## Start Time - 7:00 pm EST



Leading Learning from a Distance:

Instructional Supervision – A Framework for Distance Learning



## Things to Know

- The webinar recording, resource pages, and slides will be available
- Test your sound can you hear me now?
- All participants are muted and video is off
- We are using the Chat feature throughout the presentation please send to "All panelists and all attendees"





## Opening Chat Warm-up

## Answer these questions in the Chat!

- What is your state/district and role?
- What guides your supervision of instruction as a distance leader?





## Learn More...

## **Leading Learning from a Distance Webinars for Leaders:**

**On Demand** Webinar 1: Creating and Maintaining School Climate

**TODAY!** Webinar 2: Instructional Supervision – A Framework for Distance Learning

**11/10** Webinar 3: Mindframes for Leaders

## **Distance Learning Playbook Webinars for Teachers:**

On Demand Webinar 1: Engagement

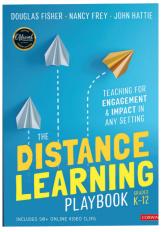
On Demand Webinar 2: Planning learning

**On Demand** Webinar 3: Assessing learning and providing feedback

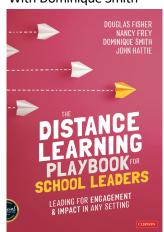


## **Enjoy the books!**

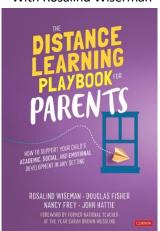
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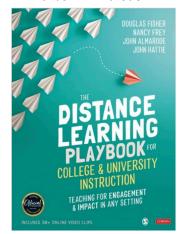
With Dominique Smith



With Rosalind Wiserman



With John Almarode



The Distance Learning Playbook Collection:

Engagement and Impact in Any Setting

by Douglas Fisher, Nancy Frey, John Hattie







Leading Learning from a Distance:

Instructional Supervision – A Framework for Distance Learning



## Learn More...



Turn your reading into Graduate Credit!

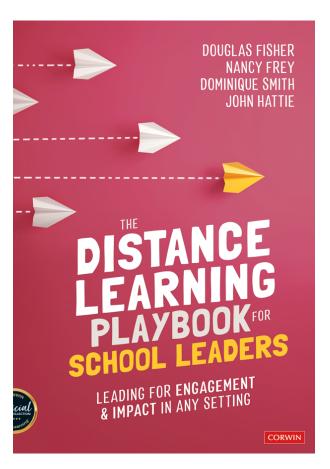
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## WHAT IS TEACHING CHANNEL PLUS?

• 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





## **Author**



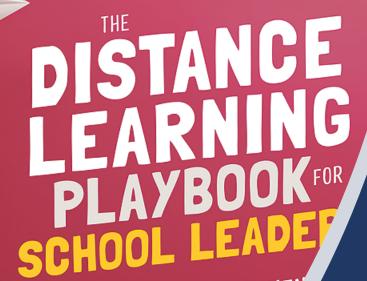
Nancy Frey brings decades of educational experience to her work. She is a Professor of Educational Leadership at San Diego State University as well as a leader at Health Sciences High and Middle College.

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 FOR ENGAGEMENT & IMPACT IN ANY SETT

