finally, conduct ongoing virtual visits so that you can monitor progress throughout the trimester. In doing so, be sure that you stick to the identified focus targets. Also, be sure to target no more than 2-3 issues per visit per teacher. After every visit, debrief with the teacher and provide feedback. Update their action plans as necessary. Also, be sure to sit with your administrative and instructional support team weekly in order to ensure that everyone is on track and that progress is taking place. Also, use this time to make adjustments to the school-wide action plan based on current observations and needs.

We have now gone over the entire process, so you should be feeling confident about implementing these best practices. I just want to draw your attention to the red labels under each column in the visual on the previous page. These labels highlight the medium or tool that applies to each step. It's just an easy way to bring all key components together. Let's now move on to our bonus section with some tips for teachers.

Bonus Section: *Tips for Teachers!*

Best Practices & Expectations

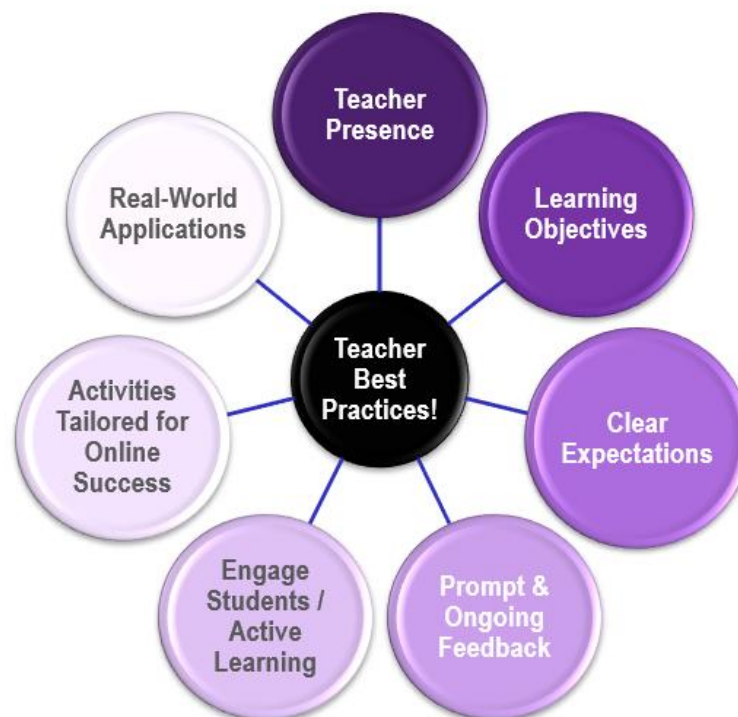
BONUS



*Sharing Best Practices & Expectations for
Teachers in the Virtual Classrooms!*

The last section of this handbook is dedicated to teachers. I know that many administrators participated in the live webinar training; however, it is critical for administrators to provide teachers with best practices and expectations to set the tone for their online courses as well as for the virtual monitoring program that will provide the necessary teacher support and resources.

Teacher Best Practices for Virtual Instruction!



Share this diagram of seven simple best practices for virtual instruction with your teachers and explain that incorporating these best practices will not only address overall expectations for their online courses but will also build rapport and community meanwhile ensuring favorable student outcomes!

We begin with **teacher presence**. Teachers must establish an early teaching presence in their online classrooms. They must be present frequently. What does this mean? This means that teachers must use various online and technical tools that bring out their personality, their passion, and their expertise in their online classrooms. They can accomplish this by posting announcements, conducting live conferences, and participating in online discussions.

Next, let's address **learning objectives**. Remind teachers that the online class has the same course requirements as a face-to-face class. Be sure their course content aligns with course objectives and required assessments. Urge them to steer away from extra content that is not directly related to or that does not directly support the course objectives.

Clear expectations are an obvious must. Teachers must communicate these via the course syllabus. They must also include due dates and clear instructions for each assignment.

