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

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Webinar 3: Assessing learning and providing feedback

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**Enjoy the books!**

*The Original*

With Dominique Smith  
With Rosalind Wiseman  
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by Douglas Fisher, Nancy Frey, John Hattie
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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
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 at a Distance: Instructional Leadership

Nancy Frey
Teaching Channel
November 3, 2020
Revisit School Goals in Light of Distance Learning

**ESSENTIAL QUESTION:** To what extent do the school goals we currently have reflect our needs in distance learning?

**YOUR GOAL:** Use a process to identify a starting point to jumpstart your collaboration with your instructional leadership team.
Acceleration (d = .68)

Hattie, 2020
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.

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.
The “A-ha Moment”
This decade’s revolutionary idea in education is that active student involvement in their learning is key to breakthrough results.
Knowledge possessed is not automatically knowledge deployed.

~Sam Wineburg
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?

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Clarity in English: Jason
Re-examine School Instructional Goals

Add?
Change?
Delete?
Continue?

AC/DC Decision-making
Great teachers have ambitious goals for their students.
Ensure that culturally sustaining pedagogies are evident (pp. 76-77).

**ESSENTIAL QUESTIONS:** How can distance learning be utilized to ensure a student-centered learning climate?

**YOUR GOAL:** Examine curriculum and instruction for evidence of culturally sustaining pedagogies.
Assets-based Instruction
Barriers to Rigor
“I don’t want my students to struggle too much.”
“I frontload so that they won’t struggle when they read it.”
“I’m not doing my job if they don’t understand the text.”
Is there an anti-struggle mentality?
WHERE THERE IS NO STRUGGLE, THERE IS NO STRENGTH.

OPRAH WINFREY
<table>
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<th>Reflective Questions for Schools</th>
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<td><strong>Skill</strong></td>
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<td>How does our instruction and text selection build students’ skills and standards?</td>
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<td><strong>Intellect</strong></td>
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<td>How does our instruction and text selection build students’ knowledge and mental powers?</td>
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<td><strong>Identity</strong></td>
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<td>How does our instruction and text selection help students learn something about themselves and about others?</td>
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<td><strong>Criticality</strong></td>
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<td>How does our instruction and text selection engage students’ thinking about power, equity, and the disruption of oppression?</td>
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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

Demonstrating
Collaborating
Coaching & Facilitating
Mostly Asynchronous
Mostly Synchronous
Practicing
Purpose
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 non-examples 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?
Spaced Practice: $d = 0.60$
Spaced Practice: $d = 0.60$
Spaced Practice: $d = 0.60$
Deliberate Practice: $d = 0.79$
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.
Jonathan Walker talks about the use of practice tests.

Distance Learning Playbook, p. 159
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THANK YOU!

Stay Connected... @teachingchannel
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?
Poll Question
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
Poll Question
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
Poll Question
Directions: Answer on your screen so we can share results!

What would be most 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
Poll Question
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