



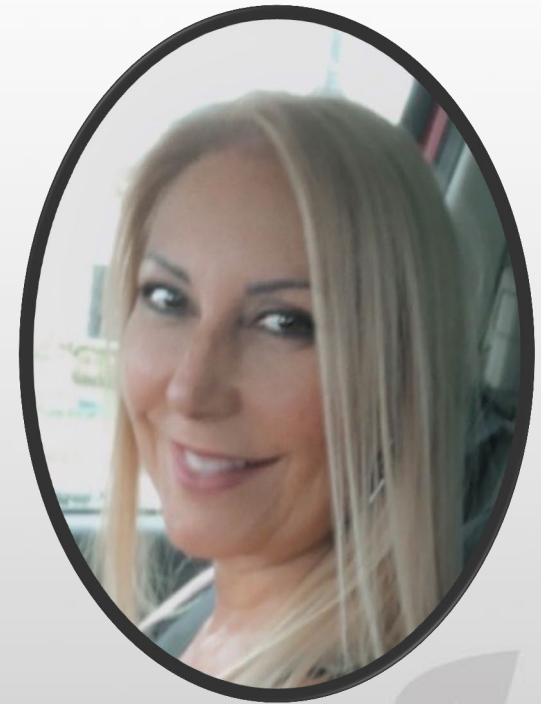
INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Administrative Best Practices for Monitoring Virtual Courses

[www.floridaipdae.org](http://www.floridaipdae.org)

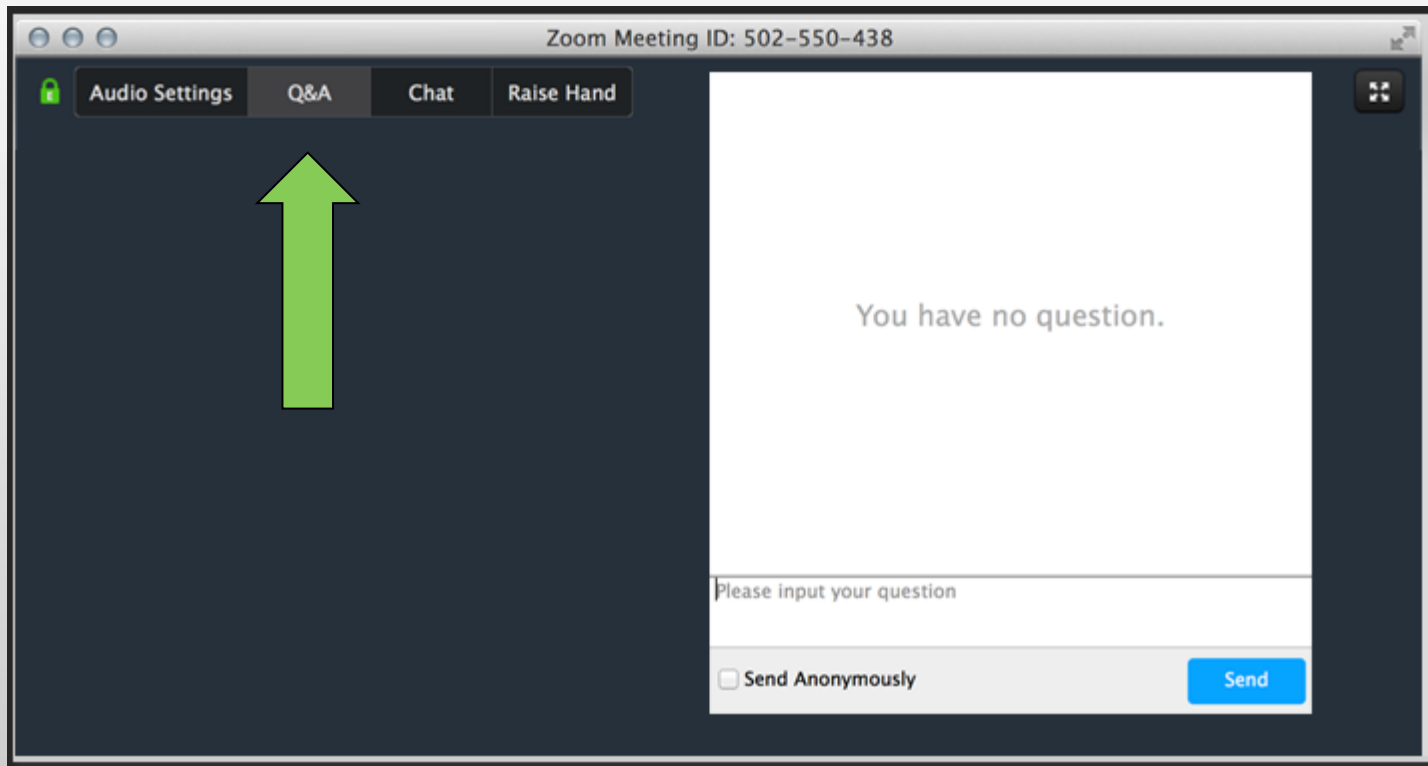
This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



