Virtual Campus Administrator's Guide

Supervision of Distance Teaching and Learning

Start of the School Year

What to provide to all new teachers working in a distance learning project:

- Teachers will be provided with a Handbook which includes a description of the supervision process as well as information about Teacher Competencies
- Share with teachers the [Reference Framework for Professional Competencies for Teachers](#)
- Share with teachers the document: [Competency 15: Value and promote Indigenous knowledge, Worldviews, cultures and history](#)

For all distance learning teachers:

- Plan a one-on-one meeting to establish professional goals for the school year

Shared documents for teacher goals and observation notes:

The administrator can share an online folder with each teacher that can house the documents related to supervision:

- The teacher's annual goals related to Professional Competencies for Teachers
- The teacher's reflections and any evidence they would like to include
- A goal-setting template (see page 5)

Supervision

Planned class visits:

The administrator will work with the teacher to pick a date for each visit. Encourage the teacher where possible to identify a class during which they can demonstrate some of their work toward one of their annual goals.

Both the teacher and administrator can make notes in the Goal Setting Template.

If the teacher teaches both Real-Time and Self-Paced modes, try to visit both over the course of the school year.

Before each visit:

Make note of preparation in online platforms:

- What information has been provided to students before the class?
- Are links all available and easily accessible?
- Are resources housed where expected and easy for students to find?

Observe what is available in the LMS when considering:

Competency 3 indicator: "Ensures that the spatial and physical organization of the classroom, or what serves as a classroom, provides all students with safe and optimal learning conditions."

And

Competency 6 indicator: "Manages the spatial and physical organization of the classroom in order to provide students with safe and optimal learning conditions."

Some guiding questions during observation:

- Are training videos/guides available that would be needed for the planned lesson?
- Are required links easily visible to facilitate the student's ease of access?
- Is the class space organized in a consistent manner to facilitate way-finding through materials?

During the visit:

The administrator will focus on the teacher's goal(s) when supervising the class but will also make notes on other observations and add comments in the Goal Setting Template.

The administrator will access the elearning platform directly in most cases unless the teachers are on-site. Using private messaging can allow the administrator to provide coaching if required.

Some guiding questions for general observations:

- How does the teacher take time to connect and build community with the students at the beginning of class?
- How does the teacher handle transition time into the online class space productively? What is on the screen when students enter the elearning platform?
- How does the teacher take advantage of the affordances of online learning?
- How does the administrator know that the students are engaged in the learning process? Do you see them? Hear them? See their chat? See them interacting on the screen? Hear the teacher replies to their private messages? (See challenges below.)

Following the visit:

The administrator will share the template notes and encourage the teacher to add their own reflections. Teacher and administrator will discuss the class and possible follow up goals and visits.

Challenges of teacher supervision/teacher evaluation in online classes

Student engagement: Teenagers can often prefer to private message teachers during the class. It is an advantage of online learning that students are able to communicate privately (reduces stress, encourages communication with self-conscious, anxious students) but it can make it hard to assess if students are engaging with the lesson.

> **Solutions:** Teachers will often refer to the Private messages without naming names - "Great comment from a student about the question on the board. Anyone else agree with this?"

> If the platform used for online learning has a Save Chat feature (Zoom does!) then the teacher is able to save the chat for all online sessions. In the teacher's version of the chat, all PMs sent to and from the teacher would be visible and the administrator can ask for this version.

> Teachers often use apps with a dashboard that allow them to see students interacting with learning resources. The teacher can share their screen with the administrator to show the students in action in the post-visit meeting

Competency 12: Mobilize Digital Technologies

Online teachers must develop competency using digital technologies because many of their interactions with students, their team, and depending on the project, partner schools, and families may be through the LMS, the elearning platform, and emails, depending on the project set up.

Optimal pedagogical use of the elearning platforms used is an essential part of the training for new teachers and ongoing modelling and mini-lessons in staff meetings encourage continuous development of this competency.

This competency can be observed during class visits but also in meetings. Often teachers will teach each other tricks and tips and this leadership can be noted in notes related to Competency 11 .

During the school year

Communication:

Where multiple teachers in a distance learning project are learning online or have students in common, consider setting up a group messaging channel. Within your school, it is a good idea to include administrators for just-in-time coaching and support, as needed, and to allow for observation of teacher competencies 9,10 and 11.

Teachers may be asked to copy administration on all emails with partner schools (where applicable) and parents. This allows the administrator to observe the development of Competency 10 - cooperate with the family and education partners in the community. Administrators can learn when meetings are necessary and choose to attend to observe the relationships developed with families and partners.

Visit classes for both scheduled and surprise class visits.

Surprise Class Visits:

To ensure that both unplanned class visits as well as emergency class substitution can happen easily, work with the IT team to ensure that administrators have host/admin access to both LMS and the e-learning platform.

Teachers should share their class schedule and meeting times with administration to permit unscheduled class visits

Scheduled Class Visits:

Use the Goal Setting Template in the one-on-one meeting ahead of the first supervision of the year and then fill in the Goal Setting Template related to the goals while supervising the classes.

When time allows, meet with the teacher ahead of the class to identify the goals, competencies, and indicators to focus on during the supervision.

End of the school year:

Meet with each teacher individually to reflect on the school year and review progress in goals. All goals, templates, reflection and other artifacts of the teacher's choosing can be housed in the shared folder to allow for review and goal-setting for the next school year.

Goal Setting Template for Class Visits - Virtual Campus		School Year:
Date: Time:	Course: ● Real-Time ● Self-Paced	WQSB TIP? ● Yes ● No
Teacher:	Plan for class visible to students in LMS: ● Yes ● No	Learning goals shared with student in class time: ● Yes ● No

Teacher competency/ies to focus on during this class visit:

- C1: Acts as a cultural facilitator when carrying out duties
- C2: Master the language of instruction
- C3: Plan learning and teaching situations
- C4: Implement learning and teaching situations
- C5: Evaluate learning
- C6: Manage how the class operates
- C7: Take into account student diversity

- C8: Support students' love of learning
- C9: Be actively involved as a member of the school team
- C10: Cooperate with the family and education partners in the community
- C11: Commit to own professional development and to the profession
- C12: Mobilize digital technologies
- C13: Act in accordance with the ethical principles of the profession

Specific goals/indicators to focus on during this visit:

Notes of the pre-visit conversation (teacher and admin):

Notes from the class visit (admin):

Post-visit meeting reflection (teacher):