# Leading at a Distance: Instructional Leadership

**Nancy Frey** 

**Teaching Channel** 

November 3, 2020



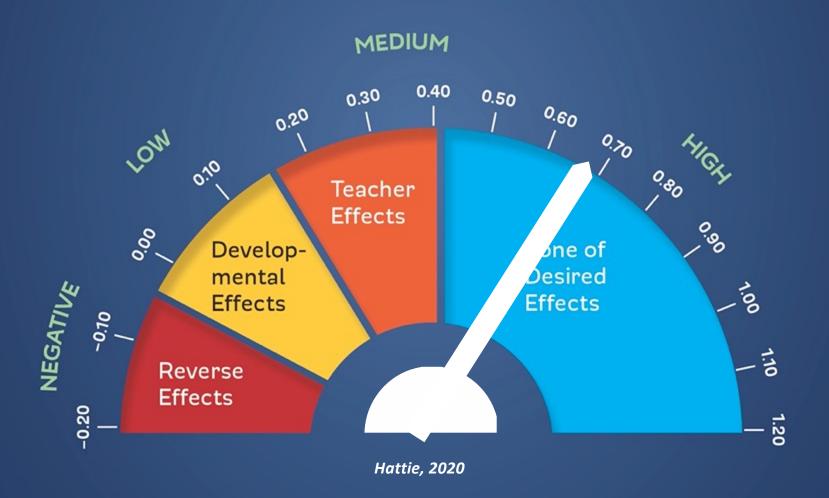
## Revisit School Goals in Light of Distance Learning







