



Supporting Faculty with Distance Learning as Tech Coach Synopsis

Communication with Faculty

- Schoology
- FAQ for all the tools incl videos (Have teachers record how they use a tool instead of the coach or edtech)
- Faculty Groups and discussions to keep ideas in a specific area shared with Tech Coaches to address questions
- Teachers submitting burning questions
- FAQ in google doc, embedded
- Continuous Learning Site for teachers
- Google forms
- Separately have a form for technical issues and it admin and technicians to respond
- Participate in team meetings
- Weekly newsletter highlighting tools that are being used by teachers/teams successfully
- Zoom Group Chats - on drop in Helpdesk conversations

Tools used

- https://padlet.com/dianna_pratt/8g8bonapcb8f
- Edpuzzle
- Screencastify
- Padlet
- FlipGrid
- SeeSaw
- Google Classroom
- Zoom
- Kaizena
- Peergrade
- Google Meet
- Loom
- <https://modernclassrooms.org/>
- On lists of tools make sure to include “this tool can do the following”

New Tools and Suggestions by Faculty

- We are slowly allowing some new tools once they have gone through a vetting process
- Vetting Process is very important
- New tools can be problematic and need to be kept in balance. Coaches need to make sure everyone understands the scope of the tools available already as often faculty are not fully aware of the scope



- Initially stick to what everyone knows, however in the long run schools need to find a way to add additional tools, especially if the official tech tool list was rather low to start with
- Library assistants have been used to support the vetting process, especially also in regard to privacy and GDPR requirements
- Faculty are more engaged with technology and finding the best for their subjects
- Reflections after initial emergency start to distant learning - what worked ? what not? What do we need to adjust moving into longer term distant learning? Did our tools support our teachers or do we need to add new ones, remove others?

Collaboration / Quality Control

- Collaboration within teams is critical
- Lack of collaboration within teams leads to pressure from stakeholders especially parents - the market will decide on quality
- Guidelines need to be simple and highlight clear expectations
- Engaged admin setting and highlighting expectations
- Sharing of positive pedagogy used by teachers/teams
- Leadership should be visible and engaged across all levels

Supporting Faculty with Learning Tools

- Tech coaches have transformed more into a help desk
- Bombarded by questions - be mindful of burnout
- Patience and support with a lot of empathy
- Once we return to school be much more firm to have faculty mandatory partake in training on tech tools as many are now scrambling within an emergency environment
- Preempt questions by offering videos / FAQ site to have a place to refer them to instead of answering the same questions over and over again, these should include technical problems with wifi/computer/email
- All support needs to go through a help ticket. Students and parents can apply for a help ticket through home room teacher only as often some queries can be solved by the teacher
- Automated reply to every tech coach email with links to FAQ and support sites
- Official office hours for tech coaches and general tech support
- Have a Level 1 / Level 2 help support. Initially have the tech support answer what they can before having coaches involved which reduces the pressure on coaches
- As time moves on less support is needed with known platforms and tech coaches will gain time to look into evaluation and enhancement of tools recommended



What does school look like when we go back to the Walls ? When and How do we go back to teaching within Walls?

- Scheduling ?
- School had to adapt schedules during extended distance learning periods
- Face to Face instruction by teachers does not guarantee actual learning outcomes. Parents often need to be reminded of this.
- Asynchronous learning should be part of a long term instructional plan especially when classrooms will have students within walls and others continuing on distance learning.
- Synchronous can also be challenging if faced with different time zones.
- Within the walls and distance learning as a combination or alternating scenario
- What kind of PD will we need for the future classroom
- Phase 2 could have some kids in school and some kids at home
- Phase 3 might also mean a few weeks at school while then moving back to distance learning
- These are uncharted waters and we are all still on a journey and the answers will have to come from conversations like this one
- Phased approach over a longer time
- Is it worth doing a phased start of schools or should we just consider not restarting school until after summer break and continue distance learning
- Local government rules and stakeholders might have a big impact on these decisions
- Demographics of school population will be important, as if parents are back at work distance learning might not be possible any longer especially for younger students