Maria Gutierrez  
Miami-Dade County Public  
Schools, Administrator

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

# ADMINISTRATIVE BEST PRACTICES FOR MONITORING VIRTUAL COURSES



***Let's get started!***

## Opening Scenario:

*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?*

I have no idea  
what she's talking  
about.  
Nod and smile.



## **Common questions raised by administrators:**

1. How can I evaluate synchronous and asynchronous components?
2. How can I evaluate the teacher's classroom presence online?
3. How can I ascertain the quality of a class assignment and whether the teacher is taking enough part or providing sufficient guidance?
4. Should the teacher be using more multi-media online?
5. How can I evaluate an online course when I've never taught one myself?
6. How will I see through a dog and pony show to avoid getting duped?

## **A look at key past trainings:**

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*
4. *Instructional Rigor Online: Staying on the Path of Student Achievement*



## Setting up a successful virtual monitoring program for school administrators:

### Administrators + Virtual Courses



Add Administrators to all Virtual Courses

### Debriefings + Instructional Team



Hold Regular Administrative Debriefings

### Feedback + Action Plan



Provide Feedback & Develop a Plan of Action

PART 01

PART 02

PART 03

PART 04

PART 05

### Virtual Visits + Monitoring Tool



Use a Monitoring Tool During all Virtual Visits

### Identify Targets + Follow-up/Support



Identify Targets for Follow-up & Support

**+**  
**Tips for Teachers: Best Practices & Expectations**



# Training Objectives:

*After completing this training, participants will*

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.

*Part 1: Highlighted Best Practice:*

**ADDING ADMINISTRATORS TO ALL  
VIRTUAL COURSES**

01



## Administrators + Virtual Courses

*Adding administrators to all virtual courses*

### PART 01

*Once the LMS platform has been identified, be sure “all” administrators have access to every teacher’s online class.*

- Be sure that all administrators have access to every teacher’s online class.
- The best way to accomplish this is to add them as “co-teachers.”
- As a “co-teacher” you will have access to all content, synchronous and asynchronous.
- If using a synchronous-only platform such as Zoom, provide the Zoom link, meeting ID, and password.



## Administrators + Virtual Courses *(continued)*

*Adding administrators to all virtual courses*

PART 01

### Previous Training Focus:

- Refer to previous IPDAE training: ***Creating a Virtual Student Orientation Course for Online Success!***
- Select a primary LMS platform with synchronous & asynchronous components.

### Current Training Application:

- Provide all administrators with “co-teaching” access to all virtual courses.
- Provide all administrators with “links,” meeting codes,” and “password access.”

### ***Example:***

- Administrator has co-teacher access to course in Canvas.
- Administrator has Zoom link, meeting ID, and passcode.