## Acceleration (d = .68)

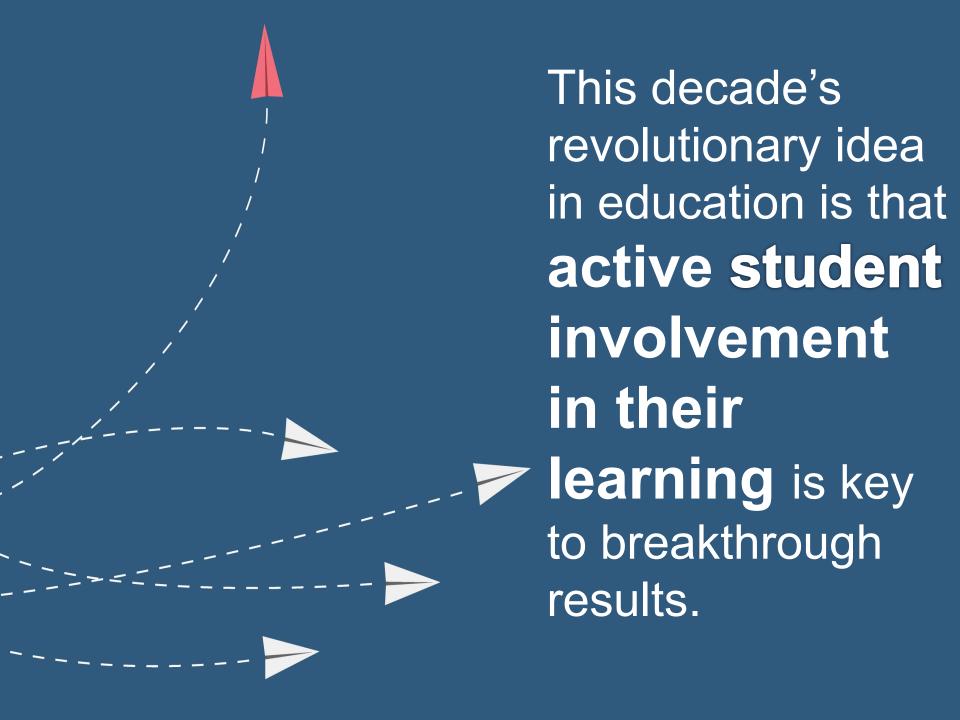


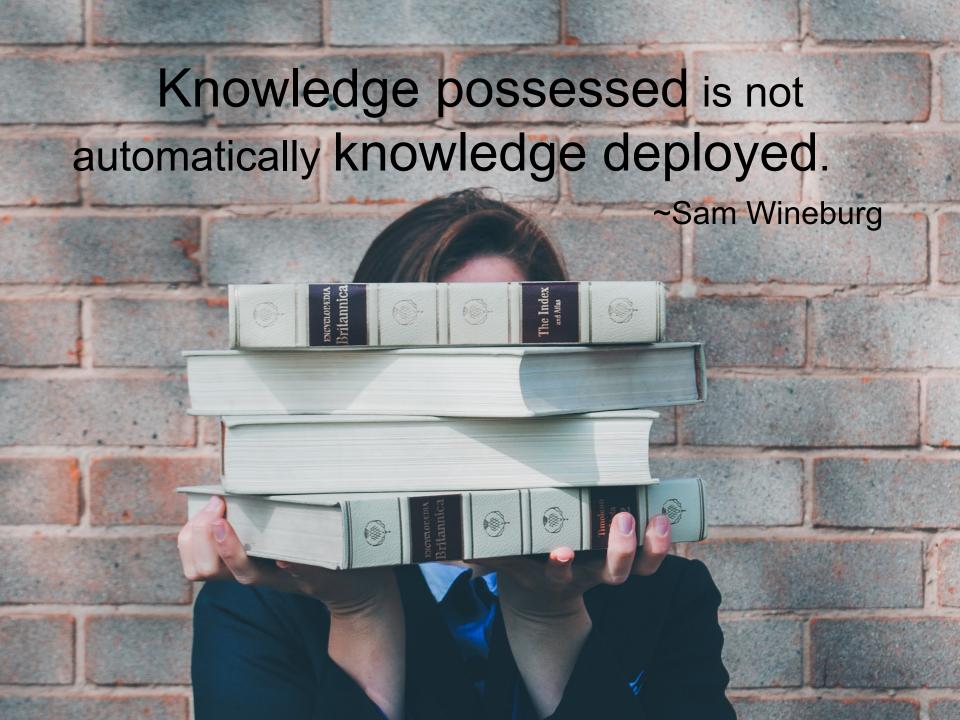
## Council of the Great City Schools Addressing Unfinished Learning After COVID-19 School Closures

Focus on the depth of instruction... [A]void the temptation to rush to cover all of the 'gaps' in learning from the last school year. The pace required to cover all of this content will mean rushing ahead of many students, leaving them abandoned and discouraged. It will also feed students a steady diet of **curricular junk food**: shallow engagement with the content, low standards for understanding, and low cognitive demand—all bad learning habits to acquire.

Moreover, at a time when social emotional wellbeing, agency, and engagement are more important than ever, instructional haste may eclipse the patient work of building academic character and motivation.







Academic press: The extent to which school members, including students, teachers, and leaders, experience a strong emphasis on academic success and striving to collectively improve.



## **Three Questions**



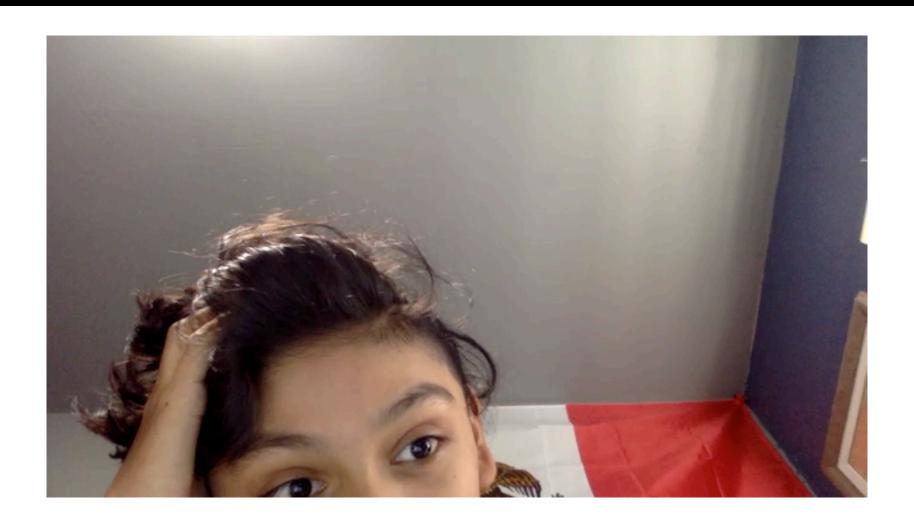
What am I learning today?

Why am I learning this?