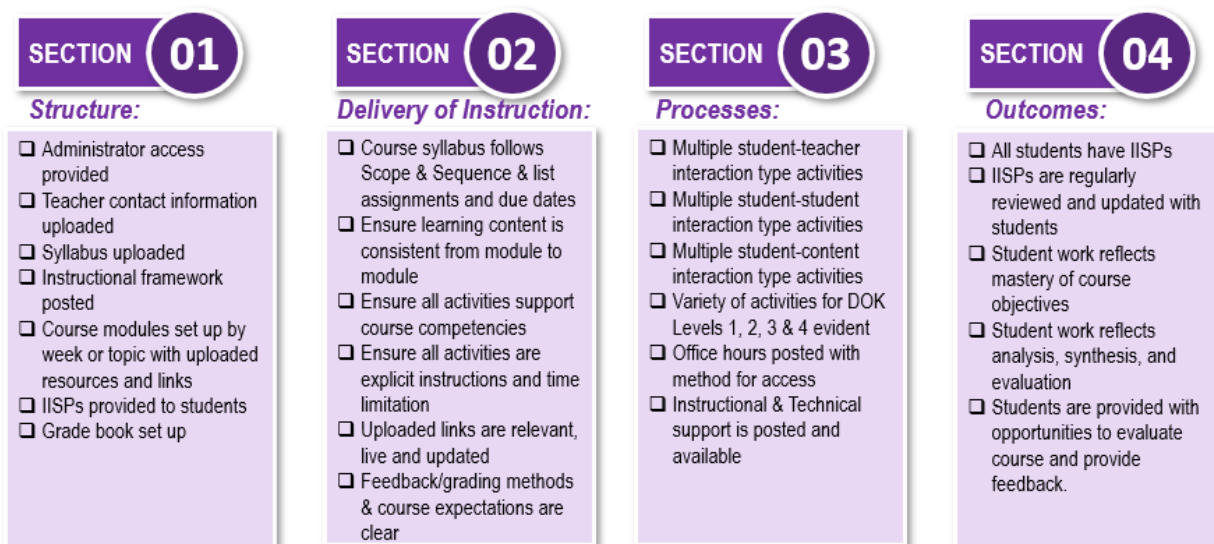
Prompt and ongoing feedback will improve student outcomes. Be sure teachers provide feedback frequently and in a timely manner. On the flip side, they are to request feedback from students as well. They can ask students for feedback on whether lessons are well-organized or if assignments are clear. They can communicate to students that their opinion matters by asking them for suggestions on how to improve instruction.

Next, teachers must **engage** students in their learning. They must create activities that are challenging, enriching and that extend students' academic abilities. They must provide students with multiple opportunities to interact with course content, with the teacher, and with peers. Group discussions and activities will help build a cohesive learning culture.

Remember, even though the same content is covered in a virtual course as in a brick-and-mortar one, teachers need to employ different skills and **online tools**. They should tailor their activities for online success. Ongoing technical support is essential; and expectations for online participation, communication, and netiquette need to be clearly communicated to students. Teachers must also establish a pattern of activity and due dates and must vary these activities to motivate and engage students.

Finally, teachers can motivate students by making **real world connections**. By showing students how they will apply what they are learning in the real world, teachers can bring relevance, complexity, and motivation of the real world to learning. They are, in essence, bringing a sense of purpose into their lessons.

Let's now look at the at-a-glance chart on the following page.



When you share your virtual monitoring program with your teachers, start by giving them an at-a-glance chart that includes the most critical components addressed by each of the four sections of the virtual monitoring tool. This should be a guide as to key components that they need to have in place as they set up their virtual classes. The above diagram is an easy teacher checklist containing this information. Review it with your teachers so that they are clear as to the administration's expectations regarding all virtual courses. A full-size version can be found in the Appendix section of this handout.

Let's briefly go over each of these four sections. Remember, this is a guide to get teachers started and focused, it's not an all-encompassing document.

Section 1 of the *Administrative Monitoring Tool for the Virtual Classroom* addresses online course structure. The basic components that a teacher must have in place include

- Administrator access to the online course
- Uploaded teacher contact information
- Uploaded syllabus
- Posted instructional framework
- Course modules set up by week or by topic with all required uploaded resource and links
- IISPs provided to all students
- Grade book set up

Section 2 of the monitoring tool addresses the delivery of instruction. Basic components include

- Course syllabus must address course content and must follow the established sequence or Scope and Sequence for the delivery of instructional content. Syllabus must also include activities or assignments and due dates.
- All learning content needs to flow. There must be consistency throughout the course, in other words, from module to module.
- Activities must be related to course competencies and they must include explicit instructions and time limitations.
- Uploaded links should all be relevant, live, and updated.
- Your method of providing feedback or grading assignments along with course expectations must all be very clear.

Section 3 of the monitoring tool addresses the processes. This refers to the human aspect, the relationships and culture of the online course.

- Teachers must be sure to include multiple types of activities that address the three required interactions for active learning: (1) student-teacher, (2) student-student, and (3) student-content interactions.
- Additionally, there should be a variety of activities at all DOK levels 1 through 4.
- Office hours should be posted along with access information. For example, will these be phone hours, or virtual conferencing hours? Be explicit.
- Finally, access to additional instructional and technical support needs to be communicated clearly, preferably in the course syllabus as well as on the LMS platform homepage.