*Part 2: Highlighted Best Practice:*

**USING A MONITORING TOOL  
DURING ALL VIRTUAL VISITS**

02



## Virtual Visits + Monitoring Tool

*Monitoring tool used during all virtual visits*

PART 02

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



- Create a virtual visitation calendar.
- Initially, complete a full observation using all of the information on the monitoring tool.
- Use the monitoring tool when you visit each course.
- Be sure that all online courses are visited on a weekly basis.
- In subsequent visits, only address outstanding issues previously identified on the monitoring tool.




## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART 02


**ADMINISTRATIVE MONITORING TOOL FOR THE VIRTUAL CLASSROOM**


<b>Teacher:</b> <small>Click or tap here to enter text.</small>	<b>Course:</b> <small>Click or tap here to enter text.</small>	<b>Date:</b> <small>Click or tap to enter a date.</small>	<b>Observer's Name &amp; Title:</b> <small>Click or tap here to enter text.</small>
--	---	--	--

 **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
<b>SECTION 1: STRUCTURE (Course Content &amp; Design)</b>		
<input type="checkbox"/> <b>Scope &amp; Sequence / Instructional Mapping</b>	<input type="checkbox"/> Scope & Sequence in Place <span style="margin-left: 150px;"><input type="checkbox"/> Instructional Map in Place</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Instructional Framework</b>	<input type="checkbox"/> Instructional Framework Posted <span style="margin-left: 150px;"><input type="checkbox"/> Instructional Framework Implemented</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Variety of Assignments</b>	<input type="checkbox"/> Discussions <span style="margin-left: 150px;"><input type="checkbox"/> Quizzes</span> <input type="checkbox"/> Assignments <span style="margin-left: 150px;"><input type="checkbox"/> Polls</span> <input type="checkbox"/> Vocabulary <span style="margin-left: 150px;"><input type="checkbox"/> Other:</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Online Gradebook / IISPs</b>	<input type="checkbox"/> Evidence of Updated Grade Book <span style="margin-left: 150px;"><input type="checkbox"/> Evidence of Updated IISPs</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Feedback Method</b>	<input type="checkbox"/> Teacher-Student Verbal Feedback <span style="margin-left: 150px;"><input type="checkbox"/> Student-Student Verbal Feedback</span> <input type="checkbox"/> Teacher-Student Written Feedback <span style="margin-left: 150px;"><input type="checkbox"/> Student-Student Written Feedback</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Learning Resources</b>	<input type="checkbox"/> Uploaded Files <span style="margin-left: 150px;"><input type="checkbox"/> Multi-media Links</span> <input type="checkbox"/> Website Links <span style="margin-left: 150px;"><input type="checkbox"/> Other:</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Online Learning Community</b>	<input type="checkbox"/> Chats <span style="margin-left: 150px;"><input type="checkbox"/> Polls</span> <input type="checkbox"/> Discussion Posts <span style="margin-left: 150px;"><input type="checkbox"/> Other:</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Use of Technology</b>	<input type="checkbox"/> Synchronous (Canvas, Zoom, GoTo Meeting, Microsoft Teams, etc.) <span style="margin-left: 150px;"><input type="checkbox"/> Asynchronous (Canvas, Email, Chat, Posted Media, etc.)</span>	<small>Click or tap here to enter text.</small>
<b>SECTION 2: DELIVERY OF INSTRUCTION (Methods/Tools Used)</b>		
<input type="checkbox"/> <b>Course Syllabus / Modules</b>	<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.	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Learning Content</b>	<input type="checkbox"/> Relevant to Objectives/Competencies /Stds <span style="margin-left: 150px;"><input type="checkbox"/> Lacks Relevance</span> <input type="checkbox"/> Lacks Relevance <span style="margin-left: 150px;"><input type="checkbox"/> Inconsistent from Module to Module</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Discussions</b>	<input type="checkbox"/> Specific Instructions Provided <span style="margin-left: 150px;"><input type="checkbox"/> Students Required to Support Responses with Evidence</span> <input type="checkbox"/> Time Limitation Provided <span style="margin-left: 150px;"><input type="checkbox"/> Activity Monitored by Instructor</span> <input type="checkbox"/> Outcome/Product Required <span style="margin-left: 150px;"><input type="checkbox"/> Explicit Corrective Feedback Provided</span> <input type="checkbox"/> Opportunity for Students to Share Out	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Links</b>	<input type="checkbox"/> Appropriate & Credible <span style="margin-left: 150px;"><input type="checkbox"/> Live &amp; Updated</span>	<small>Click or tap here to enter text.</small>
<input type="checkbox"/> <b>Instructor Knowledge</b>	<input type="checkbox"/> Limited Expertise <span style="margin-left: 150px;"><input type="checkbox"/> Evidence of Explicit Corrective Feedback</span> <input type="checkbox"/> Content Expertise Evident	<small>Click or tap here to enter text.</small>