**How** will I know that I have learned it?

Week of 10/18 %	Week of 11/1 %	Week of 11/8 %	Week of 11/15 %	Week of 11/22 %	Week of 12/6 %	Week of 12/13 %	Week of 1/10 %
90	80	77	64	74	76	80	82
75	58	64	66	63	69	70	71
50	55	70	60	57	64	63	68

## Clarity in English: Jason

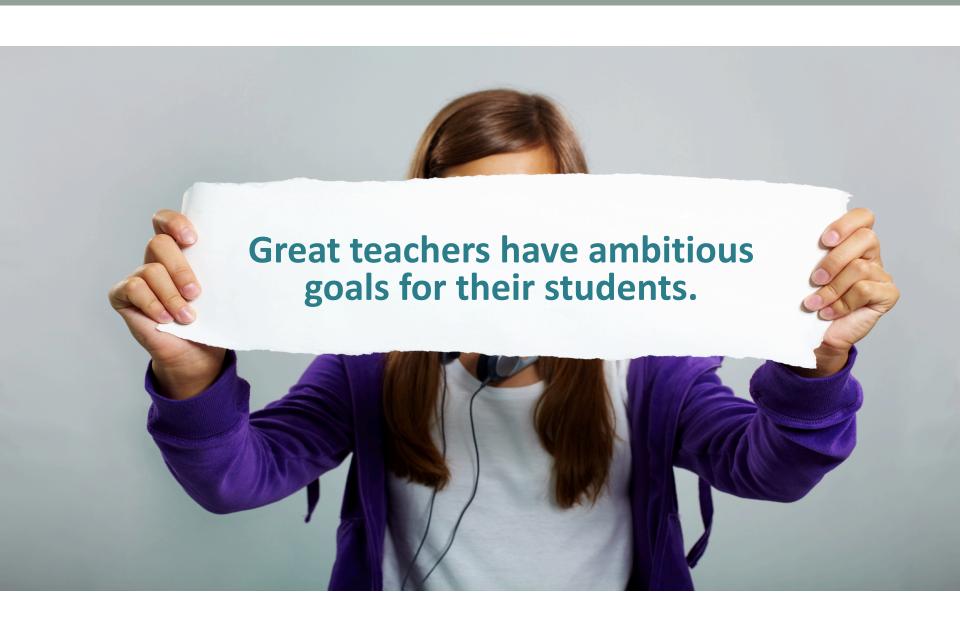


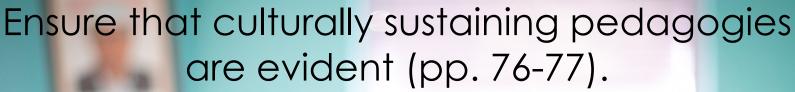
## Re-examine School Instructional Goals

Add?
Change?
Delete?
Continue?

