Leading Learning from a Distance:
Creating and Maintaining School Climate and Professional Learning for Adults

Start Time - 7:00 pm EST
Things to Know

• The webinar recording, resource pages, and slides will be available

• Test your sound – I’m talking now!

• All participants are muted

• We are using the Chat feature throughout the presentation
Opening Chat Warm-up

Answer these questions in the Chat!

• What is your state and district?

• What is your role?

• How do you describe your leadership style?
Learn More…

**Leading Learning from a Distance Webinars for Leaders:**
- **11/03** Webinar 2: Instructional Supervision – A Framework for Distance Learning
- **11/10** Webinar 3: Mindframes for Leaders

**Distance Learning Playbook Webinars for Teachers:**
- **10/22** Webinar 2: Planning learning
- **10/29** Webinar 3: Assessing learning and providing feedback

Get the books!

The Original

With Dominique Smith

With Rosalind Wiseman

With John Almarode

The Distance Learning Playbook Collection:
Engagement and Impact in Any Setting

by Douglas Fisher, Nancy Frey, John Hattie
DISTANCE LEARNING PLAYBOOK
Webinar Series

Leading Learning from a Distance:
Creating and Maintaining School Climate and Professional Learning for Adults
Learn More…

Turn your reading in to Graduate Credit!
3-Credit Course designed for
The Distance Learning Playbook, Grades k-12

Available through Learners Edge
Bookmark the link posted in chat

WHAT IS TEACHING CHANNEL PLUS?

- Private, customizable online learning platform for schools, districts, states, universities, and organizations
- 1,400+ classroom videos
  - 175+ Uncut videos
  - 40+ DIY videos
- Video observation tools
- 75+ learning plans in many topics
- Teaching Channel Recorder app

Guy Harrington: President
Catherine Guimaraes: Regional Director
Cherry Thompson: Regional Director
Tyler Harrington: Engagement Manager
Claire Kowal: Marketing Coordinator
Wendy Amato: Chief Academic Officer
Nancy Frey brings decades of educational experience to his work. He is a Professor of Educational Leadership at San Diego State University as well as a leader at Health Sciences High and Middle College.

Nancy has been a special education teacher, reading specialist, and administrator in public schools. She has engaged in Professional Learning Communities as a member and in designing schoolwide systems to improve teaching and learning for all students.

Nancy and co-authors have collaborated on numerous books on teaching and learning including *Comprehension*, *The Teacher Clarity Playbook*, *This Is Balanced Literacy*, *PLC+* series, *Visible Learning for Literacy* and many more.
Leading at a Distance

Nancy Frey
Teaching Channel
October 20, 2020
In March 2020, there was no manual for leading schools and school systems during a pandemic.

Instead, leaders across the world worked to figure things out as the crisis unfolded.
From pre-disaster to recovery, schools are a fundamental key in reducing the impacts of disasters on children, people, and communities.

- Baytiyeh, 2017
- Gordon, 2004
- Matsuura & Shaw, 2015
- Osofsky, et al. 2007
- Pane et al. 2008
- Porch, 2009
- Sacerdote, 2012
- Van den Bosch, 2006
The Distance Learning Playbook for School Leaders: Leading for Engagement & Impact in Any Setting

Douglas Fisher
Nancy Frey
Dominique Smith
John Hattie

- School Climate
- Professional Learning
- Instructional Leadership
- Mindframes of Leaders
School Climate at a Distance

Leader Credibility
Leaders are magnifiers and amplifiers of effective practices.

Paul Manna
But a lack of credibility hampers your efforts to lead.
ESSENTIAL QUESTIONS: How can you ensure that you are credible in the eyes of the school community?

YOUR GOAL: The people in the school community trust me, see me as competent and dynamic, and feel a sense of closeness to me.
Students’ likelihood to learn is influenced by the teacher’s credibility.
Do students believe they can learn from you?
Teacher Credibility: $d = 1.09$
School leaders must possess credibility with teachers, too.
Four Components of Credibility

Trust

Competence

Dynamism

Immediacy
Benevolence
Honesty
Openness
Reliability
Competency

TRUST is your currency.
Once trust is violated, it’s human nature to look for additional evidence that the person is not trustworthy.
You demonstrate your competence when you deliver accurate, organized, and cohesive leadership.
Dynamism is your enthusiasm for your staff, students, and role.

Look and sound passionate and prepared.
Your passion did not change because you are leading at a distance.

Make sure your staff knows that.
• Gesture when talking.
• Look at people and smile while talking.
• Use names.
• Use *we* and *us* to refer to the group.
• Invite people to provide feedback.
• Use vocal variety (pauses, inflections, stress, emphasis) when talking to the group.

Immediacy is your accessibility and relatability.
Make credibility actionable.

Trust
Take notes and follow through with promises.
Be honest and demonstrate care about others’ wellbeing.

Competence
Plan informational meetings in advance.
Answer questions and acknowledge when you don’t know something.

Dynamism
Refocus on your passion. Why did you become a leader?
Collect success stories and share them.

Immediacy
Be visible.
Seek feedback from others.
Video some of your interactions (with permission) and analyze them.

