

## Ideas for Virtual Professional Development: Resource for School Leaders

Organization and structure is the key when implementing these ideas! **Communicate a clear process** to help teachers select, attend, and reflect on their chosen activities. **Consider a main schedule or tracking sheet** for teachers to log their choices, note attendance, and complete a reflection. Tracking online attendance can be tricky. One tip is to **assign a “helper” in each session** who records names of the participants.

### Professional Learning Choice Board

Select individuals or teams to lead a 30-minute to one-hour virtual session. Your leadership team decides the topics based on needs and challenges for next year. Session leads prepare a presentation with time for questions and discussion. Teachers select the virtual session to attend based on their interest and need. After each session, allow time for teachers to complete a reflection/action plan. Schedule virtual sessions concurrently or throughout the day to allow for opportunities to attend two or more sessions and stagger times to allow session leaders to also participate. Additionally, you can also schedule sessions as a series that occurs the same time each week. What to do:

- Determine topics with your leadership team (urgent needs aligned with campus instructional focus)
- Determine campus leaders (administrators, coaches, teachers)
- Create reflection/action plan (Google form or other virtual tool)
- Create system for each campus leader to track attendance of their session
- Create schedule (choice board) for when sessions will be offered
- Publish choice board several days in advance with descriptions of each session (include links to Zoom, Google Hangout, etc)
- Monitor attendance and reflection forms afterward and coach for application of ideas
- Record each session and add to your virtual platform to allow for teachers to view at anytime

### Video/Article Literature Circles

Similar to Literature Circles in a classroom, provide a list of videos and/or articles aligned with your campus instructional focus. Teachers watch/read the video on their own time. Schedule discussion groups (via Zoom, Google Hangout, etc.). Prepare a generic set of questions to guide all groups or create specific questions based on each article/video. Ask each discussion group to elect a facilitator and a recorder. When discussion groups are finished, each teacher completes a reflection form. Schedule a debrief with discussion facilitators and recorders at a later date to get feedback on content and process. What to do:

- Create a list of videos/articles for teachers to experience (job of leadership team)
- Publish list of videos/articles and discussion group times for teacher selection
- Create discussion questions (generic samples below)
  - What most resonated with you?
  - What questions did you have while reading/watching?
  - How can you apply this immediately to your classroom/work?
  - What do you think is most important for other teachers to know from this piece?
- Create a reflection form
- Schedule a debrief with facilitators and recorders
- Monitor attendance and reflection forms afterward and coach for application of ideas

## Webinar + Reflection from list selected by leaders

Create a list of four to six webinars that your leadership team believes would benefit teachers and aligns with your campus instructional focus. Publish the list and allow them to participate (live or watch the recording) on their own time. Once finished, teachers complete a reflection form. You could also schedule discussion groups afterward to allow for further dialogue and implementation of ideas. Groups could be homogeneous (all people who attended the same webinar to discuss their learning and create a one-pager to share with campus) or heterogeneous (groups of people who attended different webinars to share their learning with the group). What to do:

- Select webinar (job of leadership team)
- Publish list of options with information to access the webinars
- Create a reflection form
- Schedule discussion groups, if desired (job of leadership team)
- Monitor attendance and reflection forms afterward and coach for application of ideas

## Problem/Solution Groups

The leadership team determines a short list of problems that the school will face next year. Assign a facilitator and recorder to each “problem” and then allow teachers to choose which group to join. Provide a protocol for the discussion: 10 minutes to discuss the problem using the 5 Whys; 10 minutes to brainstorm solutions; 5 minutes to determine one to two solutions from the brainstorm list; 20 minutes to flesh out a plan for implementing the solution; and 10 minutes to plan a presentation of the solution to the leadership team. The group presents their solution to the leadership team for consideration and feedback. If the solution is adopted, the group facilitates presentation and implementation for the whole staff. [Click here](#) to watch E3 Alliance’s Chief Transformation Officer Matt Pope explain problem-solutions groups in his Ed Chats with Matt. What to do:

- Make a list of common problems or curate a list generated by teacher input (job of leadership team)
- Create a protocol for group facilitators to follow (example above)
- Assign a facilitator and recorder to each problem/solution group
- Schedule “solution group meetings” via Zoom, Google Hangout, etc
- Publish list and schedule for teachers to make their choice (include links to Zoom, Google Hangout, etc)
- Schedule follow-up meetings between each group and leadership team to present their solution
- Determine solutions that will be implemented campuswide and work with group to present to all staff
- Develop implementation plan for solutions adopted

## Campus Communication Web Quest

Create a list of internal and external campus documents that can be accessed online, such as website, staff handbook, student handbook, meeting agendas, duty rosters, etc. Provide a list of guiding questions and a platform for collecting feedback that can be used to revise these documents before school begins or throughout the year. Questions may differ for internal versus external documents. Staff can use the list, guiding questions, and feedback platform to give input on how clear, consistent, and comprehensive communication is on your campus. What to do:

- Make a list of documents to be included in the web quest (job of leadership team or other assigned team)
- Create guiding questions to generate reflection and feedback
  - What is the purpose of this document?
  - How clear and easy to understand is it?
  - What does this document say about our priorities?
  - What else could be included in this document to make it more effective?
- Review feedback provided in platform and determine where revision is needed (job of leadership team)

To stay up-to-date on E3 latest resources and webinars, be sure to follow us on these social media platforms.