AC/DC Decision-making





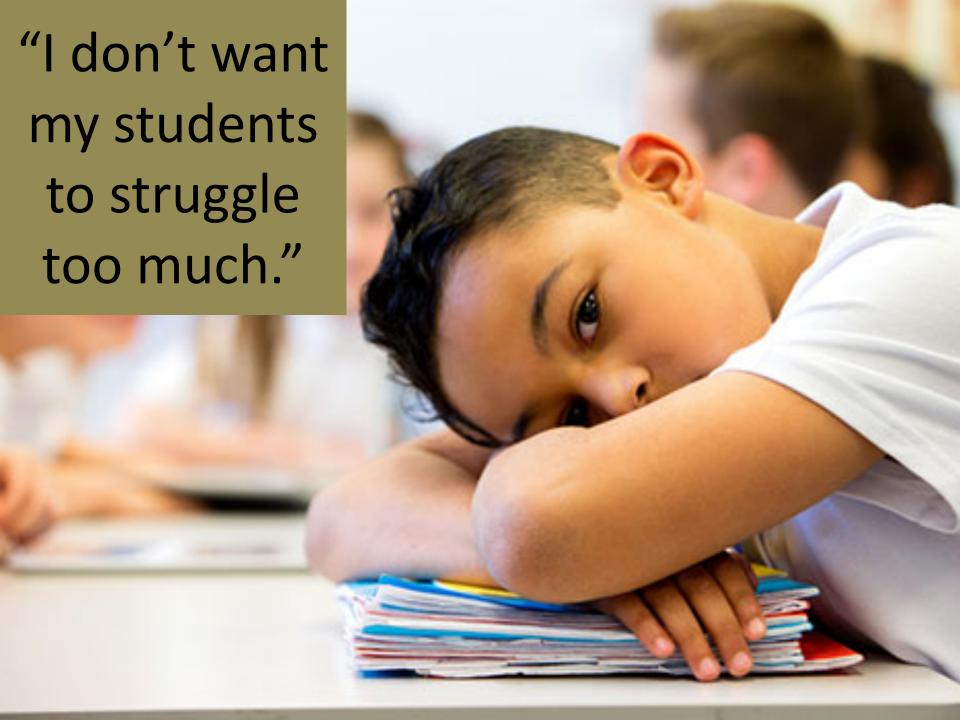


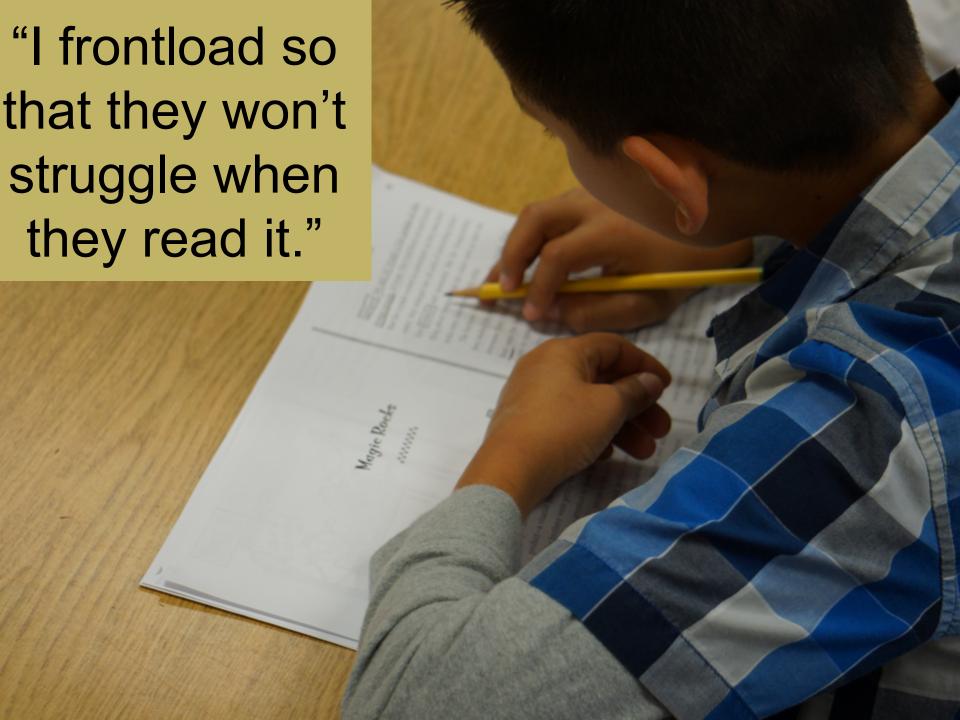




Assetsbased Instruction





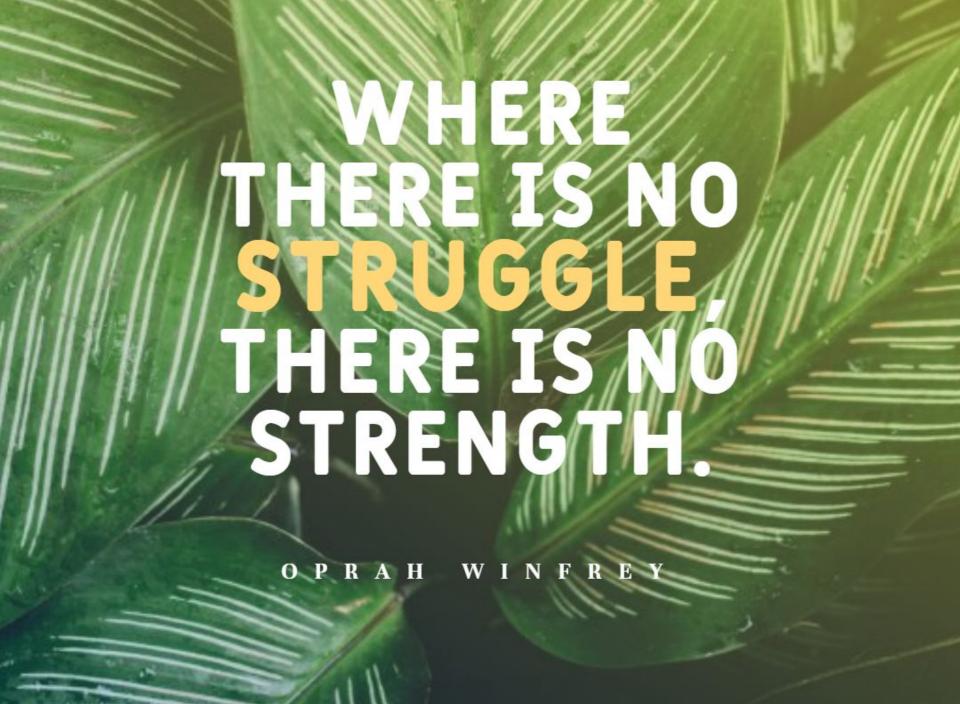


"I'm not doing my job if they don't understand the text."



Is there an antistruggle mentality?





	Reflective Questions for Schools		
Skill	How does our instruction and text selection build students' skills and standards?		
Intellect	How does our instruction and text selection build students' knowledge and mental powers?		
Identity	How does our instruction and text selection help students learn something about themselves and about others?		
Criticality	How does our instruction and text selection engage students' thinking about power, equity, and the disruption of oppression?		