We’ve started a list for you on p. 4 of your handout. What other ways do we build credibility?
School Climate at a Distance

*Increase your visibility*
Invest in your school culture and climate.
Culture is what you do...

...Climate is how it feels.
School Climate = 0.43

- Developmental Effects
- Teacher Effects
- Reverse Effects
- Zone of Desired Effects

www.visiblelearningmetax.com
**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.
6 ways to increase your visibility.
Send a daily welcome message to students and staff.
Be a regular presence in live virtual classroom sessions.
Conduct emotional check-ins with staff.

Thanks, Justin Baeder @ The Principal Center!
Write 5 thank you notes a week.
Send messages to students and families.

- Pose a question families can discuss with their children
- Daily trivia about the date in history
- Favorite quotes
- Not just announcements!
Use social media to reach students, staff, and community.
ESSENTIAL QUESTION: How can I gain a multidimensional view of stakeholder experiences in distance learning?

YOUR GOAL: Increase staff, student, and family voice about distance learning to respond to challenges and take successes to scale.
Hold office hours for families.
Host advisory groups with teachers.

01

*Professional Learning:* How can professional learning be improved to align with current needs?

02

*Successes and Growth:* What is working for you currently, and where should we focus efforts for improvement?

03

*Innovation:* What have you encountered recently that you believe might strengthen our distance learning program?
Host clerical staff advisories.

Improving Our Customers’ Experience: How might we improve our interface with students? Colleagues? Families?

Successes and Growth: What is working for you currently, and where should we focus efforts for improvement?

Innovation: What have you encountered recently that you believe might improve your work experience?
Parent Advisory Meeting
Family Voice: How do we make school a more welcoming place for families during distance learning?

Community Needs and Resources: What are unmet needs in our community? What community resources should we be leveraging?

Family Partnerships: 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?
How are you increasing staff, student, and family voice in distance learning?
School Climate at a Distance

Take care of yourself

Handout pp. 2-3
Put your own oxygen mask on first before helping others.
Self-care

**ESSENTIAL QUESTION:** Am I attending to my own personal well-being?

**YOUR GOAL:** Develop a self-care plan and implement it.
If you take care of yourself, you can lead for the long-term.
Have a personal wellness plan that includes healthy eating, good sleep hygiene, exercise, and communication outside of work.
YOU CAN'T POUR FROM AN EMPTY CUP
What is your personal wellness plan?

<table>
<thead>
<tr>
<th>NOTE TO SELF</th>
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</thead>
<tbody>
<tr>
<td>My plan for stress management:</td>
</tr>
<tr>
<td></td>
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<tr>
<td>My plan for healthy eating:</td>
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<tr>
<td></td>
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<tr>
<td>My plan for getting regular sleep:</td>
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<td></td>
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<tr>
<td>My exercise plan:</td>
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Taking it Back
What will you do next to improve schooling for your students, your colleagues, and yourself?
**DRAWING ON MY EXPERTISE**

Think about the current context of your school during distance learning. Use the traffic light scale to reflect on your practices as a school leader. To what extent is each of these statements true? If you want to know if your perceptions are shared by teachers, staff, and family members, you can modify these questions and send them out anonymously to compare and potentially make changes.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Statement</th>
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<tbody>
<tr>
<td>[ ]</td>
<td>1. I have daily interactions with staff.</td>
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<td>[ ]</td>
<td>2. I maintain my visibility with staff and students.</td>
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<tr>
<td>[ ]</td>
<td>3. I have regular two-way communication routines with families.</td>
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<td>[ ]</td>
<td>4. I seek to promote a unique school identity.</td>
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<tr>
<td>[ ]</td>
<td>5. I foster social and emotional learning and wellbeing among staff.</td>
</tr>
<tr>
<td>[ ]</td>
<td>6. I attend to my credibility as a school leader among staff, students and families.</td>
</tr>
</tbody>
</table>
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THANK YOU!

Stay Connected...  @teachingchannel
Let’s finish strong!

Closing Chat Follow-up

How might you take the Distance Learning Playbook back to your school and peers? What is your action plan for you and your team?
Poll Question
Directions: Answer on your screen so we can share results!

How do you feel about your campus or organization’s distance or hybrid instruction?

• 5 - feeling great and effective
• 4 - feeling comfortable and making progress
• 3 - feeling neutral
• 2 - feeling some discomfort and loose direction
• 1 - feeling lost and unsure of how to plan
Poll Question
Directions: Answer on your screen so we can share results!

In which areas do you want/need more support?

1. Planning
2. Supporting Instruction
3. Technology support
4. Leading Online/Hybrid PLCs
5. Organization
Poll Question
Directions: Answer on your screen so we can share results!

What are you looking for in online exemplar videos?

1. Virtual coaching videos
2. Synchronous teaching
3. Asynchronous teaching
4. Both Synchronous & Asynchronous teaching
Poll Question
Directions: Answer on your screen so we can share results!

In which areas do you want/need more support?

1. Videos of teachers doing distance/hybrid instruction well.

2. Case studies of teachers and schools planning and instructing well.

3. Access to coursework to support your understanding of teaching and leading in these formats.

4. Connecting with leading educators, professionals, and researchers to help formulate and design your instruction.
Poll Question
Directions: Answer on your screen so we can share results!

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