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INTEREST IN
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These pages are provided to you as part of your attendance at the Corwin & Teaching Channel webinar series. *The Distance Learning Playbook for School Leaders* publishes today! If you pre-ordered a book from corwin.com, you should have it before the next webinar for School Leaders. Please use code TC2020 to order the book for 25% savings.

Ask yourself the following questions:

- **Do I have a morning routine?** Engaging in some regular routines is relaxing as predictable events reduce stress. Maybe you walk or run in the morning. Maybe you have breakfast with your family. Maybe you listen to music. You used to have a commute to school that allowed you to mentally prepare for the day. Working from home interrupted that. What new ritual are you going to use to replace your commute, to help you prepare mentally?
- **Do I have a dedicated workspace?** Strange as it may sound, having a place that you “go” to work is helpful. It can keep you organized and tell your brain that you are at work. Negotiate with the people in your home to establish guidelines for that environment so that you can reduce conflict.
- **Do I take breaks?** Step away from the computer and phone. Take a break, and not just to use the bathroom or do laundry. We need breaks from computer screens and we need breaks to allow our thinking to settle.
- **Do I eat healthy?** There are all kinds of recommendations for eating, from intermittent fasting to several small meals per day. Do you have a plan and do you stick with it?
- **How do I tell my brain that work is finished for the day?** In the past, you drove away from the building (even if you did some email from home at night). What will you do to tell your brain that work has finished for the day?
- **Am I getting enough sleep?** Sleep is restorative and allows us to consolidate our memories. Put yourself to bed at the same time each night if at all possible. If you have trouble sleeping, you may want to consult a professional. And remember, no screens for the last hour before you sleep.



IF YOU TAKE CARE OF YOURSELF, YOU CAN LEAD FOR THE LONG TERM.

We are not trying to preach to you about self-care. But we did see a lot of burnout and increased stress during the pandemic teaching of March through May of 2020. Do what you can to take care of yourself. You and your family and friends, not to mention the people you work with, will benefit from your efforts.

MAKE IT ACTIONABLE

Without sounding too touchy-feely, stress, sleep, and healthy eating and exercise habits are important to our well-being. Your turn. What can you do to support your well-being?

NOTE TO SELF

My plan for stress management

My plan for healthy eating

My exercise plan

My plan for getting regular sleep

NOTE TO SELF

COMPONENT OF CREDIBILITY	WAYS TO MAINTAIN AND IMPROVE FROM A DISTANCE <i>(ADD TO THE LIST WE HAVE STARTED)</i>
Trust	<ul style="list-style-type: none"> • Take notes when you make a promise and work to follow through. • Be honest, and kind, with feedback. • Demonstrate that you care about the well-being of others. • • • • •
Competence	<ul style="list-style-type: none"> • Plan informational sessions in advance so that you are confident. • Answer questions and acknowledge when you do not know something (and then find out and report back). • Check your confidence. Are you projecting confidence? • • • • •
Dynamism	<ul style="list-style-type: none"> • Refocus on your passion. Why did you become a leader? • Collect success stories and share them. • Review your presentation slides. • • • • •
Immediacy	<ul style="list-style-type: none"> • Be visible in a variety of places. • Video some interactions and analyze your nonverbal behaviors. • Seek feedback from others. • • • • •

efforts are being received by constituents. These meetings can range from thirty to sixty minutes in length and are improved with an agenda that focuses inquiry on a particular topic. In creating a safe virtual space for advisory meetings, you are modeling respect and high expectations for the school community. These actions make you better prepared to be responsive to the diverse needs of students, staff, and families. The distance learning equity questions posed are inspired by Education Trust (2020), who remind us that we are all equity advocates.

Sample Topics to Explore With Advisory Groups

Teachers	<ul style="list-style-type: none"> • <i>Professional Learning:</i> How can professional learning be improved to align with current needs? • <i>Successes and Growth:</i> What is working for you currently, and where should we focus efforts for improvement? • <i>Innovation:</i> What have you encountered recently that you believe might strengthen our distance learning program? • <i>Equity:</i> Are we meeting the needs of students with varying levels of access to the internet and technology?
Students	<ul style="list-style-type: none"> • <i>Student Learning Experience:</i> What are your experiences this month in distance learning? • <i>Student Voice:</i> How do we make our school a more welcoming place for students during distance learning? • <i>Improving Our School:</i> What do you see other students struggling with? How can we be better for them? • <i>Equity:</i> Do you know your academic progress in distance learning? What could we do to improve your knowledge of your progress?
Clerical Staff	<ul style="list-style-type: none"> • <i>Improving Our Customers' Experience:</i> How might we improve our interface with students? Colleagues? Families? • <i>Successes and Growth:</i> What is working for you currently, and where should we focus efforts for improvement? • <i>Innovation:</i> What have you encountered recently that you believe might improve your work experience? • <i>Equity:</i> What inequities are you encountering as you work with colleagues, students, and families?
Families	<ul style="list-style-type: none"> • <i>Family Voice:</i> How do we make school a more welcoming place for families during distance learning? • <i>Community Needs and Resources:</i> What are unmet needs in our community? What community resources should we be leveraging? • <i>Family Partnerships:</i> What is working for you in terms of communication? What should there be more or less of? How can the school be a better partner for you and other families? • <i>Equity:</i> How do we support the social and emotional well-being of parents and caregivers?

VIRTUAL VISIBILITY

School leaders shape the climate in part by maintaining a high degree of visibility for all stakeholders. Those with more positive school climates prioritize being a visible presence, while those with a more negative climate often prioritize paperwork (Fiore, 2000). In a face-to-face environment, this might include actions such as greeting students and families as they arrive and depart the building, being in the hallways during passing periods and at lunch, and spending time in classrooms. However, during distance learning many of these possibilities are limited or nonexistent.

The research on distance learning includes an intriguing element we rarely consider in a brick-and-mortar school: visibility in virtual environments. Virtual visibility is your social, emotional, and cognitive presence in the online life of the school (Garrison, Anderson, & Archer, 2000). It connects with the immediacy we noted in the section on teacher clarity but immediacy is the sense of closeness you feel when you are present. This is a reminder to be present.

Certainly, many young people are attuned to this. After all, some social media influencers have a staggering number of followers. Why don't you take a page or two from their playbook to be an influencer in your own school? According to Influencer Marketing Hub, an agency dedicated to supporting social media influencers, there are seven steps to becoming one. We've used those as inspiration to link these to school leadership:

1. **Select your niche.** That's a pretty straightforward one—it's your school organization!
2. **Optimize your social media profiles.** Make sure your school is represented across major platforms, including Twitter, Instagram, and Facebook. In addition, use a two-way communication system (e.g., Remind, or a portal in your school's learning management system.)
3. **Understand your audience.** Develop plans that target students, staff, and families, as each of these audiences has unique needs.
4. **Create and post relevant content.** Short video messages and Instagram Stories threads make you a regular presence.
5. **Be regular and consistent.** It's easy to forget or to let a few days go by because you're doing so many other things. Scheduling platforms allow you to create content in batches and deploy it automatically in the future.
6. **Engage with your audience.** Whatever platform you are posting on, be sure to check it regularly so you can answer questions and acknowledge comments.
7. **Let brands know you're open to collaborations.** The "brands" in this case are your stakeholders. One of the best ways to signal your willingness to collaborate is to profile the collaboration you're already doing with advisory groups, committees, and teams.

ESSENTIAL QUESTION: How can I remain visible and accessible to students, staff, and families when our school is in distance learning?

YOUR GOAL: Extend your visibility by enacting strategies to boost your social, emotional, and cognitive presence.