The last section of the monitoring tool, Section 4, has to do with outcomes. This refers to mastery of content as well as evaluation of the online course.

- Do all students have an IISP and are these IISPs regularly updated to reflect ongoing mastery of course content?
- Does student work extend beyond basic busy work? It should reflect analysis, synthesis and evaluation.
- Students should also be provided with opportunities to evaluate the course and provide feedback to the teacher keeping the ultimate goal of improving online instruction and increasing student success in mind.

We have reviewed the “teacher cheat note” but don’t forget to share the monitoring process with your teachers as well. Emphasize that providing support is a key component of this process. Emphasize that there will be open and going dialogue throughout the entire process to ensure that they will be as effective online as they are in their face-to-face classes.

Conclusion

As we conclude this training handbook on ***Administrative Best Practices for Monitoring Virtual Courses***, please remember this. When setting up a virtual monitoring program, be sure to do so in a planned, purposeful manner. Clearly define goals around what you want your virtual courses to look like and what your expectations are for both teachers and students. As you monitor virtual courses, provide feedback and allow time for reflection. This will provide teachers with an opportunity to see the value in incorporating best practices and recommended resources into their virtual courses.

Time to Reflect

As always, I like to end my trainings by emphasizing a growth mindset and, therefore, ask you to take what you have learned one step further.

Change the way you monitor classrooms in a virtual setting. Use the monitoring tools, techniques, and resources shared during this training to establish a virtual monitoring program that addresses the effectiveness of online instruction by monitoring progress for both students and teachers and sharing information to make informed decisions that lead to improved online instruction as well as increased student motivation, attendance, and success.

Redesign your instructional support action plan. Ensure that both teachers and students are provided with targeted support to address previously identified areas of weaknesses. Also, include ongoing technological support as a main component of your plan.

Review the information provided in this training. Share it with teachers, other administrators and district personnel and become an expert on best practices for monitoring virtual courses. Have round-table discussions with your administrative team and share the wealth to ensure all of your teachers receive the support and feedback to continuously strive toward delivering improved online instruction.

Reflect and Make a Change. Finally, ask yourself, “What is working especially well in my virtual classrooms, and what is not?” Use the provided *Administrative Monitoring Tool for the Virtual Classroom* and develop a targeted *Action Plan* that is unique to the needs of every online teacher. Continuously evaluate and re-evaluate online classes and share feedback. Provide the necessary resources to support continued improvement and hold teachers and students accountable.

Appendix A

Administrative Monitoring Tool for the Virtual Classroom

(Print version to follow on the next page. Fillable Word doc is available for download from the IPDAE website.)

Teacher:	Course:	Date:	Observer's Name & Title:
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 Select the focus for current visit/observation in this column.

Follow-up Date:	Focus for Follow-up:
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CATEGORY:	LOOK FORS (Check those observed.)		FEEDBACK / RECOMMENDATIONS
SECTION 1: STRUCTURE (Course Content & Design)			
<input type="checkbox"/> Scope & Sequence / Instructional Mapping	<input type="checkbox"/> Scope & Sequence in Place	<input type="checkbox"/> Instructional Map in Place	
<input type="checkbox"/> Instructional Framework	<input type="checkbox"/> Instructional Framework Posted	<input type="checkbox"/> Instructional Framework Implemented	
<input type="checkbox"/> Variety of Assignments	<input type="checkbox"/> Discussions <input type="checkbox"/> Assignments <input type="checkbox"/> Vocabulary	<input type="checkbox"/> Quizzes <input type="checkbox"/> Polls <input type="checkbox"/> Other:	
<input type="checkbox"/> Online Gradebook / IISPs	<input type="checkbox"/> Evidence of Updated Grade Book	<input type="checkbox"/> Evidence of Updated IISPs	
<input type="checkbox"/> Feedback Method	<input type="checkbox"/> Teacher-Student Verbal Feedback <input type="checkbox"/> Teacher -Student Written Feedback	<input type="checkbox"/> Student-Student Verbal Feedback <input type="checkbox"/> Student-Student Written Feedback	
<input type="checkbox"/> Learning Resources	<input type="checkbox"/> Uploaded Files <input type="checkbox"/> Website Links	<input type="checkbox"/> Multi-media Links <input type="checkbox"/> Other:	
<input type="checkbox"/> Online Learning Community	<input type="checkbox"/> Chats <input type="checkbox"/> Discussion Posts	<input type="checkbox"/> Polls / Surveys <input type="checkbox"/> Other:	
<input type="checkbox"/> Use of Technology	<input type="checkbox"/> Synchronous (Canvas, Zoom, GoTo Meeting, Microsoft Teams, etc.)	<input type="checkbox"/> Asynchronous (Canvas, Email, Chat, Posted Media, etc.)	

