CASE STUDY 04 / VIRTUAL INSTRUCTOR DEVELOPMENT

From classroom feedback to better training

How I helped turn quality insights, teacher questions, and family feedback into relevant professional development.

THE BUSINESS CHALLENGE

In a distributed online-teaching environment, teaching challenges emerged through asynchronous class-quality reviews, teacher questions, and student and parent feedback. The training team used these signals to identify needs and gaps.

MY CONTRIBUTION

I proposed training content; met with the Beijing team to discuss and refine the plan; designed the approved learning materials; and delivered live virtual sessions 1-3 times per week as needed. Recordings were made available for asynchronous viewing.



ARCHIVAL TEACHING PHOTO
Provided by Sasha Gilbert

PROCESS / END-TO-END LEARNING CYCLE

From needs analysis to live delivery

The work involved clear ownership, cross-border review, practical instructional design, and repeatable access.

01 / DISCOVER

Analyze classroom-review patterns and teacher, student, and parent feedback.

02 / PROPOSE

Draft a topic and approach that responds to the identified performance gap.

03 / ALIGN

Meet with the Beijing team; refine the content and obtain their final approval.

04 / DESIGN

Develop an engaging virtual session, demos, and practical teaching strategies.

05 / DELIVER

Facilitate live training as needed; share recordings for on-demand viewing.

06 / EVALUATE

Review later classes and feedback to guide coaching, job aids, or more training.

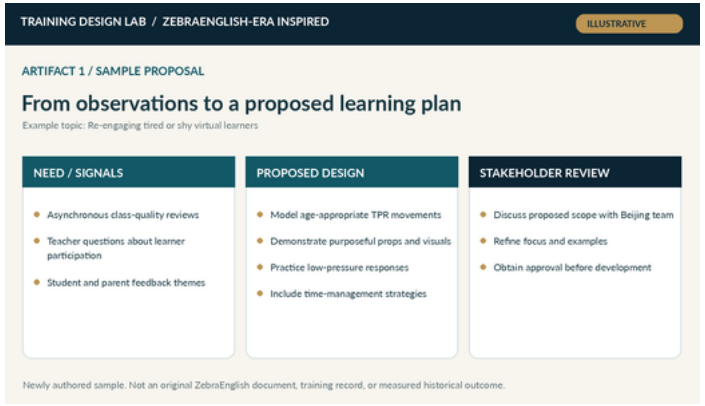
Example topics: TPR | Props | Student engagement | Shy or tired students | Parent concerns | Class pacing

SAMPLE ARTIFACTS / RECONSTRUCTED ILLUSTRATIONS

Design. Facilitate. Evaluate. Improve.

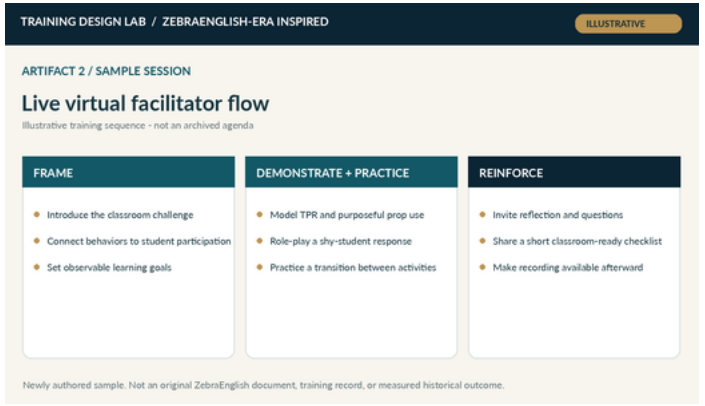
The examples below were newly created to demonstrate the approach; they are not actual employer materials or reports.

TRAINING PROPOSAL



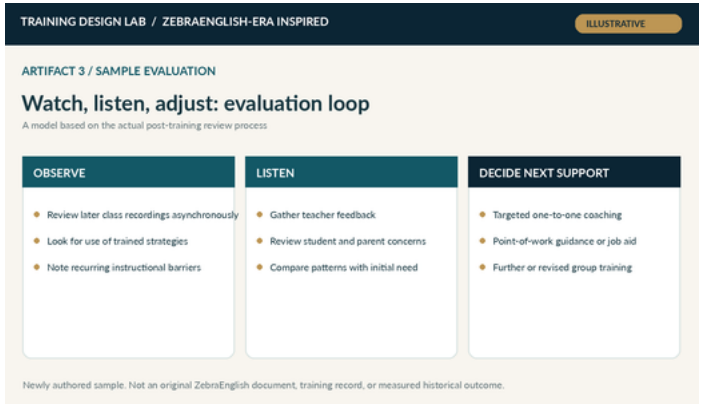
Identify relevant gaps and propose a focused learning solution.

LIVE SESSION MODEL



Demonstrate techniques, invite practice, and provide replay access.

FEEDBACK LOOP



Use observations and feedback to decide what support comes next.

WHAT THIS SHOWS

Training needs analysis, global stakeholder collaboration, instructional design, live virtual facilitation, asynchronous access, and post-training evaluation.