## Virtual Visits + Monitoring Tool ...continued

*Monitoring tool used during all virtual visits*

PART 02

*There are 4 sections to IPDAE's Administrative Monitoring Tool for the Virtual Classroom. Here is Section 1 at-a glance:*

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








## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

### Section 1 Snip

ipdae  BY EDUCATORS FOR EDUCATORS		ADMINISTRATIVE MONITORING TOOL FOR THE VIRTUAL CLASSROOM		
<b>Teacher:</b> Click or tap here to enter text.	<b>Course:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap to enter a date.	<b>Observer's Name &amp; Title:</b> Click or tap here to enter text.	
 <b>Select the focus for current visit/observation in this column.</b>		<b>Follow-up Date:</b> Click or tap to enter a date.	<b>Focus for Follow-up:</b> Click or tap here to enter text.	
CATEGORY:	LOOK FORS (Check those observed.)		FEEDBACK / RECOMMENDATIONS	
<b>SECTION 1: STRUCTURE (Course Content &amp; Design)</b>				
<input type="checkbox"/> <b>Scope &amp; Sequence / Instructional Mapping</b>	<input type="checkbox"/> Scope & Sequence in Place	<input type="checkbox"/> Instructional Map in Place	Click or tap here to enter text.	
<input type="checkbox"/> <b>Instructional Framework</b>	<input type="checkbox"/> Instructional Framework Posted	<input type="checkbox"/> Instructional Framework Implemented	Click or tap here to enter text.	
<input type="checkbox"/> <b>Variety of Assignments</b>	<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"/> <b>Online Gradebook / IISPs</b>	<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"/> <b>Feedback Method</b>	<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"/> <b>Learning Resources</b>	<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"/> <b>Online Learning Community</b>	<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"/> <b>Use of Technology</b>	<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.	



## Virtual Visits + Monitoring Tool ...continued

*Monitoring tool used during all virtual visits*

PART

02

**Here is Section 2 at-a-glance:**

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



## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

### Section 2 Snip

#### SECTION 2: DELIVERY OF INSTRUCTION (Methods/Tools Used)

<input type="checkbox"/> <b>Course Syllabus / Modules</b>	<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"/> <b>Learning Content</b>	<input type="checkbox"/> Relevant to Objectives/Competencies /Stds <input type="checkbox"/> Lacks Relevance <input type="checkbox"/> Lacks Relevance	Click or tap here to enter text.
<input type="checkbox"/> <b>Discussions</b>	<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	Click or tap here to enter text.
<input type="checkbox"/> <b>Links</b>	<input type="checkbox"/> Appropriate & Credible <input type="checkbox"/> Live & Updated	Click or tap here to enter text.
<input type="checkbox"/> <b>Instructor Knowledge</b>	<input type="checkbox"/> Limited Expertise <input type="checkbox"/> Evidence of Explicit Corrective Feedback	Click or tap here to enter text.



## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

**Here is Section 3 at-a-glance:**

### Previous Training Focus:

- Refer to previous IPDAE training:  
**Keeping Students Connected:  
Engaging Activities for the Virtual  
ABE Reading & Language  
Classrooms**

### Current Training Application:

#### **SECTION 3: Processes**

**(Human Aspect, Relationships, Culture & Quality)**

- Student-Teacher Interactions
- Student-Student Interactions
- Student-Content Interactions
- Access to Teachers
- Instructional/Technological Support



## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

### Section 3 Snip

CATEGORY:	LOOK FORS (Check those observed.)	FEEDBACK / RECOMMENDATIONS	
<b>SECTION 3: PROCESSES (Human Aspect, Relationships, Culture &amp; Quality)</b>			
<input type="checkbox"/> <b>Student- Teacher Interactions</b>	<input type="checkbox"/> Exchange of Info. & Ideas Is Superficial <input type="checkbox"/> Dynamic/Thoughtful Interactions Evident <input type="checkbox"/> Student Accountability Talk Evident	<b>ACTIVITIES OBSERVED:</b> <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"/> <b>Student-Student Interactions</b>	<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	<b>ACTIVITIES OBSERVED:</b> <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"/> <b>Student-Content Interactions</b>	<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	<b>ACTIVITIES OBSERVED:</b> <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"/> <b>Access to Teachers</b>	<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"/> <b>Instructional/Tech. Support</b>	<input type="checkbox"/> Evidence of Instructional Support	<input type="checkbox"/> Evidence of Tech/IT Support	Click or tap here to enter text.



## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

**Here is Section 4 at-a-glance:**

### Previous Training Focus:

- Refer to previous IPDAE trainings:

**Keeping Students Connected:  
Engaging Activities for the Virtual  
ABE Reading & Language  
Classrooms**

**Instructional Rigor Online: Staying  
on the Path of Student  
Achievement**

**Using the IISPs in a Virtual Setting**

### Current Training Application:

#### **SECTION 4: Outcomes**

**(Mastery of Content & Course Evaluation)**

- Student work reflects mastery of course objectives
- Student work reflects analysis, synthesis, & evaluation
- Online course evaluation / feedback



## Virtual Visits + Monitoring Tool ...continued

Monitoring tool used during all virtual visits

PART

02

### Section 4 Snip

#### SECTION 4: OUTCOMES (Mastery of Content & Course Evaluation)

<input type="checkbox"/> <b>Student Work Reflects Mastery of Course Objectives</b>	<input type="checkbox"/> IISPs (Individualized Instructional Student Plans) are Regularly Updated <input type="checkbox"/> Student Work/Interactions Reflect <b>Understanding</b> & Achievement of Course Stds./Objectives <input type="checkbox"/> Student Work/Interactions Reflect <b>Mastery</b> & Achievement of Course Standards/Objectives	<a href="#">Click or tap here to enter text.</a>
<input type="checkbox"/> <b>Student Work Reflects Analysis, Synthesis, &amp; Evaluation</b>	<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.	<b>INSTRUCTIONAL RIGOR:</b> <input type="checkbox"/> <i>DOK Level 1 Activities Observed</i> <input type="checkbox"/> <i>DOK Level 2 Activities Observed</i> <input type="checkbox"/> <i>DOK Level 3 Activities Observed</i> <input type="checkbox"/> <i>DOK Level 4 Activities Observed</i>
<input type="checkbox"/> <b>Online Course Eval./Feedback</b>	<input type="checkbox"/> Evidence of Course Evaluation/Feedback	<input type="checkbox"/> No Course Evaluation/Feedback <a href="#">Click or tap here to enter text.</a>



*Part 3: Highlighted Best Practice:*

**HOLDING REGULAR  
ADMINISTRATIVE DEBRIEFINGS**

03





## Debriefings + Instructional Team

*Regular administrative debriefings held*

PART 03

***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.



## Debriefings + Instructional Team

Regular administrative debriefings held

PART 03



<b>Teacher:</b> Click or tap here to enter text.	<b>Course:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap to enter a date.	<b>Observer's Name &amp; Title:</b> Click or tap here to enter text.
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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
<b>SECTION 1: STRUCTURE (Course Content &amp; Design)</b>			
<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.