CATEGORY:		LOOK FORs (Check those observed.)	FEEDBACK / RECOMMENDATIONS
SECTION 2: DELIVERY OF INSTRUCTION (Methods/Tools Used)			
<input type="checkbox"/> Course Syllabus / Modules	<input type="checkbox"/> Course Syllabus with Objectives, Standards/Skills, Assignments & Due Dates, etc. <input type="checkbox"/> Course Modules follow Syllabus & include Objectives, Standards/Skills, Assignments & Due Dates, etc.		
<input type="checkbox"/> Learning Content	<input type="checkbox"/> Relevant to Objectives/Competencies /Strds <input type="checkbox"/> Lacks Relevance <input type="checkbox"/> Lacks Relevance <input type="checkbox"/> Inconsistent from Module to Module		
<input type="checkbox"/> Discussions	<input type="checkbox"/> Specific Instructions Provided <input type="checkbox"/> Time Limitation Provided <input type="checkbox"/> Outcome/Product Required <input type="checkbox"/> Opportunity for Students to Share Out <input type="checkbox"/> Appropriate & Credible <input type="checkbox"/> Students Required to Support Responses with Evidence <input type="checkbox"/> Activity Monitored by Instructor <input type="checkbox"/> Explicit Corrective Feedback Provided <input type="checkbox"/> Live & Updated		
<input type="checkbox"/> Links	<input type="checkbox"/> Limited Expertise <input type="checkbox"/> Content Expertise Evident <input type="checkbox"/> Evidence of Explicit Corrective Feedback		
<input type="checkbox"/> Instructor Knowledge			

SECTION 3: PROCESSES (Human Aspect, Relationships, Culture & Quality)			
<input type="checkbox"/> Student- Teacher Interactions	<input type="checkbox"/> Exchange of info. & Ideas is Superficial <input type="checkbox"/> Dynamic/Thoughtful Interactions Evident <input type="checkbox"/> Student Accountability Talk Evident	ACTIVITIES OBSERVED: <input type="checkbox"/> Discussion forums, chats, social networks <input type="checkbox"/> Teacher feedback via emails, journals, etc. <input type="checkbox"/> Individual mentoring/tutoring <input type="checkbox"/> Peer teaching via web conferencing <input type="checkbox"/> Announcements <input type="checkbox"/> Guest Speakers <input type="checkbox"/> Other	
<input type="checkbox"/> Student-Student Interactions	<input type="checkbox"/> Equal Opportunity for Student Participation <input type="checkbox"/> Exchange of Information & Ideas is Superficial <input type="checkbox"/> Dynamic & Thoughtful Interactions Evident <input type="checkbox"/> Student Accountability Talk Evident	ACTIVITIES OBSERVED: <input type="checkbox"/> Group projects with presentations <input type="checkbox"/> Peer review <input type="checkbox"/> Role Playing <input type="checkbox"/> A/Synchronous discussions/debates <input type="checkbox"/> Social networking <input type="checkbox"/> Collaborative brainstorming <input type="checkbox"/> Polls/surveys <input type="checkbox"/> Other	

