

GADA Zoom Meeting Minutes

November 3, 2020 from 10:00 am to 12:00 noon

Welcome and overview..... 10:00 am

Leigh Funk welcomed the group. Today we are discussing how we assess or evaluate candidates in a virtual environment. Many of the districts in metro area are going back if they started in a virtual environment. We don’t know what will happen in the future. Many of us have struggled with evaluating candidates in virtual environments.

Updates from PSC – Dr. Angie Gant..... 10:05 am to 10:10 am

Angie reminded us that the PSC has produced webinars about assessments. The next one is Friday (11:00 AM) and reviews EPP key assessments. The December assessment webinar will include several GADA members and share how they ensure reliability of their instruments. January is about surveys and how to align to standards to consider how they can be valid. A few EPPs are beginning to use Intern Keys that haven’t used it in the past. Is it possible for a training where GA folks could train others who administer it. We will try to do that in February.

Exemptions for GACE PAA and Content Assessment ended October 31.

Questions: Clarification for the end date of GACE PAA and Content Assessment (June 2021?) Angie said candidates can no longer be accepted into the program with an exemption as of October 31. The candidates have until June 2021 if they were already accepted to pass. The Content assessment is in regards to candidates who are completed prior to October 2020. They should all be able to take the assessments as of right now.

Evaluating virtual teaching: Facilitator: *Richard Copeland, Georgia Virtual Schools*..... 10:15 am to 11:15 am

Rubric for observations based on iNACOL, QM, TAPS, and ISTE

Ga Virtual Schools hired adjunct school principals/administrators and trained them to be observers for online teachers. Virtual teaching is being transformed all the time.

The domains are: grading, policy, communication, homepage/teacher presence, discussions, differentiation, synchronous learning, special needs accommodations

Teachers are rated at exemplar, mastery, attention needed, and does not meet. We hire exceptional teachers in F2F classroom but they bring technology skills with them. As we get new teachers, those new teachers become some of the best. We don’t often work with novice teachers.

Advice: Online is different than F2F. It is clear that being a fantastic classroom teacher doesn't mean you will be a fantastic online teacher or motivated to teach online.

Observations and feedback is to help teachers develop patterns of not being defensive, learning how to communicate with peers/administrators, working towards more independence in virtual teaching.

Rubric will be shared from last year. We are in the process of rewriting the new observation instrument and it will be ready in spring 2021.

They use the National Standards for Quality Online Teaching: NSQOL. Virtual Online Schools does not require teachers to design instruction but they do dabble when they create differentiation activities.

Professional Development: <https://gavirtualpd.catalog.instructure.com/>

Online teachers need to be aware of how online teaching changes over time.

Discussions: some departments don't value it as much as others. We conducted a study 6-7 years ago and found the correlation between those engaging in discussion were more successful. Including the scheme to address discussion, elicit responses, etc. It isn't what they are discussing but rather engaging with the students.

Pre-conference is to describe the current rubric- occurs once or twice a year if there are changes. Based on the school goals sometimes. The instrument is a living document. A debrief is included as well.

How often are teachers teaching synchronously? 1 hour per week is required. The vast majority are asynchronous. Many teachers meet 1-on-1 and in small groups. Virginia Virtual requires 5 sessions per week for highest level teacher. It is important to leverage the time you are in a F2F environment rather than holding students in a seat. Teachers should really think about what the experience really is for the students.

Data for in-person vs online learning? The literature review does but we do not have it. We rely upon the milestones and AP data. We are well above in AP scores and beat the state in Milestones.

Assessment of teaching planning and pedagogical skills vs management of platform: Teachers go through training and complete the modules before they begin teaching with Ga Virtual Schools.

What does differentiation look like in the virtual environment? It is changing. Teachers will begin looking at standards and identifying which skills kids need to work on in 1-on-1 or small groups. Right now teachers can look at assignments and point students to resources that go over information in a different way.

Questions.....11:15 am to 12:00 noon

What are challenges you have had? What strategies did you use to overcome those challenges?

Some of our districts would not allow us to use Go React and other ways to virtually observe candidates. In some places we were trying to bring supervisors into virtual space but districts were not comfortable with that either.

Sometimes getting our students emails that work within the platforms at districts helped. Navigating those partnerships is what is necessary. Some places are better than others.

Carla contacted districts in March indicating that this would be important. They began asking them to consider assigning them a district email. All districts agreed except for one- the work around was video conferencing tool. Our students are able to teach through that and use other digital tools to collect student work such as Google slides and Google Jam Board. We have conducted professional learning with faculty and candidates on how to use those tools. It is very helpful when districts allow them in because then they have access to everything.

Next Meeting January 26, 2021