Muhammad, G. Protest, power, and possibilities. The need for agitation literacies. *Journal of Adolescent & Adult Literacy, 63*(3).

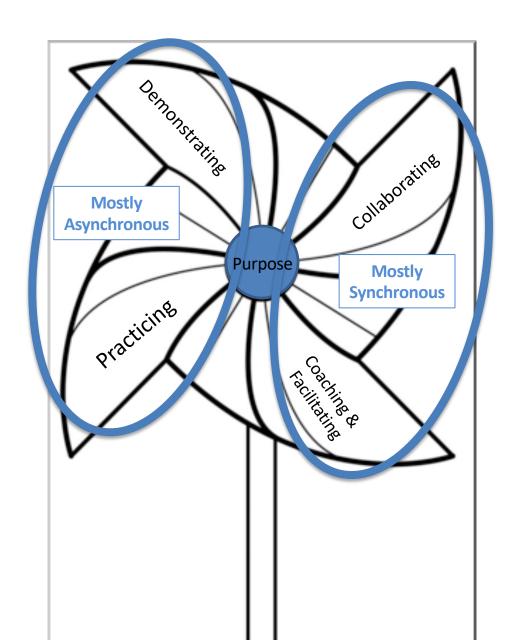


Use Distance Learning Instructional Look-fors (pp. 78-89)

**ESSENTIAL QUESTIONS:** How do I articulate effective instruction in a distance learning environment?

**YOUR GOAL:** Use an instructional framework designed with distance learning in mind to hone your instructional leadership skills.

A Distance Learning Instructional Framework



## Know what you're looking for to understand the current context.

## **Look-fors in Demonstration**



### **Pacing**

Time allotted is developmentally appropriate.