CATEGORY:	LOOK FORS (Check those observed.)	FEEDBACK / RECOMMENDATIONS
SECTION 3: PROCESSES (Human Aspect, Relationships, Culture & Quality)		
<input type="checkbox"/> Student-Content Interactions	<p>ACTIVITIES OBSERVED:</p> <input type="checkbox"/> Specific Instructions Provided <input type="checkbox"/> Time Limitation Provided <input type="checkbox"/> Outcome/Product Required <input type="checkbox"/> Opportunity for Students to Share Out <input type="checkbox"/> Activity Monitored by Instructor <input type="checkbox"/> Explicit Corrective Feedback Provided	<input type="checkbox"/> Computer Assisted Instruction (CAI) <input type="checkbox"/> Tutorials <input type="checkbox"/> Quizzes <input type="checkbox"/> Web links to external sites <input type="checkbox"/> Text/video discussions or reflections <input type="checkbox"/> Mobile learning <input type="checkbox"/> Other
<input type="checkbox"/> Access to Teachers	<input type="checkbox"/> Scheduled Office Hours <input type="checkbox"/> Scheduled Data Chats	<input type="checkbox"/> WhatsApp Communications <input type="checkbox"/> Email Communications <input type="checkbox"/> Other:
<input type="checkbox"/> Instructional/Tech. Support	<input type="checkbox"/> Evidence of Instructional Support	<input type="checkbox"/> Evidence of Tech/IT Support
SECTION 4: OUTCOMES (Mastery of Content & Course Evaluation)		
<input type="checkbox"/> Student Work Reflects Mastery of Course Objectives	<input type="checkbox"/> ILSPs (Individualized Instructional Student Plans) are Regularly Updated <input type="checkbox"/> Student Work/Interactions Reflect <i>Understanding</i> & Achievement of Course Stds./Objectives <input type="checkbox"/> Student Work/Interactions Reflect <i>Mastery</i> & Achievement of Course Standards/Objectives	
<input type="checkbox"/> Student Work Reflects Analysis, Synthesis, & Evaluation	<input type="checkbox"/> Student Work Reflects Basic Knowledge & Understanding <input type="checkbox"/> Student Work Demonstrates Complexity with Majority of Assignments Reflecting Analysis, Synthesis or Evaluation.	<p>INSTRUCTIONAL RIGOR:</p> <input type="checkbox"/> DOK Level 1 Activities Observed <input type="checkbox"/> DOK Level 2 Activities Observed <input type="checkbox"/> DOK Level 3 Activities Observed <input type="checkbox"/> DOK Level 4 Activities Observed
<input type="checkbox"/> Online Course Eval./Feedback	<input type="checkbox"/> Evidence of Course Evaluation/Feedback	<input type="checkbox"/> No Course Evaluation/Feedback

Appendix B

Virtual Visit Feedback Tool

(Print version to follow on the next page. Fillable Word doc is available for download from the IPDAE website.)

VIRTUAL VISIT FEEDBACK TOOL



Teacher:	Course:	Date of Virtual Visit:	Focus/Purpose of Current Visit:	Observer's Name & Title:
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Follow-up Visit:

Focus for Follow-up:


CATEGORIES/SECTIONS:	STRENGTHS OBSERVED (2-3):	OPPORTUNITIES FOR IMPROVEMENT (2-3):	ASSIGNED INSTRUCTIONAL COACH/ RESOURCE(S)	FOCUS/ PURPOSE FOR FOLLOW-UP VISIT:	FOLLOW-UP DATE:
<input type="checkbox"/> Section 1: Structure (Course Content & Design)					
<input type="checkbox"/> Section 2: Delivery of Instruction (Methods/Tools Used)					
<input type="checkbox"/> Section 3: Processes (Human Aspect, Relationships, Culture & Quality)					
<input type="checkbox"/> Section 4: Outcomes (Mastery of Content & Course Evaluation)					

Appendix C

Virtual Course Tips: An At-a-Glance Checklist for Teachers



**VIRTUAL COURSE TIPS:
AT-A-GLANCE CHECKLIST FOR TEACHERS**



Teacher:

Course:

Date:

Directions: Be prepared! Check off items addressed for each of the sections that correspond to the Administrative Monitoring Tool for the Virtual Classroom.

01

SECTION

Structure:

- ☐ Administrator access provided
- ☐ Teacher contact information uploaded
- ☐ Syllabus uploaded
- ☐ Instructional framework posted
- ☐ Course modules set up by week or topic with uploaded resources and links
- ☐ IISPs provided to students
- ☐ Grade book set up

02

SECTION

Delivery of Instruction:

- ☐ Course syllabus follows Scope & Sequence & list assignments and due dates
- ☐ Ensure learning content is consistent from module to module
- ☐ Ensure all activities support course competencies
- ☐ Ensure all activities are explicit instructions and time limitation
- ☐ Uploaded links are relevant, live and updated
- ☐ Feedback/grading methods & course expectations are clear

03

SECTION

Processes:

- ☐ Multiple student-teacher interaction type activities
- ☐ Multiple student-student interaction type activities
- ☐ Multiple student-content interaction type activities
- ☐ Variety of activities for DOK Levels 1, 2, 3 & 4 evident
- ☐ Office hours posted with method for access
- ☐ Instructional & Technical support is posted and available

04

SECTION

Outcomes:

- ☐ All students have IISPs
- ☐ IISPs are regularly reviewed and updated with students
- ☐ Student work reflects mastery of course objectives
- ☐ Student work reflects analysis, synthesis, and evaluation
- ☐ Students are provided with opportunities to evaluate course and provide feedback.

Websites

Teach Online: <https://teachonline.asu.edu>

Florida IPDAE. <http://www.floridaipdae.org/>

Acknowledgements

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