## Debriefings + Instructional Team

*Regular administrative debriefings held*

PART 03

### Week 4 Target(s): Section 2: Delivery of Instruction

- 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
Course Syllabus & Modules in Place	Discussions: Specific Instructions & Time Limitation in place	Opportunities for Students to Share Out	Support of Responses with Evidence	
(FU) Smith/ABE Rdg	(FU)Smith/ABE Rdg	Smith/ABE Rdg	Smith/ABE Rdg	Williams/ABE Rdg
Diaz/ABE Rdg	Blanco/ABE Lang		Blanco/ABE Lang	
Kohn/ABE Lang	Williams/ABE Rdg		Kohn/ABE Lang	

*Part 4: Highlighted Best Practice:*

**IDENTIFYING TARGETS FOR  
FOLLOW-UP & SUPPORT**

04



## Identify Targets + Follow-up Support

*Identify targets for follow-up and support*

PART 04

***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.



# Identify Targets + Follow-up Support

*Identify targets for follow-up and support*

PART 04

## Week 4 Target(s): Section 2: Delivery of Instruction

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Course Syllabus &amp; Modules in Place</b>	<b>Discussions: Specific Instructions &amp; Time Limitation in place</b>	<b>Opportunities for Students to Share Out</b>	<b>Support of Responses with Evidence</b>	
<b>(FU) Smith/ABE Rdg</b> Coach: Garcia	<b>(FU)Smith/ABE Rdg</b> Coach: Garcia	Smith/ABE Rdg AP: Gutierrez	Smith/ABE Rdg AP: Gutierrez	Williams/ABE Rdg AP: Gutierrez
Diaz/ABE Rdg AP: Gutierrez	Blanco/ABE Lang AP: Krantz		Blanco/ABE Lang AP: Krantz	
Kohn/ABE Lang AP: Krantz	Williams/ABE Rdg AP: Gutierrez		Kohn/ABE Lang AP: Krantz	

*Part 5: Highlighted Best Practice:*

**PROVIDING FEEDBACK &  
DEVELOPING A PLAN OF ACTION**

05



## Feedback + Action Plan

*Feedback provided & plan of action developed*

PART 05

### *Communicate your Feedback Plan!*

- Keep it simple.
- Provide advance notice (at least one week).
- 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!





## Feedback + Action Plan

Feedback provided & plan of action developed

PART 05

### 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:

Select the section observed.


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 checked="" type="checkbox"/> Section 2: Delivery of Instruction (Methods/Tools Used)	Write 2-3 strengths.	Write 2-3 weaknesses.	Coach Garcia DOK Chart	Model rigorous activity	3/2/2021
<input type="checkbox"/> Section 3: Processes (Human Aspect, Relationships, Culture & Quality)					
<input type="checkbox"/> Section 4: Outcomes (Mastery of Content & Course Evaluation)					



## Feedback + Action Plan

Feedback provided & plan of action developed

PART 05

ipdae BY EDUCATORS FOR EDUCATORS		VIRTUAL VISIT FEEDBACK TOOL			
<b>Teacher:</b> Click or tap here to enter text.	<b>Course:</b> Click or tap here to enter text.	<b>Date of Virtual Visit:</b> Click or tap to enter a date.	<b>Focus/Purpose of Current Visit:</b> Click or tap here to enter text.	<b>Observer's Name &amp; Title:</b> Click or tap here to enter text.	
<b>Follow-up Visit:</b> Click or tap to enter a date.			<b>Focus for Follow-up:</b> Click or tap here to enter text.		
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"/> <b>Section 1: Structure</b> (Course Content & Design)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
<input type="checkbox"/> <b>Section 2: Delivery of Instruction</b> (Methods/Tools Used)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
<input type="checkbox"/> <b>Section 3: Processes</b> (Human Aspect, Relationships, Culture & Quality)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.
<input type="checkbox"/> <b>Section 4: Outcomes</b> (Mastery of Content & Course Evaluation)	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.