Concise and efficient use of time.



## Rigor and Alignment

Grade-appropriate and aligned with standards.



## **Statement of Goals**

There is a statement of the goal for the lesson.

The teacher names the skills, concept, or strategy demonstrated.



## Explanations Examples

Explanations are clear and developmentally appropriate.

Examples and nonexamples illuminate the skill or concept.



## Modeling

The demonstration includes modeling or the skill or concept and decisions made to use it.

## May be synchronous or asynchronous

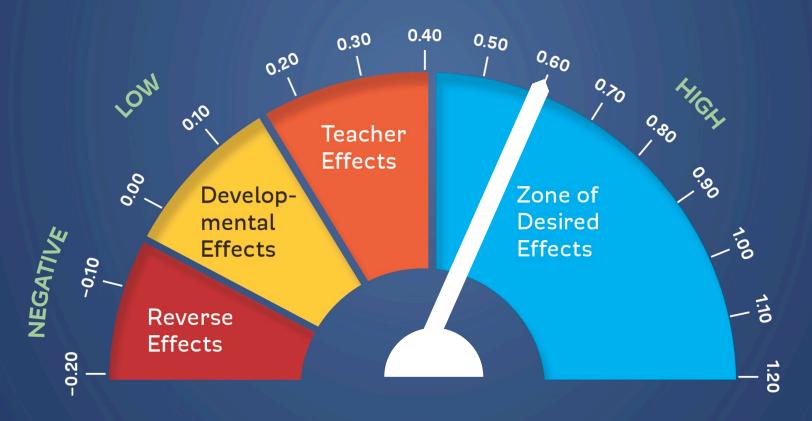
## Practice in Learning:

Do you know what to look for?

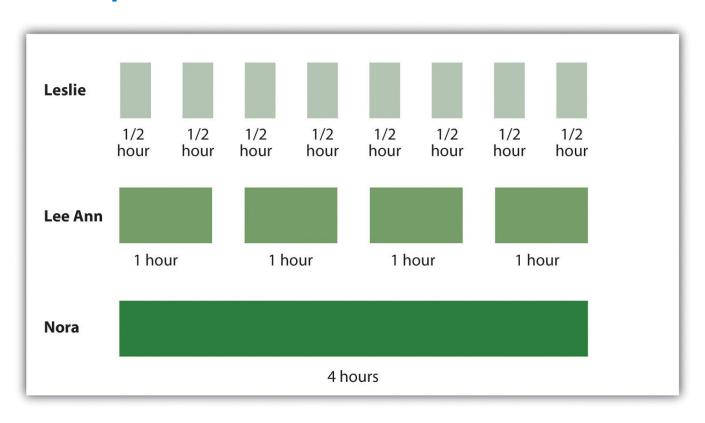
Do you know what to listen for?



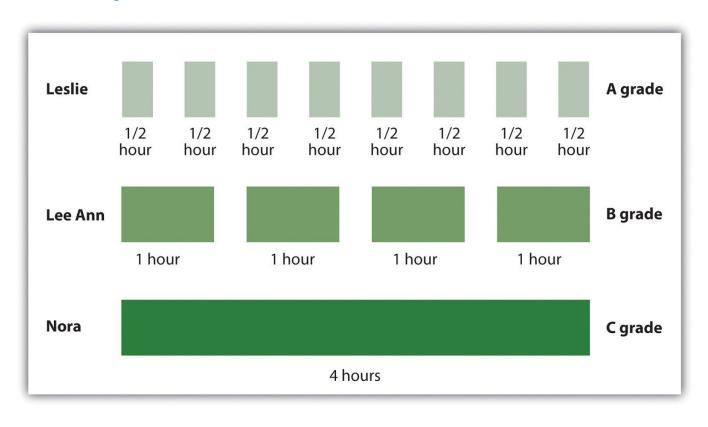
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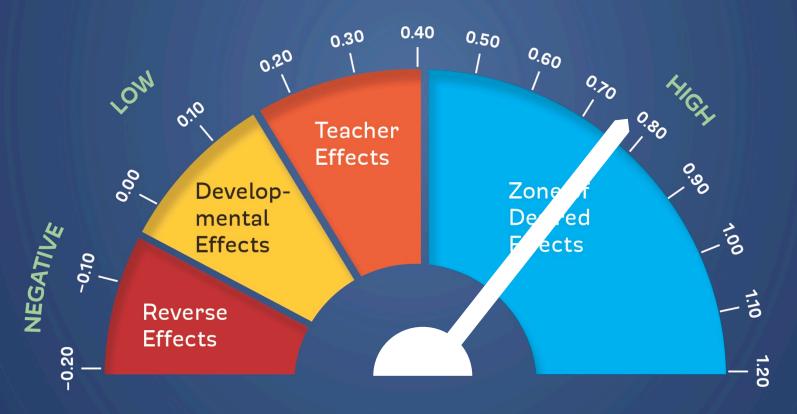