## Feedback + Action Plan

Feedback provided & plan of action developed

PART 05

### VIRTUAL CLASS ACTION PLAN FOR KAREN JONES

#### ipdae BY EDUCATORS FOR EDUCATORS ADMINISTRATIVE MONITORING TOOL FOR THE VIRTUAL CLASSROOM

<b>Teacher:</b> Click or tap here to enter text.	<b>Course:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap to enter a date.	<b>Observer's Name &amp; Title:</b> Click or tap here to enter text.
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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
<b>SECTION 1: STRUCTURE (Course Content &amp; Design)</b>			
<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 checked="" type="checkbox"/> Instructional Framework	<input type="checkbox"/> Instructional Framework Posted	<input checked="" 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 checked="" type="checkbox"/> Online Gradebook / IISPs	<input type="checkbox"/> Evidence of Updated Grade Book	<input checked="" 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 checked="" type="checkbox"/> Learning Resources	<input checked="" type="checkbox"/> Uploaded Files	<input type="checkbox"/> Multi-media Links <input type="checkbox"/> Other:	Click or tap here to enter text.
<input checked="" type="checkbox"/> Online Learning Community	<input type="checkbox"/> Chats <input checked="" type="checkbox"/> Discussion Posts	<input type="checkbox"/> Polls <input type="checkbox"/> Other:	Click or tap here to enter text.
<input checked="" type="checkbox"/> Use of Technology	<input checked="" 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.

# Summary Overview of the Virtual Monitoring Process

**01**

**Provide access to all virtual courses.**

- All administrators should have access to all virtual courses.
- Add as “co-teachers.”
- Provide links & access codes/pw.

**Virtual Platforms**

**02**

**Conduct “full” initial virtual visit.**

- Create a visitation calendar and share with teachers.
- Use the same monitoring tool for all visitations.
- Evaluate all content on the monitoring tool.

**Administrative Monitoring Tool**

**03**

**Debrief with Admin. Team & establish target goals.**

- Aggregate the data.
- Meet with administrators & instructional leaders to identify weakest areas & set target goals.
- Set no more than 5 goals for each of the 4 sections of the monitoring tool.

**School-Wide Action Plan**

**04**

**Debrief with teachers & Create Individ. Action Plan.**

- Stick to the identified 5 goals per section.
- Discuss individual observations with teachers.
- Create action plan for the trimester.
- Discuss support.
- Discuss expectations for improvement & goal attainment.

**Virtual Class Action Plans**

**05**

**Create Virtual Monitoring Calendar.**

- Assign instructional coaches/ support by teacher.
- Develop calendar with focus/ targets.

**Virtual Monitoring Calendar**

**06**

**Hold regular debriefings & provide feedback.**

- Meet with Administrative & Instructional Teams weekly to discuss progress.
- Initiate adjustments/ interventions as necessary.
- Debrief with teachers after every virtual visit & provide constructive feedback.

**Virtual Visit Feedback Tool**

*Tips for Teachers:*

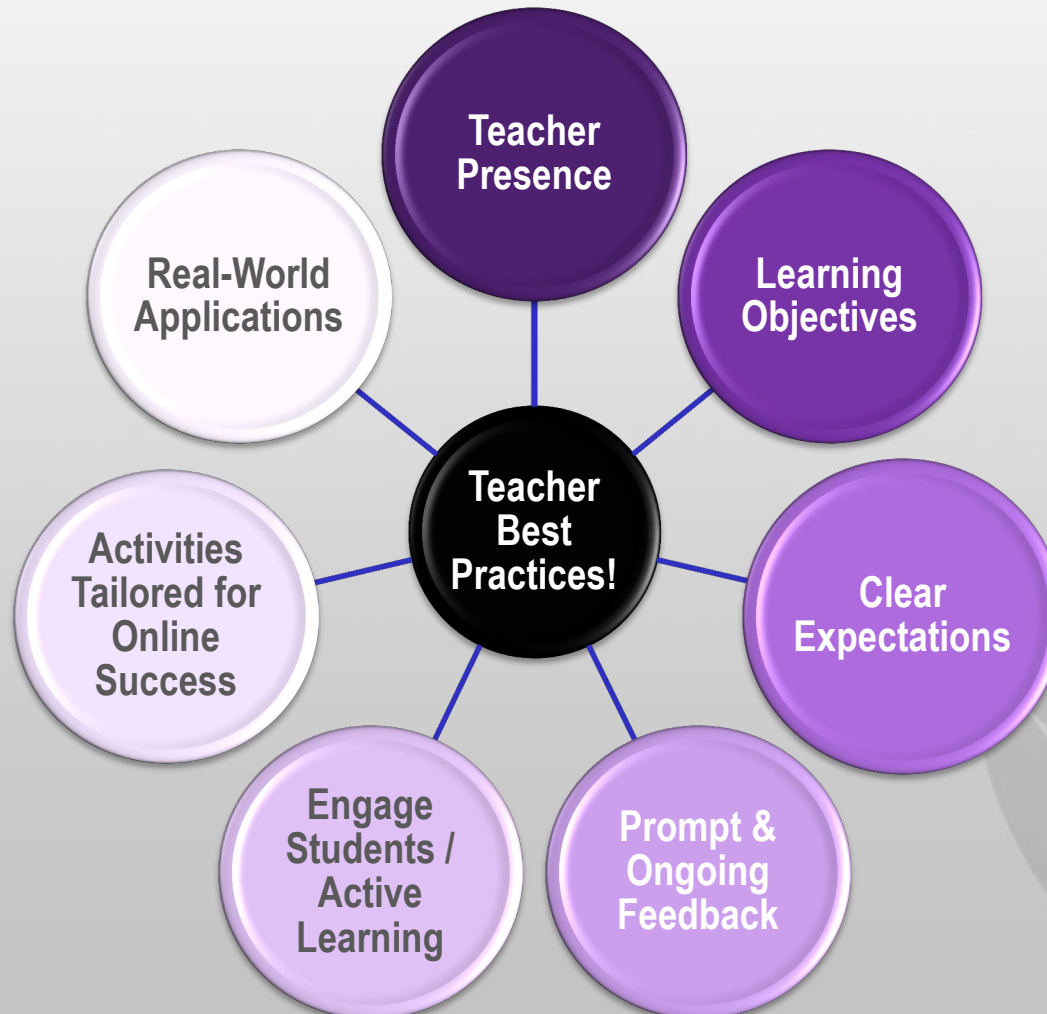
**BEST PRACTICES & EXPECTATIONS**

**BONUS!**

## Tips for Teachers

*Sharing Best Practices and Expectations for Teachers in the Virtual Classrooms*

BONUS



# Tips for Teachers

Sharing Best Practices and Expectations for Teachers in the Virtual Classrooms

BONUS 

## SECTION 01

### 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

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## SECTION 02

### 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

## SECTION 03

### 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

## SECTION 04

### 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.



# CONCLUSION & REFLECTION



# Time to Reflect

## **Growth Mindset: Taking It 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.



**“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”**

**Edutopia 2014**

*Stay  
Connected*

**Always here to assist!**

*The IPDAE Team*



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