### Spaced Practice: d = 0.60



## Deliberate Practice: *d* = 0.79

MEDIUM



## Listen-fors when discussing Practice with teachers and students



- Students have been taught about the role of practice in their learning.
- The practice work is based on student learning data, including student feedback.
- Practice work includes opportunities for students to set goals and self-assess.
- Submitted practice work is accompanied by timely teacher feedback, usually within one week.
- Student performance on practice work is used to inform future instruction.
- A student who struggles to complete practice work is not labeled as "unmotivated" but rather receives additional support to build practice habits.
- Students know about the role of practice in their learning.
- · They view practice as being more than just a form of compliance.
- Students know about the benefits of spaced and deliberate practice.
- Students set practice goals for themselves.
- Students engage in self-assessments that narrow their focus on what needs to be practiced.





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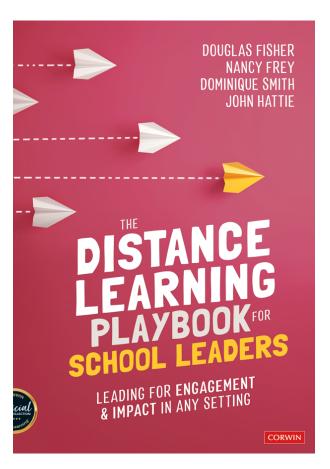
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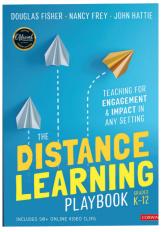
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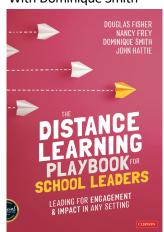


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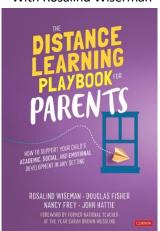
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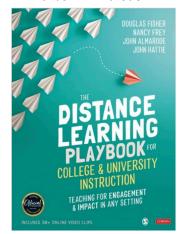
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### Let's finish strong!

#### Share ideas in Chat!

How might you take the Distance Learning Playbook back to your school and peers? What is your action plan for you and your team?



Directions: Answer on your screen so we can share results!

As a leader, you have the potential to support teachers in the selection and implementation of effective approaches to ensure that learning occurs.

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree



Directions: Answer on your screen so we can share results!

# How similar is your supervision in distance/hybrid instruction compared to fully in-school instruction?

- a. Very similar
- b. Similar
- c. Different
- d. Very different



Directions: Answer on your screen so we can share results!

# What would be <u>most</u> helpful to improve the instructional supervision you provide to your teachers?

- 1. Video Examples of Instructional Supervision
- 2. Workshops for Teachers
- 3. Observation Tools / Checklists
- 4. Coaching Guides



Directions: Answer on your screen so we can share results!

## What do you need most from the broader education community?

- 1. Resources for yourself
- 2. Resources for your teachers
- 3. Resources for your students' families

